





**SANTIAGO COLLEGE  
COMMUNITY HANDBOOK  
2024**

**Table of Contents<sup>1</sup>**

Table of Contents	2
<b>1. INTRODUCTION</b>	<b>9</b>
<b>2. RIGHTS AND DUTIES OF THE EDUCATIONAL COMMUNITY</b>	<b>11</b>
2.1. Students	11
Rights	11
Duties	11
2.2. Parents and/or guardians	12
Rights	12
Duties	12
Measures in case of non-compliance with duties	14
2.3 School staff	15
2.3.1 Education professionals	15
Rights	15
Duties	16
2.3.2 Education Assistants	16
Rights	16
Duties	16
2.3.3 School Leadership Teams	17
Rights	17
Duties	17
<b>3. TECHNICAL-ADMINISTRATIVE REGULATIONS ON THE STRUCTURE AND GENERAL FUNCTIONING OF THE SCHOOL</b>	<b>19</b>
3.1 School Levels and School Day Schedule	19
3.2 School hours	19
3.3 Student arrival, tardiness and dismissal	20
3.3.1 Access routes	20
3.3.2 Guardian entrance	20
3.3.2 Student arrival and dismissal	21
3.3.2.1 Infant and Lower School student dismissal	21
3.3.2.2 Late arrival to school	21
3.3.2.3 Justified late arrival	22
3.3.2.4 Student early departure	22
3.3.2.5 Absences to school	23
3.3.2.6 Absences to P.E. or Sports	23
3.3.2.7 Juniors'/Seniors' lunch outside the school	23
3.4 Changes in activities and/or class suspension	24
3.4.1 Class suspension	24
3.5 Organizational Chart	25
3.6 Roles and duties	25
3.7 Guardian-School official communication channels	25
3.8 Students' belongings	27
3.9 Lost and found Office	27
3.10 Use of technology and the institutional email	28
3.11 School transport	28
3.12 Behavior outside the school	28

<sup>1</sup>HOW TO USE THIS DOCUMENT.  
Every time a section of the Manual is referenced, the reference is a hyperlink to facilitate navigation within the document. At the bottom of each page, there is a hyperlink to return to the Table of Contents

<b>2024</b> (rev. 08/11)	<b>Santiago College Community Handbook</b>	
3.13	Authorization for photographic record	29
3.14	Mixing and changes of classes	29
3.14.1	Mixing of classes	29
3.14.2	Change of class	30
<b>4.</b>	<b>ADMISSION PROCESS REGULATIONS</b>	<b>30</b>
<b>5.</b>	<b>FINANCIAL COMMITMENTS OF PARENTS AND GUARDIANS WITH THE SCHOOL</b>	<b>32</b>
<b>6.</b>	<b>REGULATIONS REGARDING THE USE OF SCHOOL UNIFORM</b>	<b>33</b>
6.1	Use of the uniform and casual clothing	33
<b>7.</b>	<b>SAFETY, HYGIENE, AND HEALTH REGULATIONS</b>	<b>34</b>
7.1	Safety Regulations	34
7.1.1	Risk Prevention Policy	34
7.2	Comprehensive School Safety Plan (CSSP)	35
7.2.1	School Safety Committee	35
7.2.2	School Accident Protocol	36
7.2.3	Infirmary	36
7.2.4	School transport	37
7.3	Protection of Students' Rights	37
7.3.1	Violation of Rights	38
7.3.1.1	Prevention strategies in case of detecting situations of violation of students' rights.	38
7.3.1.2	Protocol for addressing the detection of situations involving the violation of children's rights.	38
7.3.2	Child abuse	40
7.3.2.1	Child abuse prevention	40
7.3.2.2	Protocol for responding to reports or suspicions of child abuse.	41
7.3.3	Sexual assaults and incidents of a sexual nature that jeopardize the well-being of students	42
7.3.3.1	Prevention of sexual assaults and incidents of a sexual nature	42
7.3.3.2	Protocol for responding to reports or suspicions of sexual assaults or incidents of a sexual nature	44
7.3.4	Situations involving alcohol and drug use within the school	46
7.3.4.1	Preventive strategies addressing alcohol and drug use	46
7.3.4.2	Protocol for responding to alcohol and drug use	47
7.3.5	Situations related to self-harming and risky behaviors	49
7.3.5.1	Prevention strategies for self-harming behaviors	50
7.3.5.2	Protocols for responding to self-harming behaviors	50
7.3.6	Situations related to ideation, attempt, and/or suicide of a student or member of the educational community	51
7.4	MEASURES AIMED AT ENSURING THE HYGIENE OF THE EDUCATIONAL FACILITY	55
<b>8.</b>	<b>REGULATIONS RELATED TO GENERAL PEDAGOGICAL MANAGEMENT AND MATERNITY AND PATERNITY PROTECTION</b>	<b>56</b>
8.1	Technical-Pedagogical Regulations	56
8.1.1	Pedagogical reflection	57
8.1.2	Pedagogical supervision	58
8.1.3	Curricular planning	58
8.1.4	Learning assessment	58
8.1.5	Pedagogical Development	59
8.1.6	Guidance Department	59

2024 (rev. 08/11)	Santiago College Community Handbook	
8.2 Regulations on Assessment and Promotion	60	
8.3 Protocol for Retention and Assistance to Student Parents, Mothers, and Pregnant Individuals	60	
8.3.1 Policy for prevention and protocol for action regarding teenage pregnancy, motherhood, and fatherhood.	60	
8.3.2 Protocol for addressing cases of pregnant students, teenage fathers, and mothers.	61	
8.4 Regulations on Pedagogical Outings and Study Trips	62	
8.4.1 Operating guidelines	63	
8.4.2 Restrictions	63	
8.4.3 School coexistence management	64	
8.4.4 Student Participation in Outings, Trips, or Tours	64	
8.4.5 Specific Rules for Foreign Travel/Tours	65	
8.4.6 Sports Tours	66	
8.5 Protocol for Outstanding Athletes	66	
8.6 Regulations on Distance Learning Situations	67	
8.6.1 Guardian-School official communication channels	68	
8.6.2 Expected Behaviors and Specific Offenses in Distance Learning	68	
8.6.3 Distance Assessments	69	
9. RULES, OFFENSES, MEASURES, AND PROCEDURES	70	
9.1 Expected behaviors and actions or omissions considered offenses, organized according to their lesser or greater severity, and the measures to be applied	70	
9.1.1 Expected behaviors	70	
9.1.2 Recognition of Positive Student Behaviors	72	
9.1.3 Behaviors affecting positive coexistence: offenses and procedures for these	74	
9.1.3.1 Minor offenses	75	
9.1.3.1.1 Categorization of minor offenses	75	
9.1.3.1.2 Formative, pedagogical, and/or supportive measures	77	
9.1.3.1.3 Reparative measures	78	
9.1.3.1.4 Sanctions or Disciplinary Measures (Not Applicable to Preschool Students)	78	
9.1.3.2 Serious offenses	79	
9.1.3.2.1 Categorization	79	
9.1.3.2.2 Formative, pedagogical, and/or supportive measures	82	
9.1.3.2.3 Reparative measures	83	
9.1.3.2.4 Sanctions or Disciplinary Measures (Not Applicable to Preschool Students; this list is not exhaustive, and more than one measure may be implemented at a time)	83	
9.1.3.2.5 Protection measures	85	
9.1.4.3 Very serious offenses	85	
9.1.4.3.1 Categorization	85	
9.1.4.3.2 Pedagogical and/or supportive measures	87	
9.1.4.3.3 Reparative measures	87	
9.1.4.3.4 Sanctions (Not applicable to preschool students)	87	
9.1.4.3.5 Protection measures	87	
9.1.5 Special measures for eighth, eleventh and twelfth grade students regarding participation in ceremonies, and in the case of fourth year, special permissions (Senior Privileges)	88	

9.2 Procedures to determine the existence of offenses, application of measures, and the corresponding review instances	88
9.2.1 Due School Process and General Action Protocol	88
9.2.2 Review instances and appeals to sanctions	90
9.2.2.1 Reconsideration (appeal)	90
9.2.2.2 Special procedure in cases of serious or very serious offenses that may result in expulsion or non-renewal (Safe Classroom)	90
<b>10. REGULATIONS RELATED TO THE FIELD OF SCHOOL COEXISTENCE</b>	<b>93</b>
10.1 Promotion of Positive Coexistence and Prevention Policies	93
10.1.1 International Baccalaureate Curriculum	93
10.1.2 Guidance Program ("Personal and Social Development," PSD	94
10.2 Good School Coexistence Committee	95
10.3 Head of School Coexistence	95
10.4 Homeroom Teacher and their Role in School Coexistence	96
10.5 Training and School Coexistence Management Plan	96
10.6 Constructive conflict management measures between peers	96
10.7 Promotion of the School Community Handbook	97
10.8 Prevention strategies and protocol for action in cases of bullying or violence among members of the educational community	98
10.8.1 Bullying	98
10.8.2 Protocol for Bullying Among Students	99
10.8.3 Adult-to-Student Abuse	101
10.9 Abuse towards adults in the community	101
10.9.1 Student-to-adult abuse	101
10.9.2 Abuse among adults	102
10.10 Regulations regarding the existence and operation of participation instances and coordination mechanisms between them and educational institutions	102
Parents and /or guardians	102
Students	103
Teachers and non-teaching staff	103
Alumni	103
<b>11. REGULATIONS RELATED TO THE EARLY CHILDHOOD EDUCATION LEVEL (Pre-Kinder - Kinder)</b>	<b>104</b>
11.1 Introduction	104
11.2 Principles to which the regulations of the level's internal rules should adhere	104
11.3 Technical-administrative regulations on the general structure and operation of the level	105
11.3.1 Curricular sections taught by the level	105
11.3.2 Class structure	105
11.3.3 Operating hours	105
11.3.4 Recess	105
11.3.5 Suspension of activities	105
11.3.6 Procedure for late arrival and early departure of children	105
11.3.7 Level organizational chart	105
11.3.8 Roles of the school leadership, teachers, and education assistants	105
11.3.9 Parent Communication Mechanisms	106
11.4 Admission process regulations	106

11.5 Regulations on financial commitments of parents and/or guardians with the School	106
11.6 Use of school uniform and change of clothes regulations	106
11.6.1 School uniform	106
11.6.2 Use of restrooms and changing of clothes	106
11.7 Safety, Hygiene and Health Regulations	107
11.7.1 Measures aimed at ensuring hygiene in the Early Childhood Education level	107
11.7.1 Health Protection Measures	108
11.7.2 Medications	108
11.7.3 Most common and highly contagious transmissible diseases	108
11.7.3 Comprehensive School Safety Plan (CSSP)	109
11.7.4 Nutrition	109
11.8 Pedagogical Management Regulations	109
11.8.1 Study Plans and Programs	109
11.8.2 Assessment and promotion	109
11.9 Basic measures of support and coordination with the family	110
11.9.1 Long absences	110
11.9.2 Items forgotten at home	110
11.9.3 Use of electronic devices	111
11.9.4 Materials	111
11.9.5 Authorization for photographic record and others	111
11.9.6 Report and/or document requests	111
11.9.7 Protection measures	112
11.10 Regulations related to pedagogical outings	112
11.10.1 Definition of pedagogical outing	112
11.10.2 Prevention and safety measures – prior to the pedagogical outing	112
11.10.3 Prevention and safety measures - during the pedagogical outing	113
11.10.4 Prevention and safety measures - after the outing	113
11.11 Regulations related to coexistence and good treatment	114
11.11.1 General coexistence rules for the level	114
11.11.2 Action measures and procedures	114
11.11.3 Protocol for action in cases of mistreatment among adult members of the educational community	116
11.12 Rules, offenses, measures and procedures	116
11.12.1 Accompaniment protocols	116
11.12.2 Collaborative conflict management procedures	118
<b>ANNEXES</b>	<b>119</b>
ANNEX 1. PROFILE OF THE INTERNATIONAL BACCALAUREATE LEARNING COMMUNITY.	120
ANNEX 2. UNIFORM AND PERSONAL APPEARANCE	121
ANNEX 3. ACTION PROTOCOL IN CASE OF SCHOOL ACCIDENT	126
Student Accident Protocol	126
Employee Accident Protocol	126
ANNEX 4. INFIRMARY CARE PROCEDURES	127
Infirmary Care Protocol	127
Medication Administration Protocol in the Infirmary	127
Protocol for Care of Students with Diabetes Mellitus	128

Protocol for Notification of Infectious Diseases	128
Ambulance Request Procedure	128
ANNEX 5. RESPONSIBLE USE OF TECHNOLOGY POLICY	131
ANNEX 6. PROCEDURE FOR BEHAVIORS INVOLVING APPROPRIATION OF OTHERS' PROPERTY AND/OR LOSS OF STUDENT BELONGINGS ON CAMPUS	134
ANNEX 7. LOCKER PROCEDURES	135
ANNEX 8. MIDDLE AND HIGH SCHOOL TEST RULES	136
ANNEX 9. ADMISSION POLICY AND ACCESS TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM	137
ANNEX 10. ADMISSION POLICY	142
ANNEX 11. PROTOCOL FOR DIAPER/CLOTHING CHANGES FOR PRESCHOOL STUDENTS	150
ANNEX 12. SCHOOL TRANSPORT REGULATIONS	151
ANNEX 13. PEDAGOGICAL OUTINGS PROTOCOL	154
ANNEX 14. STUDY TRIP REGULATIONS	156
ANNEX 15. RISK ASSESSMENT	159
ANNEX 16. ACADEMIC INTEGRITY POLICY	160
DP (10th to 12th grade) Procedures Derived from Improper Behavior	167
MYP (6th to 9th grade) Procedures Derived from Improper Behavior	168
ANNEX 17. EMOTIONAL DYSREGULATION PROTOCOL IN STUDENTS	170
ANNEX 18. SANTIAGO COLLEGE LIBRARY REGULATIONS	172
ANNEX 19. PROTOCOL FOR THE RECOGNITION OF GENDER IDENTITY OF TRANS CHILDREN AND ADOLESCENTS	177

*This document uses inclusive terms such as 'the student,' 'the teacher,' 'the peer,' 'the guardian,' 'the parent,' and their respective plurals (as well as other equivalent words in the educational context) to refer to the entire school community. This is because there is no universal agreement in the Spanish language regarding how to collectively refer to the diversity of human beings, except by using 'o/a,' 'los/las,' 'les,' 'lxs,' 'l@s,' and similar constructions, which can result in graphic and semantic saturation that may hinder comprehension and reading fluency.*

*The specific regulations for PreKinder and Kinder are found in Chapter 11 of this document since, by regulations, the rules are different for these age groups.*



# 1. INTRODUCTION

The Santiago College Educational Foundation<sup>2</sup> is the supporter of Santiago College, a private, coeducational school that provides comprehensive education to all its students from Preschool to 12th grade.

The school fosters the development of each student in a demanding academic environment, promoting a democratic society and international awareness while respecting the Convention on the Rights of the Child<sup>3</sup>. Additionally, it encourages skills to help students face new challenges and develop a lifelong love for learning.

The mission of Santiago College is to deliver excellent, bilingual, and cutting-edge education based on Judeo-Christian values and enriched by cultural diversity, preparing individuals to actively contribute to society's development in a globally interconnected world subject to continuous change.<sup>44</sup>

The vision is “to be a benchmark in shaping integral individuals with a spirit of service, intellectual curiosity, perseverance in the pursuit of excellence, and the ability to navigate different cultural environments, facing future challenges and uncertainties with strength.”<sup>5</sup>.

The values the school seeks to promote include honesty, respect, responsibility, joy of living, and perseverance, as defined in the Institutional Educational Project (PEI).<sup>6</sup>

Based on this mission and vision, along with the 2019 National School Coexistence Policy<sup>7</sup> of the Ministry of Education (hereafter, MINEDUC), this Community Handbook (RIE) has been developed, complying with current regulations<sup>8</sup> & <sup>9</sup> and establishing the regulatory framework for the entire school community.

<sup>2</sup> Fundación Educacional Santiago College holds Official Recognition by Cooperative Decree of the Educational Function of the State No. 20278 of 1961. It has a letter of guarantee issued by the Department of Education of the State University of New York, to operate under its Bylaws, since August 26, 1966. The school is authorized by the International Baccalaureate Organization (IBO) in Geneva, since 1981. It is accredited and a member of the European Council of International Schools, CIS, and NEASC (Council of International Schools and New England Association of Schools and Colleges), International Schools Association, and is a member of the British Schools Association of Chile and the Association of IB Schools in Chile.

<sup>3</sup> Ratified by Chile in 1990

<sup>4</sup> Institutional Educational Project pp 4

<sup>5</sup> Institutional Educational Project pp 4

<sup>6</sup> Institutional Educational Project pp 5-8

<sup>7</sup>

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

<sup>8</sup> Memorandum No. 482 provides instructions regarding the Internal Regulations of Basic and Secondary Education Establishments Officially Recognized by the State, issued by the Superintendent of Education in 2018.

<sup>9</sup> Memorandum No. 860 provides instructions regarding the Internal Regulations of Preschool Education Establishments, issued by the Superintendent of Education in 2018.



This regulation is part of the internal rules that govern school life in pursuit of good coexistence, based on respect and the safety of all members of the school community.

It has been developed with a formative approach to coexistence, which is understood as an attribute that is taught, learned, and expressed in different school contexts<sup>10</sup>. This approach has a preventive dimension that prepares students to make informed decisions in situations that may compromise school coexistence.

Good school coexistence is understood as the "harmonious coexistence of members of the educational community, involving positive interaction among them and allowing the proper fulfillment of educational objectives in an environment that fosters the integral development of students."<sup>11</sup> Therefore, all members of the educational community<sup>12</sup> are responsible for promoting positive coexistence.

This regulation must be known and adhered to by all members of the educational community. It is published on the website [www.scollege.cl](http://www.scollege.cl) and can be spread through other means. Parents or guardians must annually acknowledge awareness of this document, implying adherence to it.

Regarding updates, the Community Handbook (RIE) will be reviewed according to current regulations at least once a year. Notwithstanding the above, it may be updated at times deemed appropriate by the school to improve school coexistence, or when instructed by the MINEDUC and/or the Superintendence of School Education, or as deemed necessary to incorporate unforeseen situations and comply with the needs of the educational community and/or changes in regulations. Any situation not covered in this regulation will be reviewed by the School Head jointly with the School Coexistence Committee, seeking the participation of all stakeholders, to apply due process criteria.

<sup>10</sup> For example, during recess, in the classroom, field trips, civic events, assemblies, ceremonies, and parent meetings.  
<sup>11</sup> LGE Art.16A.  
<sup>12</sup> The educational community is defined by Article 9 of the LGE (General Education Law): "The educational community is comprised of students, parents, guardians, educational professionals, educational assistants, teaching staff, administrators, and educational sponsors."

## 2. RIGHTS AND RESPONSIBILITIES OF THE EDUCATIONAL COMMUNITY

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

### 2.1. Students

#### Rights

Students have the right to:

- Receive education that provides opportunities for their training and integral development.
- Receive appropriate attention in the case of possible special educational needs.
- Not be discriminated against.
- Study in a safe, tolerant, and mutually respectful environment.
- Express their opinion and have their physical and moral integrity respected, being free from any form of school abuse.
- Be informed and acquainted with the Institutional Educational Project (PEI) and other relevant documents.
- Receive due process safeguarding the right to appeal.
- Have their personal freedom, conscience, religious and ideological beliefs, cultural identity, and gender identity respected (See Annex 20), within the framework of the school's values and principles.
- Be evaluated according to known assessment criteria and be promoted based on an objective and transparent system established in the Educational Project Regulations (REP).
- Participate in the cultural, sports, and recreational life of the school.
- Associate with each other through the Student Councils.

Santiago College, in accordance with children's rights, provides equal opportunities to all its students, ensuring the right to be treated with respect and valued regardless of their gender or sexual orientation, and rejecting cultural constructs of gender roles that lead to unequal treatment.

#### Responsibilities

It is the duty of students to:

- Acknowledge and responsibly exercise their school rights.
- Respect the PEI, the Community Handbook (RIE), the REP, school policies, and procedures.
- Provide dignified, deferential, respectful, and non-discriminatory treatment to all members of the educational community.
- Adhere to attendance and punctuality rules for all school and extracurricular activities.
- Study and strive to achieve the maximum development of their abilities.
- Collaborate and cooperate to improve school coexistence.

- Be responsible and demonstrate commitment in all school activities in which they may participate.
- Take care of the school's infrastructure.

2.2. Parents and/or guardians

The school establishes principles that aim to promote the comprehensive development of students, and for this purpose, it requires the commitment of all members of the community, especially that of the parents or guardians. Below are their rights and duties, along with the potential consequences for non-compliance with the latter:

Rights

Parents and guardians have the right to:

- Be informed about the Institutional Educational Project (PEI), Community Handbook (RIE), and Educational Project Regulations (REP) of the school.
- Receive information regarding their children's academic performance, school coexistence, and the educational process.
- Be acquainted with the operational rules of the institution (e.g., transportation service, schedules, early withdrawal procedures, etc.).
- Be heard (e.g., in parent meetings, individual interviews, meetings with the Parents Association). However, the school will not receive parents, mothers, and/or legal guardians who are not previously scheduled, except in cases of emergency (emergency situations are understood to include severe health issues, deaths, family violence, etc.). The school will not allow the entry of parents, mothers, and/or legal guardians who wish to raise concerns about the school's operation without a prior appointment.
- Participate in the educational process in relevant areas (e.g., field trips, student- led conferences, thematic days, vocational fairs).
- Receive due process safeguarding the right to appeal.
- Associate themselves (e.g., participate in the elections of the Parents Association).

Responsibilities

It is the duty of parents or guardians to:

- Adhere to the Institutional Educational Project (PEI), Community Handbook (RIE), and Educational Project Regulations (REP).
- Adhere to the school's operational rules (e.g., respecting schedules, discussing them with students, ensuring compliance; respecting regular communication channels ([see point 3.7](#)); respecting and ensuring that students comply with the school's policies on responsible use of technology and email (See [Annex 5](#)); signing and returning school letters and communications sent home, providing relevant justifications.
- Take responsibility for their children's educational process, supporting them continuously. This includes fulfilling instructions and commitments made with the school regarding their children's learning, behavioral, emotional,

and/or social issues; promoting study habits and the fulfillment of academic responsibilities; staying informed about students' school activities through the means provided by the school.

- Comply with referrals to specialists from the school and follow their instructions regarding treatments for physical and mental health issues and/or those affecting school coexistence.
- Provide their children with the materials required by the school for pedagogical activities.
- Ensure the correct use of the uniform and the presentation, health, and hygiene of their children; especially ensuring that the student arrives at school in full uniform and properly groomed.
- Attend meetings to which they have been invited, parent meetings, workshops, and/or training sessions for parents organized by the school.
- Ensure the attendance and punctuality of students, coordinating medical appointments and procedures outside school hours, as well as family trips during vacation periods, prioritizing and safeguarding students' educational processes.
- Educate their children in respecting and valuing the dignity of all individuals, fostering a family environment that values education, the formation of integral individuals, and cultural diversity.
- Provide dignified, deferential, respectful, and non-discriminatory treatment to all members of the educational community, maintaining a respectful climate in interviews and meetings, among others.<sup>13</sup>
- Express their concerns, doubts, and/or complaints in a respectful, formal, and constructive manner to the appropriate person.
- Address directly with other parents the conflicts involving students that occur outside school hours and/or in activities not organized by the school and/or during vacations, as a first step. If this is not successful or they believe the school should be informed, contact the relevant homeroom teacher during the next business hours.
- Handle conflicts with other parents or students in a friendly and respectful atmosphere, seeking a peaceful resolution.
- Behave in accordance with the school's values and the rules of good coexistence in sports events or other encounters with other schools.
- Not undermine the school and/or teachers in front of the students, as this interferes with their education and formation process.
- Address concerns, inquiries, and potential issues regarding the school's actions in a constructive and positive manner, assuming that both parties have the best interest in the well-being of the student.
- Comply with the school's final resolutions once the due process is completed.
- Keep the school informed of situations that may potentially affect the safety, well-being, and/or learning and formation of students.<sup>14</sup> In all applicable cases, it is important to provide relevant contact information.

<sup>13</sup>

If this is not the case, the meeting may be suspended, and the presence of a school authority may be requested for future occasions.

<sup>14</sup> For example, a change in the adult responsible for the student, the death of a family member, significant health, emotional, or psychological difficulties.

- Be responsible for damages caused by the student to the school's infrastructure, whether accidental or intentional.<sup>15</sup>
- Adhere to the contractual requirements of each technological application, especially in social networks (e.g., age requirement of 13 years to participate in Instagram, TikTok, etc.).
- Make appropriate use of social networks (e.g., WhatsApp and Instagram), avoiding sending unverified information ('fake news') and disparaging remarks about both the school and members of the community.
- Express concerns appropriately, following the established regular procedure.
- Comply with the school's safety rules:
  - Sign the Santiago College Entry Register upon entering the school, always carrying the credential or sticker that validates this procedure. If checked by guards upon entry, respond respectfully, understanding that this is for the well-being of our students.
  - Enter exclusively designated spaces for parents: interview room, administration area, main entrance partitions.
  - Withdraw students in designated spaces for this action, which are: main entrance partition and pre-school entrance partition. Once withdrawn, the student is in the care of their guardian.
  - Withdraw students at established times<sup>16</sup>, ensuring that the student does not wait for prolonged periods from the end of their school day.
  - Use exclusively sanitary services designated for adults (use of bathrooms marked exclusively for student use is prohibited).
  - Respect the authorized student withdrawal procedure during class hours.

Measures in Case of Non-compliance with Duties

If a parent or legal guardian fails to comply with the stipulated duties and/or engages in conducts contrary to good school coexistence, the school may implement some of the following measures, as appropriate:

Measures in Case of Procedural or Operational Rule Violations (e.g., repeated tardiness, failure to comply with uniform regulations, absence from meetings):

- Recording in the digital class book
- Interview with the homeroom teacher and recording thereof
- Interview with the Principal and/or Administration and recording thereof

Measures for breaches of coexistence (such as the use of offensive or vulgar language, physical aggression, threats, destruction of material property of any community member):

- Interview with the Principal and/or School Head and recording thereof
- Letter documenting behavior
- Appointment of a new legal guardian

<sup>15</sup> Whether these are real estate or movable property. For example, furniture, gardens, technological or pedagogical resources, among others.  
<sup>16</sup> Operating hours

- Partial or permanent suspension of participation in school events, such as ceremonies, graduations, and/or sports events
- Prohibition from entering the premises
- Legal actions according to current regulations<sup>17</sup>

The school will use the means at its disposal and respect due process to determine the measures that will be applied.

2.3 School Staff

For all intents and purposes, "school staff" includes education professionals, educational assistants, the management team, support staff, and administrative personnel. Staff members are governed by both current labor regulations, as outlined in the Internal Rules of Order, Hygiene, and Safety, as well as by the provisions of the teaching statute. Notwithstanding the above, this regulation also applies, as appropriate and as the case may be.

2.3.1 Education Professionals

Rights

- To work in a tolerant environment of mutual respect; likewise, they have the right to have their physical, psychological, and moral integrity respected, and cannot be subjected to any type of mistreatment by other members of the educational community.
- To propose initiatives they deem useful for the progress of the institution, within the terms provided by internal regulations, and to ensure they have adequate spaces to carry out their work effectively.
- To have an employment contract, signed by both parties, in which the stipulations outlined in Article 10 of the Labor Code and any other agreements agreed upon by the parties are recorded.
- To have a work schedule not exceeding 45 hours per week, distributed from Monday to Saturday, with a meal break agreed upon in their employment contract and not less than thirty minutes.
- To receive a monthly remuneration according to what is agreed upon in their respective individual contracts or, failing that, in the contracts or Collective Bargaining Agreements that are signed.

Responsibilities

- To fulfill their teaching function in an adequate and responsible manner (for example, proper class planning, teaching strategies, differentiation, etc.).
- To provide vocational guidance to their students when appropriate.
- To update their knowledge and evaluate themselves periodically.
- To know, research, present, and teach the curriculum content corresponding to each educational level established by the curriculum bases and study plans and programs.
- To respect both the rules of the institution where they work and the rights of the students.

<sup>17</sup> In case of situations that could constitute crimes, the Management defines the need to comply with what is established in Article 175 of the Criminal Procedure Code, being able to have legal advice in said process (see protocol for action in cases of school violence).



- To treat students and other members of the educational community respectfully and without arbitrary discrimination.
- To comply with the work schedule assigned to them, recording their attendance and work start and finish times, except for those covered by Article 22 of the Labor Code.
- To inform the school in writing when their direct or indirect personal or family relationships may present a Conflict of Interest in the performance of their duties.
- To reject any type of fee, commission, remuneration, compensation, gift from third parties that may affect their activities and/or decisions regarding the school's operations.
  
- Not to disclose or allow third parties to become aware of the operational or commercial information of the school without prior written authorization from the school's administration.

2.3.2 Education Assistants

Rights

- To work in a tolerant environment of mutual respect and to have their physical and moral integrity respected, not being subjected to humiliating or degrading treatment.
- To receive respectful treatment from other members of the school community.
- To participate in its collegiate instances.
- To propose initiatives they deem useful for the progress of the institution, within the terms provided by internal regulations.
- To have an Employment Contract, signed by both parties, in which the stipulations outlined in Article 10 of the Labor Code and any other agreements agreed upon by the parties are recorded.
- To have a work schedule not exceeding 45 hours per week, distributed from Monday to Saturday, with a meal break agreed upon in their employment contract and not less than thirty minutes.
- To receive a monthly remuneration according to what is agreed upon in their respective individual contracts or, failing that, in the contracts or Collective Bargaining Agreements that are signed.

Responsibilities

- To perform their duties in a suitable and responsible manner.
- To respect the rules of the institution where they work.
- To provide respectful treatment to other members of the school community.
- To comply with the work schedule assigned to them, recording their attendance and hours of entry and exit, except for those covered by Article 22 of the Labor Code.
- To inform the school in writing when their direct or indirect personal or family relationships may present a Conflict of Interest in the performance of their duties.
- To update their knowledge and evaluate themselves periodically.
- To reject any type of fee, commission, remuneration, compensation, gift from third parties that may affect their activities and/or decisions regarding the school's operations.



- Not to disclose or allow third parties to become aware of the operational or commercial information of the school without prior written authorization from the School Head.

2.3.3 School Leadership Teams

Rights

- To lead the implementation of the educational project of the institution they lead.
- To work in a tolerant environment of mutual respect and to have their physical and moral integrity respected, not being subjected to humiliating or degrading treatment.
- To receive respectful treatment from other members of the school community.
- To have an Employment Contract, signed by both parties, in which the stipulations outlined in Article 10 of the Labor Code and any other agreements agreed upon by the parties are recorded.
- To have a work schedule not exceeding 45 hours per week, distributed from Monday to Saturday, with a meal break agreed upon in their employment contract and not less than thirty minutes.
- To receive a monthly remuneration according to what is agreed upon in their respective individual contracts or, failing that, in the contracts or Collective Bargaining Agreements that are signed.

Responsibilities

- To lead the institution under their charge, based on their responsibilities, and strive to improve its quality and their professional development.
- To promote the professional development necessary for teachers to achieve their educational goals.
- To comply with and respect all the rules of the institution they lead.
- To comply with the work schedule assigned to them, recording their attendance and hours of entry and exit, except for those covered by Article 22 of the Labor Code.
- To inform the school in writing when their direct or indirect personal or family relationships may present a Conflict of Interest in the performance of their duties.
- To reject any type of fee, commission, remuneration, compensation, gift from third parties that may affect their activities and/or decisions regarding the school's operations.
- Not to disclose or allow third parties to become aware of the operational or commercial information of the school without prior written authorization from the School Head.

In addition to the above, all school staff must:

- Adhere to the rules detailed in the Internal Regulations of Hygiene, Order, and Security.

- Adhere to the institution's Educational Project.
- Promote, maintain, and collaborate with good coexistence in all areas and activities of the school.
- Maintain a dignified, deferential, respectful, and non-discriminatory treatment towards all members of the school community.
- Be a role model for students in terms of punctuality, good manners, spirit of service, and personal presentation.
- Address, from a formative perspective, behaviors that do not promote positive coexistence and inform the appropriate instances. This implies informing students of the consequences of their actions and the measures the teacher will take regarding them.
- Ensure compliance with the internal regulations of the institution and collaborate in their application.
- Respect the confidentiality of all matters related to the school, both within and outside of it. Therefore, it is not allowed to discuss issues related to another member of the educational community in the presence of a third party, whether they are a student, parent, colleague, or someone outside the institution.
- Communicate through social networks with students exclusively for school-related activities or matters and in cases of force majeure. It is prohibited for all school staff to establish bilateral contacts or for social reasons with SC students.

**Obligation to Report Crimes**

The School Head, teachers, and education assistants must report any action or omission that constitutes a crime and affects a student of the school, whether it occurred within or outside the establishment, bringing the facts to the attention of the school authorities within 24 business hours of becoming aware of the situation, in order to comply with the legal obligations established in Articles 175 (letter e), 176, and 177 of the Criminal Procedure Code.

The crimes that must be reported may include, among others, injuries, threats, robberies, thefts, sexual abuses, illegal possession or carrying of weapons, possession or trafficking of illicit substances, or others.

The person responsible for making such reports to the police or judicial authorities shall be the Director along with the School Coexistence Officer or whoever is designated for such purposes by the Management, a mission that shall be carried out in accordance with the provisions of Articles 173 and 174 of the Criminal Procedure Code (Law 19.696): The report shall be made to the Public Ministry and/or to the police authorities or Courts of Justice that have jurisdiction over the reported incident. The report shall be made in writing and shall include the identification of the complainant, their address, the name of the school, a detailed account of the incident, the identification of those who allegedly committed or witnessed the act, and all other relevant information available.

The role of the staff upon becoming aware of such cases shall be to receive the information reported to them and make it available to the competent authorities for their consideration.

### 3. TECHNICAL-ADMINISTRATIVE REGULATIONS ON THE STRUCTURE AND GENERAL OPERATION OF THE SCHOOL

#### 3.1 School Levels and School Day Schedule

The school encompasses from Early Childhood Education (Transitional Level 1 or Pre-Kindergarten) to Fourth year of Scientific Humanistic High School.

To provide a more personalized response to the students' needs, Santiago College is structured into four administrative divisions, which, respecting the American origin of the school, are named as follows::

- *Infant School, from Transitional Level 1 (Pre-Kindergarten) to 2nd grade*
- *Lower School, from 3rd to 5th grade*
- *Middle School, from 6th to 9th grade*
- *High School, from 10th grade to 12th grade*

Each of these divisions or Schools is headed by an assistant head, called Principal.

#### 3.2 Schedules

Drop-off gate (surface) opening: 07:15

General gate opening: 07:30

##### School day schedule for Pre-Kinder to 12th grade:

Start of Classes: 07:55

Recess:

09:40 - 10:00

11:30 - 11:50

15:40 - 15:50

Lunch Break:

1st to 5th grade: 12:30 - 13:25

6th grade to 12th grade: 13:20 - 14:10

End of Classes:

Pre-Kindergarten and Kindergarten: 13:30

1st to 8th grade: 15:40

9th grade: 15:40 and 16:30 on Personal Project days, 17:10 on Wednesdays if they take religion

10th to 12th grade: 15:40 or 16:30 according to the student's schedule

**Classes begin at 7:55 a.m., at which time students must be in their classrooms ready to start their workday. Students who enter their classrooms after that time will be recorded as late.**

For Infant, Lower, and Middle School, an After School program is offered, which includes **extracurricular and pre-sports activities**.

The After School Program for Infant School will be offered from Monday to Friday, from 13:30 to 15:20 (Pre-K and Kindergarten) and from 15:45 to 16:45 (1st and 2nd grade).

The After School Program for Lower and Middle School will be offered from Monday to Friday, from 15:50 to 17:10.

The After School program offered for Infant, Lower, and Middle School may be modified or suspended according to the health or emergency conditions of the moment.

Students should not remain at the school beyond the end of their school hours or extracurricular activities. If for any reason they need to stay at the school, parents must inform the tutor, secretary, and/or Principal, and the students must wait at reception or in the designated area provided by the school.

Students from 6th to 12th grade, who need to wait for an extended period between the end of the school day and the start of their extracurricular activities, may leave and re-enter the school if they have written authorization from their parents. The school is not responsible for students while they are outside the school premises.

**3.3 Students’ Arrival, Tardiness, and Departure**

**3.3.1 Access ways**

Entry and exit to the school are via Los Trapenses Avenue. The school has two vehicular accesses and three pedestrian accesses. The southern vehicular access allows access to the drop-off area at surface level and to the underground parking. The northern vehicular access allows access to the drop-off area and underground parking for preschool.

**3.3.2 Entry of Guardians**

Parents, mothers, and/or guardians who enter the school at any time must register at the reception office. During their stay at the school, they must use the corresponding distinctive badge, and when leaving, they must register their departure at the reception.

The school provides a distinctive badge to facilitate the identification of family vehicles and staff vehicles. This badge must be placed in the upper left corner of the front windshield. If there is a change of vehicle, the guardian must remove the distinctive sticker for security reasons.

Parents, mothers, and/or guardians should not enter classrooms or any areas where students are located during class hours, except by invitation or appointment.

These measures are in place for safety and order reasons.

**3.3.2 Student Arrival and Dismissal**

**3.3.2.1 Dismissal of Infant and Lower School Students**

At the beginning of each year, parents or guardians of Infant and Lower School students must inform the corresponding homeroom teacher of who will pick up their child each day of the week. In case of changes, the parent or guardian must inform the Homeroom Teacher via the agenda, indicating who will pick up the child. In case of an emergency or unforeseen circumstance where communication via the school agenda was not possible, the change must be communicated via email to the Homeroom Teacher, as well as the tutor and the principal's secretary, before 9:00 a.m. If the email arrives after that time, the school does not guarantee that the information can be taken into account.

When a student invites or is invited by a classmate, the school must receive communication via the school agenda from both parents or guardians, both from the invited student and the inviting one. For students using school transportation, parents must also inform the school's transportation coordinator.

The school may grant 5th-grade students a pass allowing them to leave the premises at their dismissal time without adult supervision, subject to written authorization from the parent, mother, or guardian.

Infant School students must be picked up from the location designated by the school.

**3.3.2.2 Student Tardiness to School**

Punctuality is one of the expressions of responsibility valued by the school.

- Students who arrive at their classroom after 7:55 a.m. and before 8:10 a.m. will be recorded as tardy for the session by their Homeroom Teacher.
- Students who arrive at the school between 8:10 a.m. (end of homeroom) and 9:00 a.m. must be registered in the electronic class register at the school's entrance and immediately proceed to the corresponding tutor's office, where the tutor will issue the necessary pass for entry to classes. Subsequently, justification will be requested from the parents or guardians.
- Preschool students who arrive late must wait in reception for school staff to escort them to their classroom.

3.3.2.3 Late Arrival with Justification

Students who, due to various reasons (e.g., medical appointments, administrative procedures), need to arrive at school after 9:00 a.m. must register at the entrance according to the following procedure:

- Infant School: The reception staff contacts the corresponding tutor’s office via phone to notify their arrival, and the tutor registers them in the electronic class register. Preschool students who arrive late must wait in reception or at the entrance until staff members escort them to their classroom.
- Lower School: The reception staff contacts the corresponding tutor’s office via phone to notify their arrival, and the tutor registers them in the electronic class register. Subsequently, they proceed to the tutor’s office where the tardiness is recorded, and they show the justification if it was not previously anticipated.
- Middle and High School: The reception staff contacts the corresponding tutor’s office via phone to notify their arrival, and the tutor registers them in the electronic class register. Students must then wait until the tutor or corresponding secretary authorizes their entry.

It is the responsibility of parents or guardians to always justify the tardiness in writing, either via agenda or email.

3.3.2.4 Early student withdrawal

Class attendance is fundamental, so early withdrawals should only be requested in cases of extreme necessity.

The regular procedure for early student withdrawal involves the parent or guardian informing the school the day before or by 9:00 a.m. on the same day, always indicating the reason, time, and who will pick up the student. This information must be sent via the school's agenda or by email to the Homeroom Teacher, tutor, and the Principal's secretary. In the case of students using school transportation, it is the responsibility of the parent or guardian to notify the school's transportation coordinator of the early withdrawal. Students must be picked up from the reception desk.

Notifications of withdrawals that arrive after the deadline may occasionally cause delays in the students' departure.

In the event of unforeseen circumstances or emergencies (e.g., death of a family member) requiring parents or guardians to pick up their children without prior notice, they must provide a written record of the situation at the reception desk.

Under no circumstances will the withdrawal of a student during the school day be allowed by third-party adults or by the students themselves without written authorization via agenda or email from the parent, guardian, or authorized adult.

3.3.2.5 Absences from school

Absences from school due to unforeseen circumstances or emergencies (such as illness, doctor’s appointments, etc.) must be promptly justified and reported in writing (via email or agenda) to the secretary, tutor, and Homeroom Teacher of the corresponding level. In case of illness, and when deemed necessary by the school, parents or guardians will be required to provide the relevant medical certificate no later than the day the student returns to school. Justified absences due to health reasons also affect the overall attendance percentage. It should be noted that the Ministry of Education requires an 85% attendance rate to pass the school year.

In the event that absences coincide with scheduled evaluations, the Evaluation and Promotion Regulations will be applied. This does not apply to preschool levels.

Students who are absent at the start of the school day due to health reasons cannot enter the school premises solely to take a test and then return home.

If students do not attend the school day due to medical or unjustified reasons, they cannot participate in any extracurricular activities within or outside the school after the school day (sports training, musical rehearsals, plays, pending assessments, matches, debates, etc.).

3.3.2.6 Absences to Physical Education or Sports Classes

If a student is unable to participate in physical education or sports classes due to health reasons, the parent, guardian, and/or caregiver must inform the tutor, secretary, or Homeroom Teacher of the corresponding level of this situation by email, agenda, or phone call the day before and up to 9:00 a.m. on the day, indicating the reasons. If a medical certificate is available, it should be submitted to the Homeroom Teacher, tutor, or secretary.

Students who justify their absence from physical education or sports classes will not be allowed to train or participate in school sports, nor participate in sports activities in the "after school" program after school hours. In the case of prolonged medical certificates that prevent participation in physical education or sports, the student will not be able to train or participate in sports or activities involving physical effort (dance competitions, etc.) for the entire duration specified by the doctor.

3.3.2.7 Lunch for Juniors/Seniors Outside of School

Seniors (12th grade) students have the privilege to leave the school premises during their lunch break. This includes requesting the company of a 11th-grade student twice per semester, with prior authorization from the guardian of the 11th-grade student. This authorization must be communicated via email to the level tutor before 10:00 a.m. on the day they will have lunch together. Requests for lunch permissions received after the aforementioned time will not be accepted.



### 3.4 Changes in Activity and/or Suspension of Classes

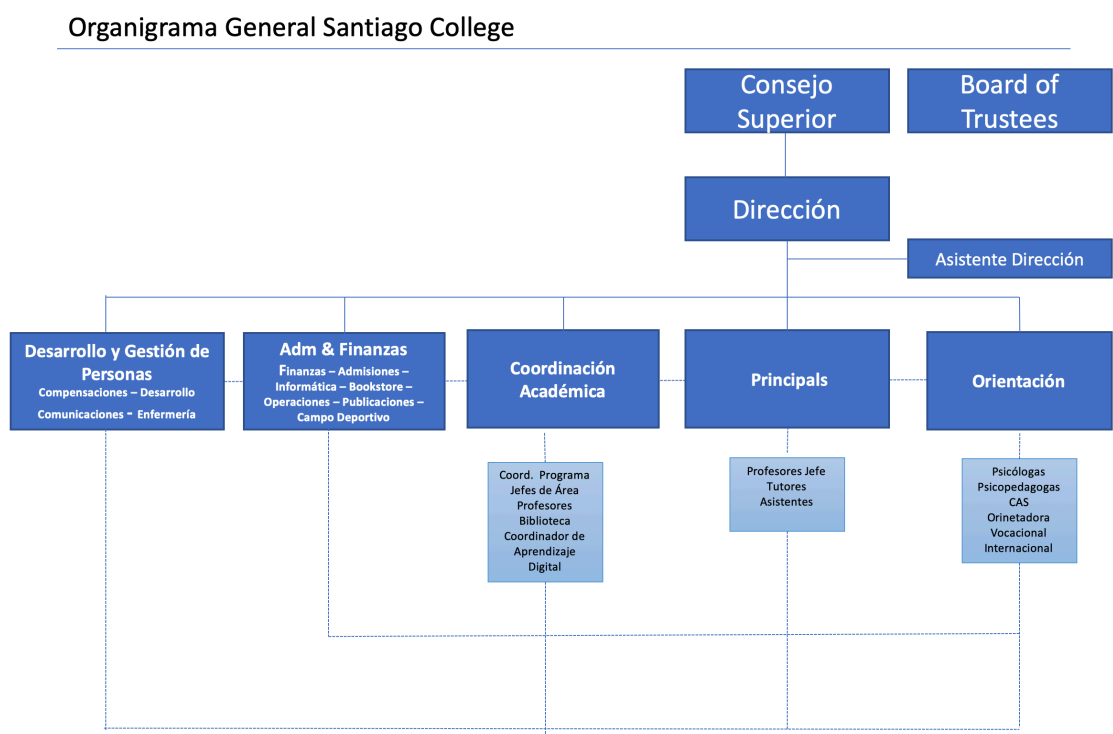
The change in activity is an administrative and pedagogical measure applicable in situations where regular classes are replaced by activities that complement or reinforce the curricular objectives, such as cultural, social, and/or sports events, among others.<sup>18</sup>

The school will be responsible for taking measures to safeguard the safety and integrity of those participating in such activities. When there are changes in activities, the attendance of students, both those attending the activity and those who do not attend and remain in the school, will be recorded in the class registers.

#### 3.4.1 Suspension of Classes<sup>19</sup>

This occurs when the school must suspend classes or modify any of the dates established in the school calendar due to unforeseen or force majeure circumstances (for example, infrastructure conditions, basic supplies cuts, natural disasters, or similar events). In these situations, the school must inform the respective Provincial Department of Education. On the other hand, the academic coordinators of the respective programs will be responsible for establishing a remedial academic plan for the students.

### 3.5 Organigram



### 3.6 Roles and Functions

The roles and functions of each of the staff members of Santiago College are described in the Regulations of Hygiene, Order, and Security

<sup>18</sup> Memorandum No. 2 from the Superintendent of Education  
<sup>19</sup> Memorandum No. 2 from the Superintendent of Education

3.7 Communication and Official Channels Parent-School

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

- Student Agenda from Pre-kinder to 5th Grade
- Email: Homeroom teachers, tutors, and secretaries of the Principal have an institutional email address, which is provided at the beginning of each year.
- Telephone contact with the corresponding level's secretary and/or tutors, registered in the database and updated by the guardian as necessary.
- Telephone contact by homeroom teachers, Principal, tutors, and secretaries if necessary, documented in the school's interview records.
- Certified letter: If a guardian does not attend to be informed about a serious situation involving the student, the school may send a certified letter to the registered address. It will be understood that the information contained in such letter is known and understood by the guardian.
- Through the representatives (Roomparents) of each class and level.
- School's website
- Bulletin boards
- Meetings with students and guardians: Students and guardians have the right to receive comprehensive and personalized education; therefore, personal meetings with students and guardians can be arranged, which will be held in spaces equipped for this activity. These meetings take place during the school day, at times specified by the school.

Each family will ideally be scheduled for at least two interviews per year (except for 12th Grade) with the Homeroom Teacher of each of their children, in order to monitor and support their learning and developmental process. These will be notified via the school agenda and/or email. Student-led Conferences are considered valid to fulfill this regulation. Both the discussions and agreements will be recorded in the relevant interview form, which must be signed by the teacher and the guardian.

It will be the responsibility of the parents or guardians to comply with the agreements established in any of the aforementioned meetings.

The school will not receive parents or guardians who are not previously scheduled except in cases of emergency (emergencies understood as serious health situations, deaths, domestic violence, etc.). The school will not allow the entry of parents or guardians who wish to complain about any aspect of the school's operation without a prior appointment.

Aggressive, rude, or similar behavior from any adult occurring at the school's entrance or access points goes against our values. The reception staff or directly involved staff will contact the Human Resources Manager and/or the Head of School, who will resolve the situation.

The school does not promote nor is responsible for the misuse of communication through WhatsApp groups of parents or other unofficial means, such as: not

respecting privacy, criticizing any member of the educational community, spreading rumors, verbal aggression, disseminating false or unofficial information from the school, using at inappropriate times, for commercial purposes, etc.

To facilitate better communication within our community, the following regular procedure has been established:

- The first point of contact between parents or guardians and the school should be the student's Homeroom Teacher. In the case of purely administrative information (for example, changes of address, inability to participate in physical education), parents can communicate with the tutor and/or the level secretary. For specific academic situations regarding a subject, an appointment can be requested with the relevant teacher, after communicating with the Homeroom Teacher.
- Secondly, or if the specific situation exceeds the role of the Homeroom Teacher, the parent may request an appointment with the relevant Principal, who will determine the potential involvement of third parties.
- In a final instance, and depending on the case, the parent may request an appointment with the Head of School.
- Logistical matters, such as bookstore, transportation, cafeteria, and accounting, should be addressed directly with the relevant manager.
- Notwithstanding the above, Principals and the Head of School may make an appointment with parents or guardians when they deem it appropriate.

3.8 Students’ Belongings

- a. Students should only bring to school those items necessary for their tasks, which must be properly marked with their name and surname.
- b. The school will not be responsible for the loss or damage of students' personal belongings, even if such damage results from the negligence or malice of other students. In the latter case, the school will apply point c below and relevant disciplinary measures, but will not be responsible for the repair or replacement of the lost or damaged item. This policy includes phones, cameras, computers, musical instruments, and in general any object that is a student's property.
- c. However, since any act of appropriating others' property undermines the school's values and positive coexistence, upon such a report, the "Procedure for Appropriation of Others' Property and Loss" will be activated ([See Annex 6](#))
- d. The school provides an individual locker with a lock or padlock to every student from 6th to 12th grade, who is responsible for keeping the locker locked and for reporting any damage to it ([See Annex 7: Locker Procedure](#)).
- e. From an early age, the school promotes autonomy and responsibility. For these reasons, among others, during the school day, students are not allowed to receive forgotten items or assignments. In the case of forgotten lunches, for Infant School and Lower School, they are accepted until 12:00 p.m. From 6th to 12th grade, lunches will not be accepted. The school will provide lunch from the cafeteria to the student who has forgotten their lunch and will charge the cost to the guardian.
- f. Any type of delivery service request for delivery to the school is strictly prohibited. Non-compliance will be considered a serious offense.

3.9 Lost and found

The school has a Lost and Found office operated by volunteer parents. Clothing found in various areas of the school is deposited in designated baskets in tutor rooms and the gym area. After a period of time, any unclaimed items are taken to the Lost and Found office, where they are cataloged. If they have identification, they are returned to the corresponding tutor room or placed in baskets located in the reception area. It is the responsibility of the owners to check the baskets, tutor rooms, and the Lost and Found office. Unmarked clothing will be sold during the year at a predetermined price and is available to the entire community. The money collected is entirely donated to the Community & Service department. Due to limited space in the office, unclaimed uniform items will be liquidated periodically.

The Lost and Found office hours are established at the beginning of each school year and published on the school's website.

3.10 Uso de tecnología y de correo electrónico institucional

The school views technology as a tool that enables research, creativity, communication, collaborative work, and information organization in various ways, within the framework of responsible digital citizenship and with the proper support from families. Responsible digital citizens act with integrity, showing respect and care for themselves and others at all times. These skills are developed in the Personal and Social Development Program (PSDP) based on the Common Sense Media Digital Citizenship Program. Similarly, it is addressed across subjects and various educational instances. The school has a "Responsible Use of Technology Policy" outlined in [Annex 5](#) of this document.

3.11 Transporte escolar

The school's transportation service is provided by private transporters under a contract regulating this service signed by both parties and subscribed through the documents "Data for the transportation service" and "Summary of the regulations," with no contractual relationship existing with the school.

This school service has its own regulations that must be informed to parents or guardians when requesting the service, which is outlined in [Annex 12](#).

The school appoints a transportation coordinator, who will perform coordination duties, ensuring compliance with the regulations, student safety, and keeping the school administration informed about the operation of this service.

Students must adhere to the school's good conduct rules during their time on the bus and exhibit behavior in line with the values of Santiago College. Persistent misconduct or failure to respect these regulations may lead to the suspension of this service.

3.12 Behavior Outside the School Premises

Santiago College cannot monitor or take responsibility for activities that students engage in outside of school and are not part of the established academic program. Santiago College may suggest and advise certain guidelines, but it is the responsibility of parents or guardians to set limits and exercise their parental authority.

Notwithstanding the above:

- a. When wearing the uniform, students must adhere to the same regulations applied within the educational establishment, and failing to do so may result in the relevant sanctions.
- b. It is expected that students' behavior aligns with the regulations outlined in this document, both within and outside the school premises. Failure to do so constitutes a lack of authenticity and adherence to the school's educational project.
- c. Any behaviors that contradict the school's core values and are recorded outside of it, resulting in damage to the school's image, will be considered serious offenses.
- d. In cases of reports of violence or bullying, the provisions outlined in [Section 10.8.1 Abuse and Bullying](#) of this document apply.

3.13 Authorization for photographic recording

The educational process at our school involves interdisciplinary projects, participation in national and international activities, and various learning experiences as part of our students' education. Additionally, the school continuously seeks to highlight academic, sports, and extracurricular achievements through various communication channels.

Having an audiovisual record of these experiences enriches the teaching-learning process, and sharing them creates a sense of community engagement for the entire educational community.

To this end, parents or guardians grant permission for the taking of photographs, videos, or audio recordings of the students, which will only be used for institutional and educational purposes.

3.14 Mixing and Change of Class

3.14.1 Mixing of classes

As you know, Santiago College has a policy of mixing students at different levels of their school life.

The world we live in confronts us with constant changes, to which it is necessary to adapt. We believe that mixing is a good way to begin preparing students for the changes they will face in the higher levels of school, as well as those they will experience in their own future lives, both professionally and personally. At the same time, we aim to foster relationships among students at the same level, promoting tolerance and opening up the opportunity to meet and share with the widest possible diversity of people, strengthening generational bonds.

Consistently, we seek to create a conducive learning environment for the development of our educational project. We know that the ideal class is heterogeneous and reflects the diversity of our school. For that reason, and with the students' benefit in mind, we mix classes to ensure they are as diverse and balanced as possible from both an academic and behavioral standpoint.

The homeroom teachers, along with Principals and the Counseling Department, will form the corresponding classes for each level according to criteria of healthy coexistence, academic balance, and the learning environment.

The School will not accept specific personal requests regarding the mixing process. In case of any extenuating circumstances, they must be communicated to the homeroom teacher no later than September 30th of the current year.

The lists of the new classes will be published on the school's website prior to the start of classes in March.

**3.14.2 Change of Class**

The school reserves the right to change a student's class at any time deemed necessary, considering the student's educational needs. The school does not accept requests from parents/students for a change of class after the mixing process, during the first semester of the current year.

**4. ADMISSION PROCESS REGULATIONS**

Santiago College is a diverse and multicultural school that admits students without discriminating based on creed, nationality, or religion. The application process is open to all interested parties and seeks to safeguard the dignity of all applicants and their families.

The admissions process aims to ensure that admitted students can benefit from existing plans and programs and also thrive in the existing physical environment.

Santiago College has always maintained close ties with its community; therefore, priority in the admissions process is given to families who are already members of the school, including children of alumni and children of staff. Applicants are evaluated according to defined criteria for different levels. Parents or guardians are interviewed as part of the admission process with the objective of providing as much information as possible about the school's values and educational project. The interview is only for new families and is part of the admission process. All specific information and documents for the application can be found in [Annex 10](#).



The school has a school admissions process that respects the principles of objectivity and transparency, non-discrimination, and the preferential right of parents or guardians to choose the educational establishment for their children.

The admissions process adheres to the provisions of Article 13 of the General Education Law<sup>20</sup> and is disseminated and publicized through the school's website, detailing criteria<sup>21</sup>, background information, requirements, and the availability of institutional documents that the applicant or guardian must have at the time of application.

Applications outside the established dates of admission are not accepted. Exceptionally, and only in cases where applicants and their families move to the Metropolitan Region during the year, they may initiate the corresponding admissions process at a different time than the date defined in the admissions regulations.

<sup>20</sup> "LGE. Art. 13. Without prejudice to the provisions of the previous article, the admission processes for students must be objective and transparent, published in electronic media, in brochures, or public billboards. Under no circumstances shall processes involving arbitrary discrimination be implemented, ensuring respect for the dignity of students and their families, in accordance with the guarantees recognized in the Constitution and in international human rights treaties ratified by Chile, especially those concerning children's rights that are in force. At the time of the call, the maintainer of the establishment must inform, in the cases that correspond and in accordance with the law: a) Number of vacancies offered at each level; b) General admission criteria; c) Application deadline and date of publication of results; d) Requirements of applicants, background, and documentation to be submitted; e) Types of tests to which applicants will be subjected; f) Amount and conditions of payment to participate in the process, and g) Educational project of the establishment. (...)."

<sup>21</sup> The criteria are based on families having full information when applying about the characteristics and "distinctive features" of the school, the student profile, and the educational and academic objectives.



## 5. FINANCIAL COMMITMENTS OF PARENTS, GUARDIANS, AND/OR REPRESENTATIVES WITH THE SCHOOL

Santiago College, as a private paid school, finances the educational service exclusively through the payments made by the families acting as guardians of the students in the school.

The commitments, amounts, and dates of these payments are regulated in:

- "Santiago College General Rules and Provisions": Document signed by the guardians upon confirming their children's enrollment.
- "Santiago College Information Letter": Letter sent via email to guardians in January of each year, and available throughout the school year in the Letters and Documents section, General Documents, of the institutional website.
- "Santiago College Internal School Regulations" (ISRs): In January, a letter is sent to the guardians requesting them to access the website and read the Internal School Regulations (for the current year). In March of the current year, the guardians must return the signed stub attached to the letter, in which they declare having read, shared with their children, and agreed to the PEI, these regulations, and the Santiago College Evaluation and Promotion Regulations.

The above-mentioned commitments are valid during the relevant school year.

Furthermore, the school offers various scholarships:

1. Schooling scholarships provided by the Parents' Association
2. Schooling scholarships provided by the Alumni Association
3. Lunch scholarships provided by Santiago College

## 6. SCHOOL UNIFORM REGULATIONS

### 6.1 Use of The School Uniform and Casual Clothing

One of the expressions of the value of responsibility is the proper use of the Santiago College uniform, which is mandatory. However, exceptions may be granted for a specific period of time for partial or total exemption from its use, provided they are duly justified in writing by the guardians.

The purpose of wearing the uniform is to instill a sense of belonging to the School, and therefore, it should be worn correctly and with pride.

By wearing the uniform, the student represents the school, and consequently, their behavior is subject to the School's rules.

It is the responsibility of the guardians to ensure that their children attend the establishment with appropriate personal presentation and hygiene, and dressed in the uniform according to the specifications outlined in [Annex 2](#).

When the school authorizes the use of casual clothing (for rewards, field trips, houses, etc.), it is implied that the clothing must be appropriate for a school setting or for the relevant activity.

# 7. REGULATIONS RELATED TO THE FIELD OF SAFETY, HYGIENE, AND HEALTH

## 7.1 Regulations Related to the Field of Safety

School safety refers to the set of conditions, measures, and actions focused on prevention and self-care required for members of the educational community to fully exercise their rights, freedoms, and obligations recognized or imposed by internal legal regulations and international standards; the General Education Law is based on the International Treaty of the United Nations "Convention on the Rights of the Child".

Risk prevention, care, and self-care in preschool and school-aged children are cross-cutting objectives present in the curriculum and explicitly stated in the curriculum bases for early childhood education, in the curricular framework for primary and secondary education, and in the 2012 Curriculum Bases, involving the entire educational community. Therefore, it must be reflected in the Educational Project (PEI), unifying criteria and coherently transmitting to children and young people the formative aspects it defends and advocates for.<sup>22</sup>.

### 7.1.1 Risk Prevention Policy

Preventing accidents at school is a top priority and ongoing concern at SC. To achieve this, the following instances are available:

- **Joint Committee on Health and Safety (JCHS):** Its main function is to oversee compliance by both the company and workers with prevention, hygiene, and safety measures. It investigates accidents and occupational diseases, recommends the adoption of preventive measures, and fulfills the functions entrusted to it by the social security organization against work-related accidents and occupational diseases.
- **Comprehensive School Safety Plan (CSSP):** This is a permanent risk management tool, consisting of a set of procedures, activities, and assignment of responsibilities that involve the entire educational community and prepare it to face emergency situations, regardless of their nature. This document is updated annually or whenever necessary and is led by the School Safety Committee, whose main objective is to coordinate the school community to actively and permanently participate in activities aimed at prevention and emergency management.
- **Internal Regulations on Order, Hygiene, and Safety:** This is an administrative instrument through which the employer regulates the requirements, obligations, prohibitions, and sanctions. It addresses various topics such as work schedules, remuneration, rules and instructions for

<sup>22</sup> Memorandum 860 of November 26, 2018 from the SIE, on "Instructions on Internal Regulations of early childhood education establishments."

prevention, hygiene, and safety that must be followed in the company, workplace harassment, and sexual harassment, among others.

- **Risk Prevention Advisory**  
The School has the expert advice of a professional in risk prevention, who - together with the Joint Committee and the Management Team - ensures compliance with safety standards, both internal and those established by the current legislation, in order to prevent accidents and occupational diseases, and to adequately prepare the entire community to face emergencies.

7.2 Comprehensive School Safety Plan (Pise)

The Comprehensive School Safety Plan, developed by ONEMI and sponsored by the Ministry of Education to be applied in all educational establishments through Rex N°51 of 2001, builds upon the main strengths of the former Operation DEYSE - applied in all Educational Units since 1977 - refining and expanding upon them to definitively establish the foundations of a National Culture of Prevention.

Thus, the Ministry of Education, through Resolution N°2515, updated this plan developed by the National Emergency Office of the Ministry of the Interior and Public Security during 2018.

The school's Security Plan, available on the school's website, encompasses preventive measures aimed at eliminating or minimizing the occurrence of potential emergencies or accidents, as well as addressing unforeseen and uncontrolled situations whose impact represents an imminent and serious risk to the people and/or property of the school. This requires immediate actions to control potential damages and neutralize their effects. Given the dynamic nature of the organization, this plan is periodically updated and is an integral part of this regulation.<sup>23</sup>

7.2.1 School Safety Committee

The School Safety Committee is the cornerstone of the Comprehensive School Safety Plan, as it coordinates all its components through its various representatives, aiming to achieve active and widespread participation in all activities aimed at preventing and managing emergency situations.

- The School Safety Committee is comprised of:
- Head of Santiago College
  - Principal of the respective Schools
  - Risk prevention specialist
  - Representatives of the teaching or administrative staff
  - Student representatives
  - Representatives of protection agencies (firefighters, police, or health services)
  - Representatives of the Parents' Association

<sup>23</sup> Refer to the Comprehensive School Safety Plan 2019.

- Representative of the joint committee
- Representative of the school's coexistence committee
- Representative of the school's health department

7.2.2 School Accident Protocol

In the event of school accidents, the school has a protocol in place to promptly address these situations.[\(See Annex 3\)](#)

7.2.3 Infirmary

The school has a nursing staff consisting of 4 university-trained nurses. Due to the extensive campus, two infirmaries have been set up, along with a first aid room at the swimming pool, covering all activities of our students. The infirmaries are located in the Learning Center building and in the sports area.

Nursing services encompass the management of care, health promotion, and prevention, based on a biopsychosocial approach directed towards our students and all members of the school community (teachers, staff, parents, alumni, and visitors).

Students visit the infirmaries in case of accidents or illnesses that occur during the school day and were not present in previous days, except for cases requiring ongoing medical treatment and/or appointments scheduled by the nurses. Students should not attend school if they have symptoms that prevent them from completing their school day, jeopardize their health, or pose a risk of contagion to others.

In the Learning Center infirmary, students must present a written authorization (nurse slip) from their respective tutor, their teacher, Principal, or Principal's secretary. In case of an emergency, they may consult without this pass. After the consultation, the Nurse will send this document with a description of the procedure to the parent, with a record kept in the school's computer platform for viewing at the end of the day. If necessary, communication may also be made via phone or email.

At the Sports infirmary, students consult with the authorization of their teacher or tutor during recess. The Nurse will document the care provided in writing and in the computer platform for parental awareness, with communication via phone or email as needed.

If a student seeks care for a condition that does not require immediate medical attention, they will be advised to consult with the appropriate specialist at the end of the school day. If this consultation is not carried out, they should not visit the infirmary for the same reason, as this school facility does not provide diagnoses or treatments not indicated.

If a student needs to take medication during the school day, this must be requested by their parent, with the medication presented in its original container, accompanied by a copy of the medical prescription, which must be updated every 6 months. These medications will be stored and administered in the infirmary.

The Nursing department maintains a personal health record for each student, containing contact information in case of need and relevant health history. This record is filled out by the parent and updated annually. Additionally, the school's computer platform contains health information updated by the nurses based on information provided by the parents.

It is the responsibility of the parents to inform about changes related to illnesses, medications, changes in emergency contact numbers, etc.

Nursing care follows the "Nursing Care Procedures" ([Annex 4](#)).

7.2.4 About School Transportation

School transportation is an external service to the school. It operates under a contract for transportation services, which is the sole responsibility of the transportation provider (who provides the service) and the student's parent, guardian, and/or caregiver (who requires the service).

However, the school is responsible for providing information and guidance regarding this service to ensure that students can travel with high safety standards. ([See Annex 12](#))

The management will maintain a list of transportation providers who offer transportation services to its students. These providers must present an authorized copy of the certificate from the Regional Ministry of Transportation, certifying that they are duly registered with the transportation service.

7.3 Safeguarding Students' Rights

The well-being of students is fundamental at Santiago College, recognizing that the welfare of children and young people is the responsibility of all members of the educational community.

Given that this regulation is based on the Convention on the Rights of the Child, one of the main objectives is to ensure that students can develop in a wholesome manner.

In order to be guarantors of the rights of all students, the school establishes very concrete actions and specific procedures through Protocols for dealing with situations of: **violation of rights; child abuse; sexual assaults and behaviors of a sexual nature; drug and alcohol consumption; self-destructive behaviors and suicide attempts.**

7.3.1 Violation of Rights

Violation of children's rights shall be understood as any action, whether by commission or omission, that breaches any of these rights, such as the right to health, to a good education, to not be mistreated, to not suffer neglect or negligent treatment, to not be discriminated against, to protection, among others.

Examples of violation of rights<sup>24</sup>:

- When basic needs for food, hygiene, clothing, and/or housing are not met.
- When basic medical care is not provided, protection is not given, and/or they are exposed to dangerous situations.
- When psychological or emotional needs are not addressed.
- When there is neglect and/or exposure to violence or drug use.

7.3.1.1 Prevention Strategies for Detecting Situations of Student Rights Violation

In this context, the school will strive to prevent and promptly address any situation of students' rights violation.

Among the strategies to prevent these situations are:

- Personal and Social Development Program (PSDP), which addresses strategies of self-care, protective factors, knowledge of their rights, expressions of affection, identity, positive self-esteem, and identification of behaviors that violate their integrity within and outside the family.
- Training and dissemination on various preventive topics with parents and teachers; including talks to promote secure bonding and prevention of risky behaviors.
- Sharing support resources and community institutions (support networks and/or referral), such as: primary care clinics, professionals from private clinics, Office for the Protection of Rights (OPD), nearest police stations, etc., all institutions that support in handling such situations.

7.3.1.2 Protocol for Addressing Situations of Child Rights Violation<sup>25</sup>

In response to any situation or suspicion of child rights violation, prompt action must be taken, always ensuring the best interest of the student and safeguarding confidentiality and identity.

1. Report Reception:

a) The school staff member receiving the report or information indicating a potential violation of rights should first provide support and assistance to the student (or guardian) and immediately inform the psychologist and Principal of the respective school, keeping a written record of this information. If the report is received during the weekend, the Principal of the respective school must be notified immediately, and a written record of the report should be made. The Principal should inform the administration of this situation.

2. Information Gathering Process:

<sup>24</sup> Circular No. 482 of the Ministry of Education, 2018, which provides instructions on Internal Regulations of Basic and Secondary Education Institutions Officially Recognized by the State.  
<sup>25</sup> This protocol applies to Preschool, Primary, and Secondary levels.



- a) The Principal will be responsible for collecting information, with support from the Guidance Department, the homeroom teacher, tutors, and/or other school adults, as appropriate. In the absence of the Principal, a substitute designated by the school's administration will take over.
- b) Contact will be made with the school's legal advisors to seek guidance on how to address the situation in the best legal manner that ensures the child's well-being.

3) Action:

- a) The Principal will schedule a meeting with the guardians within the first 24 hours of receiving the report to inform them of the situation and, if necessary, agree on protective measures for the student and/or seek support from external specialists. Since it is a legal obligation of the school to report, parents or guardians will be informed of this in order to seek coordinated and collaborative efforts between the school and the family. All of this should be documented in the parent interview record and in Schooltrack.
- b) If the situation involves criminal conduct, the Principal, administration, or the Coordinator of Student Welfare will proceed to report to the Chilean Police, Investigative Police, or Public Prosecutor's Office within 24 hours of becoming aware of the situation and after informing the parents or guardians. Additionally, a request for protective measures may be made to the Center for Precautionary Measures.
- c) If the student has injuries, the psychologist from the respective level or another adult designated by the Principal will accompany them to the infirmary, from where they will be referred and taken to a healthcare center if necessary, with immediate notification to the parents or guardians. The Principal or administration will be responsible for making the corresponding report.
- d) Depending on each situation, pedagogical and psychosocial support measures that the school can provide may be included, such as rescheduling academic demands, specific interventions with the class or grade level, a communication to the rest of the school community, workshops with teachers, among other specific measures. All of these measures will be evaluated while ensuring the dignity, identity, and well-being of the affected student.
- e) When adults are involved in the incidents, protective measures will be established to safeguard the integrity of the students. If they are staff members, the labor regulations of the Internal Regulations on Hygiene, Order, and Safety will be followed. There will be compliance with the obligation to report this situation to public networks, following the procedure established in said regulation.

4) Follow-Up

- a) The psychologist from the relevant level, together with the homeroom teacher, will follow up with the family and specialists. Similarly, they will support and talk to the student to provide assistance and guidance.

Written records will be kept in the student's folder and/or in Schooltrack at all stages.

7.3.2 Child Abuse

Child abuse is understood as any non-accidental action by an adult that causes physical and/or psychological harm to students. Examples of abuse include behaviors aimed at causing fear, intimidation, harassment, insults, criticism, disparagement, threats, rejection, among others.

7.3.2.1 Prevention of Child Abuse

Santiago College promotes a safe and positive environment that fosters learning and development for the entire school community. In this regard, it is essential to work on preventing all types of abusive behavior that may occur among different members of the community. All forms of child abuse are a violation of children's rights and are entirely contrary to the values expressed in the PEI.

Strategies for preventing these situations include:

- Personal and Social Development Program, which addresses with students strategies for self-care, protective factors, knowledge of their rights, expression of affection, positive identity resolution and self-esteem, and identification of behaviors that compromise their integrity within and outside the family.
- Training, information, and education strategies for the school community on child abuse, indicators and early detection, and children's rights, among others.
- Selection of school staff: Every adult who joins the school as an employee (teachers, teacher assistants, support staff, administrators, etc.) undergoes a rigorous selection and recruitment process, including a psychological assessment conducted by an external psychologist to verify compatibility with the position. In addition, an updated certificate of background checks is required annually. The school periodically checks the section "Disqualifications to perform functions in educational or child-related fields" of the General Registry of Convictions.
- In the event of noticeable behavioral changes in a student, the school may conduct interviews with parents and/or students, as they constitute an important tool for recording relevant information.
- Preventive strategies related to interaction with students and rules of prudence: all interviews or meetings with students must take place in a location with transparent windows or with the door open.

7.3.2.2 Protocol for Responding to Reports or Suspicions of Child Abuse<sup>26</sup>

In the event of suspected abuse, the following steps will be followed:

**1. Report Reception:**

- a. If any student shows obvious physical injuries or reports being hit or assaulted outside the school, the adult who notices the injuries or receives the report should immediately comfort and inform the Principal and psychologist of the corresponding school. A written record of the situation should be made in the student's file, including: a) date, b) time, and c) a transcription of the incident as accurately as possible.

<sup>26</sup> This protocol applies only to students in Primary and Secondary Education

- b. The Principal will contact the parents within the first 24 hours from receiving the report to inform them of the information received and agree, if necessary, on protective measures for the student and/or support from external specialists.

It is not the school's role to investigate crimes or collect evidence of the facts, but rather to act promptly to protect the student, by reporting the incident and making the referral to relevant public entities.

**2. Action:**

- a. If it is necessary to verify injuries, the psychologist of the corresponding level or another adult designated by the Principal will accompany the student to the nurse's office, from where they will be referred and taken to a health center, if necessary, with immediate notification to the parents or guardians.
- b. Since it is a legal obligation of the school to report, the parents or guardians will be informed of this in order to seek coordinated and collaborative work between the school and the family. All of the above must be documented in interviews with parents and in the school's tracking system.
- c. If there are severe injuries, obvious signs of abuse, an impact on the student's behavior, or other signs indicating a crime, the Principal, Head of School, and/or the Coordinator of Student Affairs will contact the lawyers advising the school to file a report with Carabineros de Chile, the Investigative Police, or the Public Prosecutor's Office within 24 hours of becoming aware of the incident, and after informing the parents or guardians. Additionally, the request for a Protection Measure will be evaluated by the Center for Precautionary Measures.
- d. If the incident does not constitute a crime, an internal referral will be made to the psychologist of the corresponding school.
- e. When adults are involved in the incidents, protective measures will be established to safeguard the integrity of the students. In the case of employees, compliance with the labor regulations of the Internal Regulations for Hygiene, Order, and Safety will be ensured. The obligation to report the situation to public networks will be fulfilled according to the procedure established in said regulation.

**3. Follow-up:**

- a. In the interview with the parents, the Principal, the homeroom teacher, and the psychologist should agree on various support actions, depending on each situation. These may include commitments to seek support for family dynamics, a support plan for the student, discussions or work with teachers, among other specific measures. All of these will be evaluated and will safeguard the dignity, identity, and well-being of the affected student.
- b. Based on the agreements with those affected, timely information will be provided to the school community. In these cases, the principal will inform the family through a personal interview and the community, ensuring the privacy of the affected person, through appropriate means.

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

7.3.3 Sexual assaults and incidents of a sexual nature that threaten the integrity of the students.

7.3.3.1 Prevention of Sexual Assaults and Incidents of Sexual Nature

According to current educational regulations, schools must have a protocol for prevention and action in cases of sexual assaults and incidents of a sexual nature.<sup>27</sup> In this context, child sexual abuse is a form of child maltreatment. Sexual abuse is understood as "the imposition on a child, based on a relationship of power, of sexualized activity in which the offender obtains gratification. This imposition can be exercised through physical force, blackmail, threat, intimidation, deception, the use of trust, affection, or any other form of pressure."<sup>28</sup>

Similarly, sexual assaults are defined as "acts or incidents of a sexual nature carried out by a person through threats or force or by using seduction, deception, or blackmail and that undermine the freedom or sexual safety of another person, in this case, a child or adolescent."<sup>29</sup>

According to Circular No. 482 of the Superintendent of Education, for the purposes of this protocol, sexual assault constitutes all sexual actions directed at a member of the educational community by one of its members or a third party, without consent, which are carried out by any means—including digital ones—inside or outside the school and that cause harm or distress that necessitates the school's intervention.

Prevention strategies:

- If an individual interview between a teacher or another adult and a student of the school is required for educational or academic reasons, it must be conducted in a place with transparent windows or with the door open.
- The resources available in the community (support networks and/or referral) are known and considered, such as primary care clinics, Office for the Protection of Rights (OPD), nearest police stations, etc.

Administrative Prevention Measures

- Selection of school staff: As mentioned in the previous section (7.3.2.1), all adults who join the school as employees undergo a rigorous selection and recruitment process, which includes a psychological evaluation and the requirement of a valid certificate of no criminal record, which is updated annually.
- Meetings and training for staff on action protocols, children's rights, early detection of situations of sexual assault, among others.

<sup>27</sup> Memo 476, 11/29/2013, Ministry of Education, Article 10a

<sup>28</sup> Barudy, J., 1998, cited in "Abuso Sexual en niños/as y adolescentes", Ministry of Education, March 2013

<sup>29</sup> Superintendent of Education

(<http://denuncias.supereduc.cl/memberpages/denuncias/denuncias.aspx?tema=d963d9a7-c40d-e311-9626-005056a4196a>) It includes actions such as touching or kissing in sexual areas; simulating sexual acts; displaying or recording pornographic material, particularly involving minors, or witnessing events of the same nature, among others.

**Security and Prevention Measures in Bathrooms, Changing Rooms, and Other Common Areas:**

- If a preschool student requires assistance or support when using the bathroom, it must be done with the door open and in the presence of two adults. There is a protocol for changing for preschool students.([See Annex 11](#))
- Physical education changing rooms are of particular concern for the school. Therefore, there will always be a responsible adult present in the vicinity of the changing rooms while they are being used. Only one student will be allowed in each shower. The entrance door to the changing room must remain open when students are inside. If a student is delayed in the changing room, the teacher must wait outside the changing rooms. Once the last student has left, the access door will be locked.
- The use of changing rooms begins in 3rd grade. In the Infant School, they are only used for swimming units. In preschool, students are also accompanied by their homeroom teachers and accompanying teacher (floating teacher).
- Different buildings in the school have separate bathrooms for students and staff.
- There is constant control from the guard desk, reception, and tutoring in access to the school by people who are not part of the educational community.
- During the school day, students are picked up from the school by the main or substitute guardian, as delegated by the parent or guardian of the child and informed in writing to the school through the agenda or email. From 8th grade onwards, students may leave alone, provided they have written authorization from their guardian.
- Bathrooms and other spaces that are not supervised by tutors are frequently checked. Additionally, teachers sign up annually for duties to ensure that there are no unsupervised spaces during breaks, in order to ensure the safety of students.
- The use of student bathrooms is strictly prohibited for individuals outside the school as well as for employees during the school day. Likewise, adult bathrooms are for the exclusive use of adults.

**Training measures:**

- Sexuality and Affectivity Plan implemented at curriculum level and in Personal and Social Development (DPS).
- Talks and workshops for parents or guardians.

**7.3.3.2 Protocol for Responding to Reports or Suspicions of Sexual Assault or Incidents of Sexual Nature<sup>30</sup>**

**1. Report Reception:**

- a. If obvious physical injuries are observed on a student or if a student reports being sexually assaulted, the adult who notices the injuries or receives the report must immediately contain the situation and inform the principal and psychologist of the respective school. A written record of the situation must

<sup>30</sup> The present protocol applies to students in Preschool, Primary, and Secondary Education.

- be made in the student's file, including the date, time, and a transcription of the incident as accurately as possible.
- b. The principal will schedule a meeting with the parents within the first 24 hours from receiving the report to inform them of the situation and agree on necessary protective measures for the student and/or support from external specialists, regardless of any measures the school may take if any of the parents are involved in the reported incidents.
  - c. The staff member must document the situation in the student's file and in Schooltrack, including the student's name, date, time, and a transcription of the report (as accurate as possible).

It is not the school's responsibility to investigate crimes or collect evidence but to act promptly to protect the student, including reporting the incident to relevant public authorities.

2. Action:

- a. If the incident involves criminal characteristics, according to legal regulations and in coordination with the school's legal advisors, the corresponding report will be filed with Carabineros de Chile, the Investigative Police, or the Public Prosecutor's Office, within a maximum period of 24 hours, in accordance with the provisions of articles 175 and following of the Criminal Procedure Code.
- b. The principal will schedule a meeting with the parents within the first 24 hours, where they will be informed about the activation of the protocol, the internal procedure, and the obligation to report the incident to the authorities if it constitutes a crime.
- c. If necessary to confirm injuries, the psychologist of the corresponding level or another designated adult will accompany the student to the infirmary, from where they will be referred and taken to a healthcare center if necessary, immediately informing the parents or guardians
- d. In case of severe injuries, significant behavioral impacts on the student, or other signs indicating a crime, the principal, the administration, or the Coordinator of Coexistence will contact the legal advisors to evaluate filing a Protection Measure with the Center for Precautionary Measures.
- e. If the incident **does not constitute a crime**, an internal referral to the psychologist of the respective school will be made.

When adults are involved in the incidents, protective measures will be established to safeguard the students' integrity. In the case of staff members, it will be referred to the labor regulation of the Internal Regulation of Hygiene, Order, and Security. The obligation to report the situation to public networks will be fulfilled according to the procedure established in said regulation. The identity of the accused will be protected until the investigation is conducted, and responsibility is clarified.

If other students are involved:

- The parents of all involved parties will be separately summoned (ensuring the confidentiality of the students). In the case of the student who was the aggressor, information regarding the measures associated with this type of serious offense will be provided, along with deadlines and actions as stipulated in this regulation.



- Protective measures will be taken with the student. It is important to remember that whether the reported incidents constitute a crime or not, it is the competent authority's responsibility to conduct the corresponding investigation. Therefore, the school's support measures will include: meetings with parents to determine a support plan, work with teachers and staff, and educational and preventive work with students.

3. Follow-up:

- a. During the meeting with the parents, principal, homeroom teacher, and psychologist, different support actions will be agreed upon depending on each situation. These may include commitments to seek support for family dynamics, a support plan for the student, discussions or work with teachers, among other specific measures. All these actions will be evaluated and will prioritize the dignity, identity, and well-being of the affected child.
- b. Based on the agreements reached with those involved, timely information will be provided to the school community. In these cases, the Principal will inform the family through a personal interview and the community, ensuring the privacy of the affected individual, through the appropriate means.

Written records will be kept in the student's file and/or in Schooltrack at all stages.

7.3.4 Situations related to alcohol and drugs on the premises.<sup>31</sup>  
Santiago College aims to provide a protected school environment, free from tobacco, alcohol, and drugs.

The harmful effects of excessive drug and alcohol consumption on physical, psychological, family, and social aspects are recognized in the scientific community. The World Health Organization defines a drug as "any substance that, when introduced into the body by any route of administration, alters, in some way, the natural functioning of the individual's central nervous system, and is also capable of creating dependence, whether psychological, physical, or both."

Therefore, an individual and collective commitment is expected from all members of the educational community to maintain an educational environment free from the consumption of tobacco, alcohol, and illegal drugs. While the prevention of risk behaviors linked to consumption begins early in the family context, and parents and/or guardians are the main preventive agents<sup>32</sup>, Santiago College actively joins this task to support them in addressing this issue. In this sense, the participation of parents and/or guardians is expected in all initiatives related to this topic to which they have been convened by the school.

Considering the above, the school has prevention measures and a protocol of action regarding the consumption and abuse of alcohol and drugs.

<sup>31</sup> The present protocol applies preventively to children and students in Preschool, Primary, and Secondary Education.  
<sup>32</sup> CONACE (2010). Yo Decido: Program for the prevention of alcohol and other drug consumption in Secondary Education. General Framework of the Program and activities for the entire educational community. Teacher's Manual. "Drug and alcohol consumption: protective and risk factors", pp. 7-16, 19-20.



7.3.4.1 Prevention strategies against alcohol and drug consumption

The school has a Prevention Program against alcohol and drug consumption that is worked on in a transversal manner with the entire educational community. Its goal is to provide updated information about alcohol and drugs (examples of different types of drugs, effects of drugs, protective and risk factors against consumption, etc.), as well as to promote the incorporation of self-care behaviors and a healthy lifestyle. The program is addressed through various instances with students, parents, guardians, and school staff.

With students, prevention is carried out through the thematic unit "Active and Healthy Life" of the Personal and Social Development Program (PSDP) from pre-kinder to 12th grade.

In Infant School, the focus is on preventing risk behaviors by promoting the development of healthy lifestyle habits (balanced nutrition, use of free time, promotion of sports, sleep and hygiene habits, among others). In Lower and Middle School, information about the risks of drug use is integrated, as well as protective and risk factors associated with them.

In Middle and High School, interventions are included that aim to develop strategies to promote risk management skills against alcohol and drugs. Along with all of the above, the Personal and Social Development Program (PSDP) also reinforces self-awareness, social skills, conflict resolution strategies, and expression of feelings as protective factors against consumption. There are also talks and/or workshops for students with external professionals, which reinforce the information provided in the PSDP program and provide updated information regarding drug consumption. Finally, the units of the Primary Years Programme (PYP) and the curricular program of the natural sciences subject contribute with different content related to this topic.

Another preventive strategy is to conduct a survey on alcohol and drug consumption for all students between 7th and 12th grade. This survey is conducted every 3 years, and its objective is to have an updated view of the prevalence of consumption among our students in order to update prevention programs accordingly.

With parents, guardians, and school staff, talks and/or training workshops are held on topics related to prevention and updating information regarding drug consumption.

7.3.4.2 Protocol for dealing with alcohol and drug-related incidents..

Santiago College considers that the use of tobacco, alcohol, and drugs by students has a negative impact on both their own development and the overall community. Therefore, it is expected that all members of the school community commit

individually to maintaining an educational environment free from the consumption of tobacco, alcohol, and drugs. Likewise, given the importance of families in preventing alcohol and drug consumption, it is the responsibility of parents, guardians, and/or caregivers to participate in all educational activities organized by the school related to their children and to attend all meetings to which they are summoned.

Below, the school's response to different situations related to alcohol and drug consumption in our school community is outlined.

**Signs of alcohol and/or other psychoactive drug consumption.**

- If a student arrives at the school showing clear signs of having consumed alcohol or another psychoactive drug, the adult who observes this situation must immediately inform the principal and/or corresponding tutor and send the student to the infirmary to assess their physical condition.
- The tutor or principal will inform the parents, guardians, and/or caregiver on the same day in an initial interview, and they will be asked to immediately remove the student from the premises for their protection and that of the community.
- Subsequently, the Principal, along with the homeroom teacher and the psychologist, will summon the parents, guardians, and/or caregiver within the first three days for an interview to establish a support plan for the student, which may include referral to external specialists, if deemed necessary.
- This is considered a very serious offense and will be addressed with formative, reparative, and disciplinary measures with the student. The foregoing does not include the use of psychoactive drugs prescribed by a medical professional.
- If an adult member of the school community arrives showing clear signs of having consumed alcohol or another drug, they will not be allowed to enter the school premises. In the case of being a staff member of the institution, further actions will be taken in accordance with the provisions of the Internal Regulations on Order, Hygiene, and Safety.

**Consumption of alcohol and/or other drugs**

If a student is caught consuming illegal drugs, tobacco<sup>33</sup>, alcohol, or using electronic cigarettes or other similar devices during school activities or while representing the school (sports competitions, academic outings, field trips, etc.), the student will be sent to the infirmary to assess their physical condition and must be immediately picked up by the parents and/or guardian.

- If this situation occurs off-campus, the student must be picked up by the parents and/or guardian from wherever they are, and they must bear the associated costs. If it is not possible for the student to be promptly picked up, they will remain under the care of the responsible adult (teacher, tutor, psychologist) who, in consultation with the corresponding Principal, will have

<sup>33</sup> It includes the use of vaporizers or electronic cigarettes.

the authority to take appropriate measures to ensure the well-being of the student and the common good. If the student shows clear signs of health instability, they will be transferred to a healthcare center accompanied by one of the responsible adults in charge of the activity, and the parents and/or guardian will be asked to go to the center.

- Subsequently, the parents and/or guardians will be summoned to the school to establish a Support Plan for the student, which may include referral to external specialists if deemed necessary.
- This situation will be considered a very serious offense according to the current regulations, and actions will be taken in accordance with the measures outlined therein.

**Possession, transportation, distribution, or trafficking of drugs**

- If a student is caught consuming, possessing, holding, transporting, and/or distributing or trafficking illegal drugs (including the use of electronic cigarettes when used with illegal drugs), the incident will be immediately reported to the Head of School and relevant Principal. The parents and/or guardian will be summoned, and they must come to the school immediately to report what happened and the action plan that will follow (including an investigative process, conversations with students, communication of the incident to the community, support plan for the involved student and other students, report to the PDI or Carabineros, among others).
- Any of the situations mentioned are considered very serious offenses according to the current regulations, and actions will be taken in accordance with the measures outlined therein, including taking legal action if necessary.
- The consumption, possession, and/or trafficking of alcohol or drugs by adults in the school premises is strictly prohibited. In the case of school staff, the consequences for violating this rule are stipulated in the Internal Regulations on Order, Hygiene, and Safety, without prejudice to any legal actions that may be taken.

**Suspicion of drug consumption, possession, or trafficking**

- If there are suspicions (reported by a member of the community without concrete evidence) that a student is consuming, possessing, or trafficking alcohol and/or drugs and/or using vapers, the following actions will be taken for educational prevention purposes:
  - Parents and/or guardians will be called in for a personal interview to inform them about the received information and the investigative actions that will be taken (which may include interviewing the suspected student, interviewing other students who may have witnessed the incident, reviewing security cameras, among others) and to coordinate support measures for the student.
  - A joint family-school plan will be agreed upon, and if necessary, parents will be asked to seek support from an external specialist. In this case, the school will systematically monitor the student's progress.
  - The privacy and identity of the student will be protected at all times to avoid violating their rights.

- Parents and/or guardians will be summoned to receive the findings of the investigation, including information about support, disciplinary, and legal measures, as appropriate.

7.3.5 Situations related to self-harming and risky behaviors<sup>34</sup>

According to the Ministry of Health (2019), self-harming behaviors are "intentional and direct acts of harm to one's own body without a clear intention to end life." These actions lead to consequences that can range from causing minor or serious injuries to generating death, either intentionally or unintentionally.

According to Manitoba's Youth Suicide Prevention Strategy & Team (2014) and the PAHO & WHO (2014), self-harming behaviors are understood as intentional self-directed injuries or aggressions on one's own body that may or may not have a lethal intention or outcome. In these behaviors, there may be a clear and conscious intention to end life, although this is not always the case. In some instances, there may also be a high level of ambivalence with a mixture of feelings about committing the act. However, most of the time, there will be no desire to die, but rather a feeling of being unable to tolerate being alive, seeking relief from the intense psychological distress experienced by the individual.

Given that self-harming behaviors may occur among some of our students, the School has implemented some preventive measures and protocols for addressing them.

7.3.5.1 Prevention Strategies for Self-Harming Behaviors

Preventing self-harming behaviors involves strengthening self-care behaviors and awareness of emotional well-being. These aspects are addressed in the Identity and Life Project unit, and the Active and Healthy Life unit of the DPS Program.

Similarly, it is addressed through informative talks for parents and school staff on the topic of well-being and mental health.

7.3.5.2 Protocols for Dealing with Self-Harming Behaviors

When a student at the School exhibits self-destructive behaviors (such as cutting oneself, self-asphyxiation, self-aggression, self-medication, self-scratching, self-hitting) either on school premises or if it is known to have occurred outside the premises prior to their arrival at school, the following procedure must be followed:

1. If the self-harming behavior occurs at the school, the first adult who becomes aware of the situation should accompany or request a tutor or professional from the Guidance Department to take the student to the infirmary. Similarly, they must immediately inform the Principal, Guidance, and the Homeroom Teacher of what happened and leave a written record regarding how they detected the self-harm and the conversation held with the student about it.

<sup>34</sup> Actions will be taken in accordance with the procedures outlined in the document "Recommendations for the Prevention of Suicidal Behavior in Educational Institutions," Ministry of Health, 2019.

- The nurse will assess and provide the necessary care. If, according to the assessment, the student requires to be sent to the clinic, the nursing protocol will be followed.
- If the situation does not warrant the student being taken to the clinic, the nurse will contact the parent or guardian by phone to inform them about the student's medical condition, requesting their immediate withdrawal from school. Additionally, the Principal or psychologist will contact the parent, mother, and/or guardian to provide information regarding the emotional aspect.
- If the student is undergoing external psychiatric treatment, the School will request that the treating professional promptly contact Guidance to determine the conditions for the student's return to classes based on their health status. These conditions must be sent in a written report, indicating the evaluation of the student's risk behaviors, as well as the containment, protection, and adjustments measures that may be required by the school, explicitly stating that they are ready to return to in-person classes. The school will assess whether the reintegration conditions established by the student's psychiatrist can be met by the institution. If not, the student will not be able to return.
- If the student does not receive psychiatric treatment, the School will request an external evaluation from this specialist, which is essential for the student's reintegration into school. The specialist must send a written report with the aforementioned points. If this does not happen, the student will not be able to return.
- The parent or guardian must attend a meeting promptly with the Principal, Homeroom Teacher, and Guidance to provide more detailed information about the student's condition and establish support action plans. The agreements of this meeting will be communicated to the infirmary, subject teachers, substitute teachers, and corresponding tutors.
- If the school receives information from third parties regarding a student's self-harm or possible self-harm, the Homeroom Teacher and/or Guidance psychologist and/or Principal will inform the student's parents. If the parents confirm this information, the aforementioned points will be followed.
- If a student who has engaged in self-harm informs other students about it, potentially affecting them, the school will inform the respective parents to provide containment and support measures. In the aforementioned interventions, the confidentiality of sensitive information about the student and/or their family will be maintained. Only general information about the incident will be provided, and no details will be disclosed. Affected students will be informed where they can receive support and who they can talk to if needed.
- External specialists must send systematic reports regarding the student's progress and contact the School if necessary. If this is not complied with, parents will be responsible for obtaining and submitting the required documents and coordinating communication with the specialists.
- If the parent does not comply with external treatment indications, and the student's well-being and/or the living environment are affected by this situation, it will be recorded in the student's file. Likewise, it will be evaluated whether this constitutes any type of rights violation. If so, the relevant protocol will be followed.



7.3.6 Situations related to ideation, attempt, and/or suicide of a student or member of the educational community

Suicidal behavior constitutes a complex problem that responds to multiple causes. It is defined as any action that an individual takes with the intention of ending their own life. It includes suicidal ideation (having thoughts or desires to cease existing), suicide attempts, and completed suicide. Such situations can have a significant impact not only on the families and close individuals of those affected but also on the entire school community.

Therefore, it is important that as a community, we are informed and alert to different signs so that actions can be taken to prevent it to the extent possible. In case it unfortunately occurs, knowing how to act and how to address it as a community is crucial.

In Case of Suicidal Ideation

Suicidal ideation refers to suspicion or signs that a student has thoughts or plans to harm themselves. It may also include verbalizations or other expressions where the student clearly indicates their intention to end their life.

1. Any member of the educational community who observes any of these signs or has any suspicion must immediately inform the tutor, psychologist, head teacher, and/or Section Principal, ensuring that the student is accompanied by an adult at all times.
2. The Principal along with the psychologist of the corresponding level will determine the place and the person with whom the student will stay, and will immediately communicate with the guardian or responsible person in charge to inform them of this situation.
3. The guardian or responsible adult in charge of the student will be contacted by phone and in writing, and must immediately come to the school to be informed of the situation. If unable to reach the parents, the student will remain accompanied by a teacher, personnel from the Guidance Department, tutor, nurse, or Principal until they arrive. If the parents are traveling, the adult left in charge of the student will be contacted.
4. Upon arrival of the guardians, an informative meeting will be held regarding what happened, and the student will be asked to leave and have a consultation with an external psychiatrist. If the parents do not have a specialist, they will be advised to seek urgent care.
5. The student may only return to classes by presenting a certificate from the psychiatrist, indicating the diagnosis, risk assessment, treatment recommendations, containment measures, protection, and any adjustments that may be required by the school, explicitly stating that they are fit to return to school.
6. The school will assess whether the conditions for the student's return to classes, as established by the student's psychiatrist, can be met by the institution. If this is not the case, the student will not be able to reintegrate. Reintegration must be supported by a discharge certificate or medical conditions allowing the return to classes. Written records of the above will be kept.
7. Upon re-entry to school, the Principal, the corresponding psychologist, and the head teacher will meet with the student's guardians to establish a support action plan, which will be communicated to the nursing staff, subject teachers, substitute teachers, and corresponding tutors.

- 8. External specialists must send systematic reports regarding the student's progress. If this is not fulfilled, the guardians will be responsible for obtaining and presenting the required documents and coordinating communication with the specialists.
- 9. The school will inform the parents of other students who may be affected by this situation. Support and assistance will be provided to students who require it.
- 10. If the guardian does not comply with the indications of external treatments, and the student's well-being and/or the coexistence environment are affected by this situation, it will be recorded in the student's file. Likewise, it will be assessed whether this constitutes any type of violation of rights. If so, the corresponding protocol will be followed.

**In Case of Suicide Attempt**

A suicide attempt is understood as self-injurious behavior with a non-fatal outcome accompanied by evidence (explicit or implicit) that the person was attempting to die.

In the event that this occurs at the school:

- 1. The student should never be left alone and any potential risk should be removed in order to safeguard their immediate safety.
- 2. The student will be immediately referred to the nursing staff, who will request an ambulance from the student's healthcare institution to have them transported to the emergency department. The student will be accompanied by a school staff member, and simultaneously, the parents and Principal will be informed of the situation.
- 3. If the student explicitly expresses the intention to harm themselves and/or others, and cannot be contained by school personnel, the school administration will contact the parents, and if necessary, inform the police with the parents' knowledge.
- 4. After the emergency department visit, the student must be evaluated by an external psychiatrist, who will issue a certificate with the diagnosis, risk assessment, treatment recommendations, support measures, and conditions for reintegration into school, explicitly stating that they are fit to return to school.
- 5. The school will assess whether the conditions for the student's return to classes, as established by the student's psychiatrist, can be met by the institution. If this is not the case, the student will not be able to reintegrate.
- 6. Before the student re-enters school, the Principal, the corresponding psychologist, and the head teacher will meet with the student's guardians to establish a reintegration plan, including measures such as: modifying the schedule, scheduling pending assessments, crisis management measures, and others. This will be communicated to the nursing staff, subject teachers, substitute teachers, and corresponding tutors.
- 7. Intervention measures with the educational community will include actions such as: meetings with teachers, informing and intervening with the student's class, informing and intervening with the class guardians and other members of the community as necessary. Confidentiality of sensitive information about the student and/or their family will be maintained in the aforementioned interventions. Only general information about the incident will be provided, and details will not be disclosed. The affected student's peers will be informed where they can receive support and whom they can talk to if needed.



- 8. External specialists must provide systematic reports on the student's progress. If this is not fulfilled, the guardians will be responsible for obtaining and presenting the required documents.
- 9. The psychologist of the corresponding level will follow up with the family and external specialists. It is essential that the treating psychiatrist be available for regular communication with the school. If this is not fulfilled, the guardians must ensure that it occurs.
- 10. If the attempt occurs outside the school, the plan follows the same protocol from point 4 onward.

**Completed Suicide**

- 1. Suicide Outside the School Premises
  - a. Anyone who becomes aware of the incident must immediately inform the Principal and/or the corresponding level psychologist, who will then contact the Head of School immediately.
  - b. The school administration will determine who will contact the affected family to verify the facts and obtain official information from the parents regarding the incident.
  - c. Once official information is obtained, support will be offered to the family (referral to specialists, support for other family members present at the school, among others), and they will be informed of how the incident will be communicated and addressed with the school community (type of information to be provided and the approach to be taken).
  - d. As soon as possible, the incident will be communicated to school staff, indicating how it will be addressed with students, the community, and the media. Likewise, information will be provided on where they can find support if they have been more affected by the situation.
  - e. The Principal and corresponding psychologist will work with the student's class teacher who committed suicide, teachers from the same level, and other levels as necessary, providing specific strategies for addressing the incident with their students. Confidentiality of sensitive information about the student and/or their family will be maintained in the interventions. Only general information about the incident will be provided, and details will not be disclosed.
  - f. Other families in the school community will be informed about the incident (considering the agreement with the affected family), indicating where to seek additional support and how to discuss suicide with children and adolescents.
  - g. Class teachers, with the support of the Principal and psychologist, will be attentive to identify students who may be affected by the incident to support them promptly.
  - h. Subject teachers will be attentive to identify and promptly inform the class teacher, Principal, or corresponding level psychologist about students who may be affected by the incident to support them promptly.
  - i. Students will be informed where they can get support and whom they can talk to within the school if needed.
  - j. The school administration will determine if it is necessary to work with an external institution specializing in crisis support.

- k. Systematic follow-up will be conducted on the students and school staff who have been most closely involved in the situation, in order to support those who require it promptly.

2. Suicide Within the School Premises

In this case, the following measures will be taken:

- a. The school staff member who becomes aware of the situation must immediately activate the cardio-pulmonary resuscitation (CPR) procedure, request immediate assistance from the nursing staff and emergency services/ambulance.
- b. Likewise, the school administration must immediately inform the Head of School (Principal or Vice-Principal).
- c. Operations will restrict access to the incident area, aiming to prevent students from witnessing the scene.
- d. The school administration will immediately contact the parents to inform them of the incident and the relevant police authorities (Investigative Police or Carabineros).
- e. Handling this situation with the school community will follow the same procedure as outlined in point 1.c.

\*This protocol will be applied equally if it involves adults from the school community.

7.4 MEASURES AIMED AT ENSURING THE HYGIENE OF THE EDUCATIONAL ESTABLISHMENT

The school aims to maintain order and cleanliness in all its spaces. To achieve this, the procedures for cleaning, disinfection, and/or ventilation to ensure the hygiene of didactic material and furniture in general are detailed below.

To achieve this goal, the school has the necessary personnel, who are responsible for the daily maintenance of cleanliness inside the school. Additionally, there is a contract with a properly certified sanitation and pest control company, which provides its services according to the periodicity established by legal regulations.

The establishment has an approved resolution from the Regional Ministry of Health regarding the Program for the sanitary conditions of all levels of the establishment.

The following minimum hygiene standards are applied in the school:

- Maintain the toilets and changing rooms in perfect working order and cleanliness.
- Keep all areas of the establishment clean and tidy.
- Provide the staff with a cloakroom with individual lockers and the necessary items to carry out their cleaning duties.
- During prolonged breaks in academic activities, deeper cleaning work is carried out.

## 8. REGULATIONS RELATED TO GENERAL PEDAGOGICAL MANAGEMENT AND PROTECTION OF MATERNITY AND PATERNITY

### 8.1 Technical-Pedagogical Regulations

Santiago College complies with the legal regulations established under the framework of the General Education Law (No. 20,370) and adheres to the learning standards set by the National Education Council, assuming the guidelines provided by both the Quality Agency and the Ministry of Education.

In terms of curriculum, the study plans and programs are aligned with the ministerial proposal (National Education Council), as well as the school's own curriculum<sup>35</sup>, which also aligns with the Institutional Educational Project (PEI). These aim to develop students who are inquirers, informed and knowledgeable, thinkers, effective communicators, principled, open-minded, caring, risk-takers, balanced, and reflective, capable of actively contributing to a globally-minded society subject to continuous change.

Regarding assessment and school promotion, Santiago College also operates within the framework of current regulations, as indicated in the Evaluation and Promotion Regulations.

For planning, development, and evaluation purposes, the school year operates on a semester-based curriculum. The two semesters extend according to the dates of the internal school calendar, which respects the deadlines and activities set by the Ministry of Education.

The school has an internal curricular structure consisting of five educational cycles that encompass the three programs of the International Baccalaureate.

- Primary Years Programme (PYP): Groups together the levels of Pre-kinder and Kinder (Transition 1 and 2), and the levels of 1st to 2nd year of Basic General Education, corresponding to the Infant School cycle, and the levels of 3rd to 5th year of Basic General Education, corresponding to the Lower School cycle.
- Middle Years Programme (MYP): Groups together the levels of 7th grade to 1st year of Secondary Education, corresponding to the Middle School cycle.
- Diploma Programme (DP): Groups together the levels of 2nd to 4th year of Secondary Education, corresponding to the High School cycle.

In all three programs, a subject-based curriculum is managed, as established in the Curriculum Bases (Transition to 12th grade) and the current Curriculum Framework.

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

Teachers are the primary responsible parties for managing, implementing, developing, and achieving the coverage of the study plans and programs. The Academic Committee<sup>36</sup> and Academic Coordination<sup>37</sup> are the bodies responsible for ensuring compliance and proper coordination between levels and cycles.

8.1.1 Pedagogical Reflection

Pedagogical reflection is an integral part of the institutional culture, and specific spaces have been defined where it is intentionally encouraged. These spaces are incorporated into teachers' schedules, including faculty council meetings and subject, departmental, program, and/or grade-level meetings.

a) **Reflection by subjects, departments, levels, and programs**  
Collaborative and reflective work is carried out frequently and systematically with the aim of ensuring the organization of the programming and teaching of subject content corresponding to their department. This work is directly linked to the Academic Coordination team. It consists of different forms of organization of non-teaching professional activities, which aim to analyze specific aspects of teaching, reach agreements among specific groups of teachers and the school's management, or reflect on departmental, grade-level, or program-specific issues. These reflection instances are part of the curriculum planning and, as such, are included in teachers' schedules.

b) **Reflection on student learning achievements and well-being**  
Teachers councils, established for each grade level and comprised of the Principal, psychologist, educational psychologist, tutor, head teachers, and corresponding subject teachers, constitute the main pedagogical reflection moment regarding student learning achievements and well-being.

The Teachers Council is also consulted for the adoption of exceptional measures concerning specific academic, socio-emotional, health, and/or behavioral situations of students. The Teachers Council may be convened in exceptional situations to inform or make decisions regarding students.

**Student-led Conferences** are held 1 or 2 times a year, from 1st grade to 12th grade. These allow the student to reflect on their learning. In these conferences, the student, homeroom teacher, and guardian(s) participate. They are prepared jointly by the homeroom teacher and the student, but it is the student who leads them, giving an account of their educational process so far and proposing action plans for the remainder of the year. These plans include both academic and socio-emotional situations.

c) **Continuous training as pedagogical reflection**  
Annually, teachers must develop Individual Professional Development Plans (IPDPs) with the aim of establishing development goals that arise from their own pedagogical reflection. These plans should be focused on pedagogical improvement of their practice around the major professional development objectives established by the school.

<sup>36</sup> The Academic Committee is a structure that brings together the Heads of Academic Areas, Cycle Directors, Academic Coordinators, Head of the Library, and the Head of School.  
<sup>37</sup> The Academic Coordination includes the general Academic Coordinator of the school and the specific coordinators of each program.

Within Pedagogical and Curricular Management, activities related to educational and vocational guidance, pedagogical supervision, curriculum planning, assessment of learning, pedagogical research, and coordination of teacher training, among others, are understood to be included.

**8.1.2 Pedagogical Supervision**

Pedagogical supervision is carried out by the Academic Coordination team and the Heads of Area, who are responsible for accompanying and supervising the pedagogical activities of the institution. Based on classroom observations, a classroom support plan is developed and implemented for teachers who require it, focusing on improving the methodological competencies of the work they carry out inside the classrooms. This plan includes diagnostic instances, classroom observation, feedback from visits, commitments, and follow-ups.

**8.1.3 Curricular Planning**

Curricular planning is carried out throughout the school year in a specific process where teaching plans are constructed, updated, or modified for the entire school curriculum, taking into account the current national curriculum and the school's own plans and programs, which aim to shape education from the Institutional Educational Project (PEI) and the students' environmental needs.

The teaching planning process at the school focuses on the student and, therefore, on learning. It also involves decision-making by teachers and careful selection and structuring of content and methodologies to balance the curriculum in order to enhance the harmonious development of students.

Planning is done collaboratively by teachers from different levels and subjects and is constantly informed by concrete pedagogical practice.

**8.1.4 Learning Assessment**

Assessment of learning is a common and systematic practice among teachers at Santiago College, playing a central role in the school's pedagogical processes to make decisions that promote its progress and improve teaching processes. Assessment instruments and methods should allow for the possibility of evaluating students in such a way that everyone can demonstrate what they have learned, without prejudice, as assessments should also prepare students for external standardized tests. Assessment should be continuous and include various formal and informal, formative, progress-monitoring, and summative instances.

All assessment strategies and instruments are connected to learning objectives and included in the unit planner. Each team of teachers periodically reviews and reflects on the suitability and relevance of these assessment instruments.

8.1.5 Pedagogical Development

The pedagogical development of the school's teachers aims to strengthen competencies in planning, methodology, and assessment, as well as to foster pedagogical innovation. This plan is proposed based on strategic planning for continuous improvement; it is implemented by the school's Management Team through dedicated time specifically for this purpose, focusing on aspects of teaching methods, assessment, curriculum planning, application of internal regulations, and evaluation.

8.1.6 Guidance Department

Santiago College has a Guidance Department composed of educational psychologists and psychologists distributed across the different levels of the school.

The function of the Guidance Department is to support teaching from their disciplines and contribute to the process of student development and learning. Similarly, they are in charge of the Personal and Social Development Program (DPS). They participate in grade-level meetings with homeroom teachers and work together with the Principal, tutors, and homeroom teachers to address school coexistence situations. Interviews with students who are part of this approach to coexistence situations do not require prior authorization from parents or guardians.

The Guidance Department, with prior authorization from parents or guardians, may conduct explorations in the socio-emotional and academic skills areas of students in order to determine support measures and/or the appropriateness or necessity of referral to an external professional. In the event of a referral to an external specialist (educational psychologist, psychologist, speech therapist, occupational therapist, psychiatrist, neurologist), the parent may consult the professional of their choice as long as they are of the specialty requested by the school. If requested by the parent, the school may provide names of external professionals with whom they have worked previously. The parent must provide a written report from the external specialist, which must indicate the diagnosis, treatment recommendations, support measures, and adaptations that may be required by the school. Likewise, the Guidance Department must maintain contact with external specialists, hold meetings with them if necessary, and keep teachers and the Principal informed of the student's treatment progress.

External specialists must provide systematic reports regarding the student's progress. If this is not complied with, parents will be responsible for obtaining and presenting the required documents.

If the parent does not comply with the instructions for external treatments, and the student's well-being and/or the coexistence environment are affected by this situation, it will be recorded in the student's file. Likewise, it will be assessed whether this constitutes any type of violation of rights. If so, the corresponding protocol will be followed.



**8.2 Regulations on Assessment and Promotion**

The school has a Regulation on Assessment and Promotion in accordance with Article 46e of the General Education Law (LGE), in line with the current national standards on student assessment and promotion. This regulation is published on the school's website and is also endorsed by the parents at the time of enrollment.<sup>38</sup>

Furthermore, in accordance with the provisions of Decree 67/2018 regarding Assessment and Promotion, the regulation establishes the criteria for grading and promotion of students.

**8.3 Retention and Support Protocol for Student Parents and Pregnant Students**

**8.3.1 Prevention Policy and Protocol for Dealing with Teenage Pregnancy, Motherhood, and Fatherhood**

Santiago College, in accordance with current legislation, ensures that pregnant students, mothers, and teenage fathers can remain in school, with this condition not being an impediment to the continuation of their studies. From an educational perspective, academic, administrative, and personal support will be provided to students to help them maintain and complete their educational trajectory. Therefore, all necessary measures will be taken to support the protection of the health and the promotion of the well-being of pregnant students, mothers, or teenage fathers.

The DPS program includes specific units for each level, tailored to different stages of development, aimed at promoting values, attitudes, and knowledge about healthy emotional and relationship dynamics, gender, self-care, and mutual care, with an emphasis on informed and responsible decision-making. These units address topics such as understanding our bodies, their changes throughout development, affection, sexuality, sexual reproduction, and prevention of sexually transmitted diseases and teenage pregnancy. Workshops are conducted for parents at different stages of their children's development, with an age-appropriate approach.

**8.3.2 Protocol for Dealing with Pregnant Students and Teenage Parents**

When the school becomes aware of students under any of these conditions, the following procedure will be followed:

- 1. The students will be welcomed, and they will be asked if their parents or guardians are aware of their situation. If not, a meeting will be arranged to inform them, always giving the students the opportunity to inform their parents or guardians first.

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



- 2. In a meeting with the family, a joint support plan will be agreed upon, including educational and pedagogical measures, to enable students to continue their educational process while fulfilling their new role. All of this will be done in accordance with current regulations. Available support networks and relevant government agencies will be informed.
- 3. Among other aspects, students will have the right to:
  - a. Have special academic considerations with the necessary pedagogical support to effectively meet the learning goals and minimum content established in the curriculum.
  - b. Have a flexible assessment schedule, taking into account the specific needs of pregnancy, motherhood, or fatherhood, overseen by a teacher determined by the Principal in conjunction with the Counseling Department.
  - c. Receive support through the corresponding level's Guidance Department, if necessary.
  - d. Participate in all educational activities and student organization corresponding to their level, such as graduation ceremonies, internal celebrations, and extracurricular activities compatible with their health.
  - e. Attend classes throughout the pregnancy and resume their studies after childbirth, as prescribed by a medical professional.
  - f. Adapt the uniform according to the stage of pregnancy.
  - g. Be promoted to the next grade with an attendance rate lower than the 85% established by regulations, provided their absences have been duly justified and they comply with the curriculum according to the Evaluation and Promotion Regulations. Absences related to childbirth, postpartum recovery, health check-ups, illnesses in children under one year, or situations requiring specific care will be justified with a medical certificate or other document indicating the reason for the absence. The stage of pregnancy, motherhood, or fatherhood should be noted in attendance, permission, and exit records.
  - h. Breastfeed their child during a chosen time (maximum one hour, excluding travel time), which may include break times or leaving the school premises. The school does not have suitable infrastructure for the presence of an infant during the school day; therefore, a student in this condition cannot attend classes with their child. However, if necessary, an appropriate place for breastfeeding can be provided.
  - i. Have the necessary facilities to ensure their safety and physical integrity. For example, they will have the right to use the bathroom as many times as necessary or use other areas of the school (such as the library) during breaks to avoid accidents or stressful situations.

Similarly, students in these situations will have the duty to:

- a. Follow medical instructions.
- b. Provide justification for absences from classes related to their condition.
- c. Attend physical education classes, being exempt for a period of six weeks after childbirth. Mothers may be exempted from this learning area in cases qualified by the attending physician.

- d. Make every effort to meet academic requirements.

### 8.4 Regulations on Pedagogical Outings and Study Tours

The school carries out various educational activities through pedagogical outings, trips, and/or national or international tours of different kinds (sports, academic, cultural, etc.) and durations. The objective of these activities is to support the curriculum content and promote the integral formation of the students. During these official activities, the School Internal Regulations will apply. The protocol for pedagogical outings is detailed in [Annex 13](#).

Pedagogical outings are activities that take place within the school hours but outside the school premises. For example, visits to museums, art galleries, national parks, trips to the theater, the National Congress, etc. Also included are Service Learning outings, such as Course Projects and CAS (Creativity, Activity, Service) Projects of the IB.

On the other hand, cultural trips and tours can be both national and international, and the corresponding costs are covered by the parents or guardians. Some examples of these trips or tours include the cultural trip to Spain, Project UK, Artistic Tours, and exchanges with Cary Academy.

Additionally, participation as a member in a cultural activity for the ABSCH (Association of British Schools in Chile) is also possible, such as theater, debate, essay, and others. These activities may involve day trips or several-day excursions, as well as national trips in which they participate with other schools affiliated with the ABSCH.

Sports tours can also be both national and international, and the corresponding costs are covered by the parents or guardians.

#### 8.4.1 Operating Rules

- a. All these activities are communicated to the parents/guardians in advance and appear on the activity calendar for each cycle or school.
- b. To participate in any outing, trip, or tour, the student must be enrolled in the school, have the express written authorization of the student's father, mother, and/or guardian, and complete the corresponding medical form. If the school does not have this authorization and/or the form, the student will not be able to participate in this activity.
- c. Students must at all times behave in accordance with what is expected of a member of Santiago College (for example, good manners, respect in sacred places, museums, airports, and historical sites).
- d. Students must respect the rules of each place or institution they are in.
- e. Students must participate in all scheduled activities and meals and comply with all schedules and instructions from accompanying teachers or responsible adults (for example, resting for health reasons during the trip).

- f. During these outings, trips, or tours, parents/guardians will be responsible for any accidental or intentional damages caused by students and/or any potential offenses.
- g. During these outings, trips, or tours, parents/guardians will be responsible for the consequences resulting from student behavior that violates this regulation or the specific regulations of each outing or trip.
- h. Teachers and/or responsible adults will have full authority to ensure good school coexistence and the achievement of the pedagogical objectives of these activities and must, in turn, act in accordance with the values of the school and the RIE (Community Handbook).
- i. In order to prevent possible risky behaviors or situations, teachers or responsible adults may inspect students' rooms, backpacks, luggage, etc.
- j. Students are not authorized to separate from the group except with the express permission of the teachers and/or responsible adults in charge. In addition, students may not engage in any activity that the teachers and/or responsible adults consider risky for them (for example, swimming in pools or the sea without permission, taking public transportation without permission, etc.).
- k. Any loss or damage to personal belongings is the sole responsibility of the student.
- l. In cases where the carrying and/or use of money for additional expenses are authorized, this will be the responsibility of the student. Moderate and prudent use of this money is suggested.

8.4.2 Prohibitions

It is strictly prohibited for students and, therefore, will constitute a serious or very serious offense depending on the case:

- a. To buy, exchange, acquire in any way, carry and/or consume alcoholic beverages and/or toxic substances and/or tobacco products and/or vaporizers/e-cigarettes, knives or other weapons. When students stay in homes, they must equally respect this rule, even if the hosts suggest otherwise.
- b. To unjustifiably leave or stray away from the group.
- c. To deface, cause damage to third-party property, or engage in any form of vandalism.
- d. To cause complaints or reports due to disorder, damage, or inappropriate behavior.
- e. To violate the established rules for each visited place, putting third parties or oneself at risk.
- f. To repeatedly break the established schedule and given instructions.
- g. To perform any action that, according to our regulations and values, is considered a serious or very serious offense.

8.4.3 School Coexistence Management

Throughout all outings, trips, or tours, the Internal School Regulations will apply.

In the event of any misconduct and/or opposition to given instructions, teachers and/or responsible adults may apply the measures and/or sanctions outlined in the regulations, and additionally, those specific to trips or outings:

- a. Verbal warning.
- b. Exclusion from activities.
- c. Sanctions upon return considering the student's record.
- d. Early return of the student before the trip's completion. In this case, the expenses incurred by the potential early return of the student and an accompanying adult will be the responsibility of the student's parents and/or guardian.

Any situation occurring during the outing, trip, or tour that is not covered by this regulation will be resolved by the teachers and/or responsible adults.

8.4.4 Student Participation in Outings, Trips, or Tours

To compile the final list of students participating in an outing, trip, or tour, the school will consider:

- a. Each student's previous behavioral situation to assess whether they have the tools to meet the individual responsibility involved in participating in this type of outing.
- b. Mental or physical health situations that pose a risk to the student's or their peers' integrity.

The decision regarding student participation will be made according to the following protocol:

- 1. The teachers in charge of the tours or trips will compile a list of students who meet the technical and academic requirements.
- 2. The list will be handed over to the corresponding head teachers who, along with guidance, will identify those students whose participation may be in doubt due to the aforementioned reasons.
- 3. If necessary, the Teachers' Council will ratify the participation or non-participation of the student(s).
- 4. The final list will be communicated to the students and parents/guardians.

For trips and/or tours, both the student and the parent, and/or guardian must sign a printed slip acknowledging and accepting the travel regulations. These signatures are a requirement for participation.

8.4.5 Specific Rules for Overseas Trips/Tours

- a. It is the responsibility of the parents, guardians, and/or authorized representatives to ensure, prior to the trip, that the student has the necessary travel documents (valid passports, obtained visas, vaccinations, etc.) required for participation. In particular, if a student is unable to leave Chile for any reason, the corresponding trip will proceed, and it will be the responsibility of the parent, guardian, and/or authorized representative to

- retrieve their child from the airport and/or departure point and resolve the issue.
- b. Expenses incurred due to non-compliance with the above point and/or loss of travel documents will be the responsibility of the parents, guardians, and/or authorized representatives. Especially if a student, while abroad, is unable to travel due to the loss of their travel documents, the school will assign an accompanying teacher to care for the student, ensuring their safe return to Chile. All associated expenses will be the responsibility of the parents, guardians, and/or authorized representatives.
  - c. Each student must have specific travel insurance for that activity as indicated by the school beforehand. All costs associated with circumstances not covered by this insurance will be borne by the parents, guardians, and/or authorized representatives.
  - d. Any dispute regarding insurance coverage must be handled directly by the parent, guardian, and/or authorized representative with the insurance company. Similarly, the parents, guardians, and/or authorized representatives of the injured student will assume all medical expenses that may arise during the trip that are not covered by the insurance.
  - e. It will be the sole responsibility of the student to pay for any excess baggage fees established by the airline. Likewise, the student will be responsible for the loss or abandonment of luggage due to non-compliance with the airline's regulations. In case of loss upon return to Chile, it will be the responsibility of the parents, guardians, and/or authorized representatives to address this issue.
  - f. Students are not allowed to extend or advance any sports trip or tour. Dates are fixed and do not allow for changes. Students must adhere to the dates established by the school and, therefore, fulfill their school duties both before and after the trip. Exceptions may be considered for cultural tours that coincide with vacation periods, subject to the terms and conditions set by the school, provided these are raised before the tour.
  - g. If any student wishes to visit relatives living in the destination of the trip or tour, and only in this location, they must have the proper authorization signed by the parents, guardians, and/or authorized representatives prior to the trip. Relatives must commit to picking up and returning the student to the accommodation within the specified day and conditions.

8.4.6 Sports Tours

- a. Sports tours can be both national and international, and the corresponding costs are financed by the parents, guardians, and/or authorized representatives.
- b. The lists for sports tours are compiled by the area teachers based on technical criteria and ratified by an ad hoc committee or teachers' council based on behavioral criteria.
- c. When the sports tour involves missing classes, the school may not authorize the student's participation in this activity if it believes that this absence will negatively affect their learning process. Those students who, having met the academic requirements of the previous point, are at risk of repeating a grade (according to the Ministry of Education's criteria) will not be able to participate in the tour, and the cost and/or fine will be equally assumed by the parents, guardians, and/or authorized representatives.

- d. Selection for sports tours will be based on students who have had active and in-person participation in training sessions and sports events representing the school during the tour year. Therefore, participation in school exchanges during the tour year is incompatible with inclusion in the tour's list.
- e. Students must be in optimal physical condition to participate in the tour as active athletes. Students who are recovering from an injury or who have been injured during the year, whether representing the school or for other reasons, must complete a minimum of 2 months of training with proper medical authorization to participate in the tour.
- f. If a student cannot participate in the tour due to injury, the school will seek a replacement athlete whose guardians are willing to assume the corresponding cost. Notwithstanding the above, if this is not possible, all costs associated with participating in the tour will be the responsibility of the injured student's family.

8.5 Protocol for Outstanding Athletes

No student will be exempt from Sports or Physical Education solely for being an outstanding athlete (national team member), and therefore, they will receive a grade in this subject.

Students who are part of national team selections or who are in a pre-selection process will have the opportunity to present a certificate from the corresponding federation confirming their condition.

It will be the responsibility of the student and/or their guardian to ensure communication between the external coaching staff and the school teachers.

The presentation of the corresponding documentation by the student will allow the following:

- Agreement with the Principal of the area on which training sessions they can attend during class hours in periods when preparing for a national or international championship. Dates must be clear and sent to the school in advance to plan academic recovery plans for the student in advance.
- Possibility of using their Sports hours (High School) to carry out differentiated and/or planned work together with their technical staff. This work will be evaluated by the school's area teachers.
- Possibility of being absent from the Sports class to attend their training when they coincide. When the external training does not coincide with the Sports class, the student must attend that class and perform the activities defined by the department's leadership.

In High School, during Physical Education hours, there will be the possibility of reducing workloads during those hours if there are competitions close to the class date. In no case can the student skip the class for this reason.

The transportation of students who leave school to attend their external training during sports hours will be the sole responsibility of the guardians.



Once this request and procedure are accepted, both the guardian and the student must sign these agreements.

8.6 Regulations on Distance Learning Situations

There are situations of force majeure under which the school could remain closed: emergencies or natural disasters, health emergencies, or others. In these circumstances, the school will ensure the continuity of learning processes by maintaining distance learning. In these cases, students:

- Must connect to all classes, starting from homeroom at 7:55, wearing school uniform and with the camera turned on.
- Attendance is mandatory and will be the responsibility of the guardians.
- The student must be in an appropriate place for learning (a desk).
- Must complete all activities for each class.
- Assessments will be conducted remotely (digitally) when applicable.

In the event of an absence from class and/or virtual session, the guardian must provide the corresponding justification. In general, guardians must inform the school of any impediments to their children's participation in school activities.

8.6.1 Communication and Regular Channels for Guardians-School

In distance learning situations, from PK to 5th grade, the communication notebook (agenda) is replaced by electronic communication.

Likewise, parent interviews will be conducted online, following the procedure below:

Online Parent Interviews

1. The guardian will be summoned by the school (Principal, secretary, homeroom teacher, guidance counselor, among others) via email, which will include a link to the corresponding platform (such as Google Meet, Zoom, or others).
2. A school staff member will record a summary of the agreements, aspects mentioned, or discussed in the interview, including who participated and the student's name and grade.
3. This summary will be sent to the guardians via email, who must confirm receipt by the same means. Upon replying, they may make observations or statements.
4. The guardian's response (with or without comments) must be copied to the level's secretary.
5. The email response will be considered as the guardian's signature for the interview.
6. The printed document will be included in the student's file.

8.6.2 Expected behaviors and specific offenses in distance learning



*Conduct expected from students in Distance/Hybrid Learning:*

- Enter the class with the video camera turned on and the microphone muted.
- Keep the video camera on at all times unless medically and/or psychologically authorized otherwise in writing.
- Situate oneself in a place with no distractions, maintaining the privacy of the family environment.
- Restrict parallel chats and comments to topics relevant to the current class.
- Ensure a conducive environment for online learning.
- Wait for their turn to participate in online conversations.
- Turn off or disconnect devices that will not be used in class.
- Use only the tools of the platform that have been authorized.
- If authorized not to use video, use the official school student photo as the avatar.

*Categorization of Minor Offenses in Distance Learning:*

- Not turning on the video camera to participate in class when requested by the teacher. (Repeated offenses may become "serious.")
- Speaking out of turn without the teacher's permission in synchronous distance classes.
- Joining the class with the microphone on and interrupting the teacher.
- Remaining in a "meet" or reusing the "meet" link without the teacher's authorization.
- Using platform tools during class when not authorized.
- Using the class chat to communicate with classmates on topics unrelated to the class.
- Accessing the school's class platforms with non-SC domain addresses (unless expressly authorized by the teacher in cases of account issues with SC).
- Interrupting the class with visual distractions (e.g., costumes, intentional erratic movements, etc.).
- Leaving the class without permission.

*Categorization of Serious Offenses in Distance Learning:*

- Refusing to turn on the video camera despite repeated requests from the teacher.
- Remaining in a "meet" or reusing the "meet" link without the teacher's authorization, using this space for disrespectful behavior or conduct that undermines coexistence.
- Disrespecting another person via chat.
- Sharing the URL or links to virtual school meetings with anyone outside the school.
- Joining classes via electronic means without being a student of the class.
- Taking photos, screenshots, or recording classmates or teachers during online classes without their permission (see Responsible Use Policy).
- Recording classes without authorization.
- Using images of members of the SC educational community to create stickers or avatars.

- Using avatars that violate the school's values (e.g., references to risky behaviors, offensive drawings or signs, caricatures or photos of classmates, etc.).

**8.6.3 Distance Assessments**

During online tests or assessments, students must strictly follow the instructions given by their teachers. These instructions may vary depending on the type of assessment and subject. Since it is not possible to control the environment in homes, it is the responsibility of students and their guardians to ensure the necessary conditions. If there are any doubts, the school may request that guardians accompany the student during the assessment.

In general, during an online assessment, students must:

- Keep their device connected to a power source to prevent sudden disconnections during the assessment.
- Minimize the number of devices connected to the home network during the assessment to avoid signal loss.
- Keep the video camera on and oriented according to the test instructions at all times. If there are issues with the functioning of the video camera, guardians must provide the corresponding justification before the test.
- Report any unexpected events during the assessment as soon as possible. This information must be confirmed by the guardian.
- Respect the duration of the test.
- Respect the confidentiality of the instrument (for example, not printing copies, taking screenshots, etc.).
- Adhere to the school's academic integrity policy and responsible use of technology.

Students who miss an online test without justification will be sanctioned according to the current regulations and called to take the test at another time (either in person or online). Absence from this second assessment will result in the minimum grade for the corresponding assessment.

**9. RULES, OFFENSES, MEASURES, AND PROCEDURES**

**9.1 Expected Behaviors and Actions or Omissions Considered Offenses, Graduated According to Their Lesser or Greater Severity, and Measures to be Applied**

**9.1.1 Expected Behaviors**

The behaviors promoted and expected from all members of the educational community, both within and outside the school, are based on the school's values.

The values of Santiago College are::

**HONESTY**

Members of the Santiago College school community demonstrate **honesty** when, among other things:

- They tell the truth regardless of the consequences.
- Their work and academic achievements are the result of their own efforts.
- They act with academic integrity (do not cheat, do not copy, neither allow nor engage in copying, do not present others' work as their own, do not lend their work without the authorization of their teachers).
- They respect others' property, do not take what does not belong to them, and when they find lost items, they hand them over to a responsible adult.

**RESPECT**

Members of the Santiago College school community demonstrate **respect** when, among other things:

- They respect themselves by leading a healthy lifestyle.
- They act considering the common good.
- They value diversity and do not arbitrarily discriminate against others.
- They reject any behavior that humiliates, harasses, or belittles another member of the community, either directly or indirectly, in person or through technological means.
- They seek to positively resolve any conflicts and differences that naturally arise in a diverse community.
- They are polite and act with good manners.
- They use appropriate language for the context (for example, no swearing).
- They express gratitude.
- They comply with the school rules.
- They take care of the school facilities and infrastructure.
- They take care of their own belongings and those of others.
- They take care of the environment.
- They value the school's traditions.
- They obey the instructions of the school adults (for example, taking off a sweater, changing seats, leaving the classroom).

**RESPONSIBILITY**

Members of the Santiago College school community demonstrate **responsibility** when, among other things:

- They assume the consequences of their own actions, acknowledge their mistakes, and seek means to repair them.
- They fulfill their obligations and commitments.
- They follow the procedures or routines established by the school.
- They are punctual in their arrival at school, to classes, and to all their obligations and commitments.
- They submit assignments, projects, and tasks within the established deadlines.
- They come prepared for school work with their supplies and materials in good condition, demonstrating readiness to learn and not bringing items that distract from school work (for example, valuables, toys).
- They wear the school uniform correctly ([See Annex 2](#))

- They submit all school documentation to their guardians and from them to the school within the established deadlines.
- They take care of the school facilities, property, and materials.
- They take care of the environment.
- They commit to their own learning.
- They catch up when absent from school for any reason, including rescheduling any tests or assignments.

**SOLIDARITY**

Members of the Santiago College school community demonstrate **solidarity** when, among other things:

- They act selflessly, generously, and with dedication.
- They recognize the needs of others and take concrete actions to meet them.
- They participate in community service projects inside and outside the school.
- They show empathy for members of their community, their country, and the world.
- They contribute to society by putting their talents at the service of others.
- They seek help from an adult when they see a peer in need.

**PERSEVERANCE**

Members of the Santiago College school community demonstrate **perseverance** when, among other things:

- They give their best both at school and outside of it.
- They fulfill their academic commitments despite difficulties.
- They have a proactive attitude to face and overcome their challenges.
- They seek help to overcome their challenges and difficulties.
- They tolerate frustration.
- They accept constructive criticism.
- They face unknown and uncertain situations with wisdom, courage, and determination.

**JOY OF LIVING**

Members of the Santiago College school community demonstrate **joy of living** when, among other things:

- They look at life events from a positive and optimistic perspective.
- They are capable of joyfully enjoying the different moments of life.
- They are capable of facing life constructively, with good humor and hope.
- They are open to new experiences and opportunities.
- They are capable of extracting learning from difficult situations for them.

**9.1.2 Recognition of Positive Student Behaviors**

Recognizing positive actions and attitudes is central to student development, as it provides the necessary feedback to create a virtuous cycle, while also sending a clear message about what is expected of them. For this reason, it is the responsibility of every member of the educational community to highlight, both

privately and/or publicly, those positive behaviors that reflect the school's values, an attitude of commitment to learning, and/or those that promote good school coexistence. Positive recognition can be formal or informal, inside or outside the classroom.

Depending on the stage of development in which they find themselves, students may receive, among others, some of the following recognitions:

**Infant School and Lower School**

- 1. Verbal Recognition or Commendation: Given inside or outside of class (for example, for being kind to a classmate).
- 2. Concrete Recognition: Stickers, positive graphic symbols, certificates (for example, for completing work on time).
- 3. Individual Written Recognition or Commendation: Given through the school agenda or email (for example, for positive progress in behavior).
- 4. Individual Merit or Class Merit: From 1st grade onwards. Recognition awarded to a student or group of students who demonstrate outstanding positive behavior. This recognition is communicated in writing to the parent or guardian and is recorded in Schooltrack (for example, a class group that excels in solidarity). The accumulation of merits is rewarded according to the following scales:

**Infant School 1st and 2nd Grade:**

The accumulation of positive remarks and/or individual merits, as assessed by the head teacher, tutors, and Principal, will be rewarded with one of the following options:

- i. Certificate
- ii. Student's photo in the school gardens
- iii. Meeting with the Principal

**Lower School:**

The accumulation of positive remarks and/or individual merits, as assessed by the head teacher, tutors, and Principal, will be rewarded with one of the following options:

- i. Award presented by the Principal
- ii. A day in casual clothing
- iii. Meeting with the Principal

The accumulation of group merits will be rewarded in agreement with the homeroom teacher and Principal, taking into consideration the particularities of the class.

- 6. Letter of Congratulations from the Teachers' Council: 3rd grade onwards. A letter granted by the Teachers' Council in a unanimous vote to congratulate those students who have demonstrated positive behaviors and attitudes in the classroom and/or commitment to the school's values. It is sent by the respective Principal (for example, students who stand out for their responsibility and joy of living).
- 7. Merit Award: 1st to 5th grade. A certificate awarded by unanimous decision of the Teachers' Council at the end of the year to congratulate the student who embodies and lives the school's values in a wholesome manner. It is presented at the end-of-year awards assembly.

- 8. Infant School Award: 1st and 2nd grade. A diploma awarded to students at assemblies held during the year as recognition of the attributes of the IB Learning Community Profile ([Annex 1](#)), attitudes, and values of the School.

**Middle School and High School**

- 1. Verbal Recognition or Commendation: Given inside or outside of class (for example, for making a positive contribution in class).
- 2. Individual Merit or Class Merit: Recognition awarded to a student or group of students who demonstrate outstanding positive behavior. This recognition is communicated in writing to the parent or guardian and is recorded in the school's records (for example, assisting a sick classmate).
- 3. Honor Roll: Periodic recognition of those students without negative records. This recognition includes the prize of attending school in casual clothing on a specific day. It is assigned by the responsible tutor.
- 4. Letter of Congratulations from the Teachers' Council: A letter granted by the Teachers' Council in a unanimous vote to congratulate those students who have demonstrated positive behaviors, attitudes, and/or commitment to the school's values. It is sent by the respective Principal (for example, students who stand out for their joy of living).
- 5. Best Companion Award (Middle School): A diploma awarded to the student chosen by their peers and teachers as the one who best represents the school's values. It is presented at the end-of-year awards assembly.
- 6. Subject Awards: A diploma awarded to students who have excelled in commitment and performance in different areas of the curriculum. It is presented by the Head of Academic Area or their designee. It is presented at the end-of-year awards assembly (only in 12th grade in the case of High School).
- 7. Awards Presented at 12th Grade Graduation Ceremonies: These awards recognize those students who represent the school's values and their academic achievements.

**9.1.3 Conducts Affecting Positive Coexistence: Offenses and Procedures**

Offenses are behaviors that interfere with the normal functioning of the school process and/or affect good coexistence and/or undermine the school's values. In other words, actions contrary to the adherence of the Institutional Educational Project or the school's internal regulations.

Offenses against good school coexistence may be categorized as mild, severe, or very severe, and are associated with pedagogical and/or reparative measures, notwithstanding the disciplinary measures that may eventually be applied.

These situations will be addressed from a formative approach, through which instances of reflection and reparation will be promoted. These will encourage the student to identify other ways of acting that do not affect coexistence.

- 1. The various behaviors that may constitute offenses must be addressed immediately by the teacher or school staff member in the context in which they occur. If the offense is recorded, it must be reported to the student.



2. In the case of mild offenses, the adult may decide at the moment the corresponding measures or inform during the day to the corresponding instances (head teacher/tutor/principal) who will subsequently apply the pertinent measures within a maximum period of 5 days.
3. In the case of severe or very severe offenses, the adult must inform the student who has committed an offense and inform immediately and then in writing, before the end of the school day, to the principal or tutor or head teacher. Likewise, the teacher or whoever is responsible must leave the record in the school's electronic registration system and/or student file.
4. The Principal and/or Tutor and/or homeroom teacher will discuss the situation with the student(s) to address the situation (within a maximum period of 2 business days). This will be communicated to the guardian by email or telephone call.
5. Subsequently, the corresponding measures will be decided within a maximum period of 5 days<sup>39</sup> and will be informed to the guardian.

In determining the measure to be applied, the following criteria will be taken into account as part of [due process](#), among others:

- a. the age, stage of development, and maturity of those involved;
  - b. the nature, intensity, and extent of the damage caused;
  - c. the degree of responsibility of those involved;
  - d. having acted anonymously, with a false identity;
  - e. the previous behavior of those involved;
  - f. the abuse of a superior position, whether physical, moral, of authority, psychological, or other;
  - g. the disability and/or defenselessness of the affected party;
  - h. lying and/or omitting relevant information during the investigation.
6. In the case of severe or very severe offenses, there are instances of review and appeal detailed in [chapter 9.2.2](#) of this document.

The privacy and confidentiality of the process and the measures applied will be safeguarded. The school will provide information related to the student only to the parents, guardians, and/or relevant public entities that request it.

9.1.3.1 Minor Offenses

Minor offenses are understood as behaviors that negatively interfere with the normal functioning of school activities or imply the failure to meet expected responsibilities or habits of the student.

9.1.3.1.1 Categorization of Minor Offenses

Among the minor offenses are:

- Disruptive behavior and/or behaviors that interfere with the learning process (for example, talking to another student while they are working; interrupting the development of a group assignment).
- Not taking care of a classmate's or school's material (for example, leaving it on the floor, not returning borrowed items). Intentional damage is considered a serious offense.
- Not completing assignments.

<sup>39</sup> The defined deadlines are considered from the moment the incident is brought to attention.

- Not returning library books on time.<sup>40</sup>
- Not bringing required materials and/or equipment to class (this includes sports equipment).
- Not working during class.
- Not meeting deadlines for assignments, projects, evaluations, among others.
- Playing during class time.
- Playing in areas not allowed or during unauthorized times for students according to their age (out of bounds) (except in Infant School where it is considered a serious offense).
- Playing in areas not designated for such purposes (bathrooms, dining halls, buses, etc.).
- Disposing of recyclable and/or compostable waste where it does not belong and/or littering in inappropriate places.
- Engaging in an activity other than the one assigned.
- Displaying inappropriate expressions of affection for a school setting.
- Eating in class (for example: chewing gum, candies, snacks, etc.).
- Not bringing signed circulars.
- For Infant and Lower School students, bringing a cell phone or smartwatch to school or being caught with one.
- For Middle and High School students, being caught with a cell phone or smartwatch on campus.
- Inappropriate behavior during civic events, assemblies, or ceremonies (playing, laughing, talking, etc.).
- Not providing justification for absence from scheduled evaluations.
- Not providing justification for absence.
- Dirtying or disordering the classroom and/or surroundings (for example, hallways, cafeteria, among others).
- Interrupting the good atmosphere of classes while in the hallways during class hours.
- Using the classroom for purposes not related to academics without permission: sleeping, eating, using it as a recreation area, among others.
- Attending school with incomplete uniform ([see Annex 2](#)).
- Personal presentation that does not conform to the specifications of Annex 2.
- Tardiness to class or to school.
- Not respecting the Test Taking Regulations in Middle or High School ([see Annex 8](#)).
- Selling and exchanging items for personal purposes (for example, food or toys).
- Bringing unnecessary items for educational purposes.
- Visiting the infirmary without the corresponding pass ([see Annex 4](#)).
- Requesting to leave the premises to their guardians without informing the school (for example, when the student feels unwell, and without going through the infirmary, calls their guardians, or when they are upset and have not requested support).
- Contacting their guardians during school hours without informing the school through any means: cell phone, email, chat, among others.

<sup>40</sup> Although the lack of punctuality in book returns is considered a minor offense, the consequences resulting from it are managed directly in the library, see Annex 18.

- Not complying with agreements and/or commitments made with the school (for example, not showing up for a game, a debate, or another committed activity, misusing elevators, not following established procedures, among others).
- Not using bathroom stalls individually and appropriately.
- Cell phones cannot be used in the bathroom to record or take pictures, whether in uniform, street clothes, or costume, even with authorization from the people being recorded.
- Walking around the school with hot beverages.
- Consuming energy drinks.

These behaviors will be recorded in the school's electronic class register (Schooltrack)<sup>41</sup> as annotations and/or in the student's file. The guardian must periodically check this register, without prejudice to the school determining communication through another means with the guardian. Parents and/or guardians may appeal in writing the measures associated with these offenses within five business days of receiving the communication.

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

These measures seek to promote a reflective process and the assumption of responsibility with progressive levels of awareness according to the student's maturity. They also aim to develop perspective-taking, empathy, the importance of values, common good, and reflective decision-making. The responsible adult will determine the actions to be taken. Some measures that may be implemented, considering the student's age and the offense, could include (this list is not exhaustive, and more than one measure may be implemented at a time):

- **Oral reflection:** Individual conversation with the student to hear their version of events and promote understanding of others' perspectives, fostering empathy.
- **Student relocation:** Changing the student's seat in class to enhance their pedagogical process.
- **Individual reflection time:** Allowing the student to take a brief break from the ongoing activity, after which they rejoin the class. This provides space for the student to make necessary changes and avoid escalating negative behavior, without losing curricular content.
- **Assignment of alternative activity:** Providing the student with a different activity, potentially in another supervised space with relevant pedagogical work. This does not entail a loss of academic content.
- **Presentation on a topic:** Requiring the student to research and present a topic related to the offense from a values perspective (e.g., an investigation into solidarity).
- **Written reflection:** Requiring the student to write a personal reflection considering the violated values, reparative measures, and identifying positive alternatives for future situations. The school authorities will determine when and where this reflection takes place, whether in the classroom, another supervised space, or at home. It will be signed by the parent, guardian, and/or caregiver and filed in the student's folder. If the

<sup>41</sup> The school's virtual book is the class register and contains the student's academic record.

student or guardian refuses to sign the written reflection, this refusal will be documented along with the reasons.

- **Parental contact:** In cases of specific misconduct or dysregulation, contacting the parent immediately to inform them of the situation.
- **Teacher-student agreement:** Engaging in a conversation with the student to achieve a behavioral change.
- **Family-school agreement:** Establishing an agreement between the family and the school detailing specific actions each party will take to address the situation. This measure does not require an interview.
- **School-parent action plan:** Establishing a written agreement between the school and the parent through a personal interview outlining actions to be taken and steps to follow regarding the case.
- **Group or class-level interventions:** Holding conversations and reflections with the group or class regarding the offense and associated values.
- **Guidance counseling support:** Providing support from the guidance department.
- **Referral to external specialists:** Referring the student to external specialists for psychological evaluation and/or therapy when necessary.
- **Letter of concern:** Sending a written communication to the parent or delivering it in a personal interview by the Principal to inform them about the offense or its repetition, which may involve referral to external specialists. The parent signs the document, which is filed in the student's folder.

9.1.3.1.3 Restorative Measures

These are gestures and/or actions that the person who committed a fault must implement in favor of the affected party or parties, aimed at restoring the damage caused, among others:

- Formal presentation of public and/or private apologies, in person, and/or in writing.
- Restitution of damaged, lost, etc., items.
- Repairing the fault with an action representing a service to the community or a pedagogical service (for example, tidying up, collecting trays in the cafeteria and cleaning, assisting younger students with their tasks, digitizing documents, laminating).

The school's restorative measures may be agreed upon by those involved.

9.1.3.1.4 Sanctions or Disciplinary Measures (these do not apply to preschool-age students)

- **Verbal reprimand:** This measure is not reported to the guardian.
- **Confiscation:** Removal of prohibited items in the classroom and/or school, or those being used improperly (e.g., cell phone, non-uniform sweaters, among others).
- **Behavior Notification for Infant and Lower School:** Written communication sent to the guardian describing the student's behavior that constituted a fault. Can be applied by the tutor or Principal.

- **After-school Detention:** Measure that requires the student to stay in school after their regular dismissal time. It may last one to two class periods during which reparative and/or pedagogical tasks will be assigned. Can be applied by the tutor or Principal. If the student fails to attend detention, with or without a written justification, their detention is automatically moved to a Saturday.
- **Saturday School Attendance:** Measure that requires the student to attend school on Saturday, wearing full uniform (from 8 to 9 am or from 8 to 9:30 depending on the sanction). It will be supervised by an adult. Can be applied by the tutor or Principal. If the student fails to attend detention, without written justification, they will have to attend double the time the following Saturday. If this coincides with a sports activity to which the student has also been called, attendance at detention takes precedence. Exceptions to this rule must be authorized by the Head of School.
- **Restriction on recess time:** Recess time will be reduced while ensuring the student has time for snacks and/or lunch, assigning alternative repair tasks.

If minor infractions persist over time, they may be considered as serious faults and will be addressed as such. However, the repetition of minor faults that interfere with the learning process of their peers and/or the school environment may indicate some interference in the school process, and for the child's best interest, other accompanying and/or pedagogical measures will be evaluated, as appropriate. Examples of the above include the formation of habits, values, or others.

9.1.3.2 Serious Offenses

9.1.3.2.1 Categorization

A **serious offense** is understood as one that undermines positive coexistence, physical or psychological integrity of any member of the educational community, actions against others' property, or behaviors that disrupt the learning process and/or violate the dignity of individuals. If minor infractions persist over time, they may be considered as serious faults and will be addressed as such. However, the repetition of minor faults that interfere with the learning process of their peers and/or the school environment may indicate some interference in the school process, and for the child's best interest, other accompanying and/or pedagogical measures will be evaluated, as appropriate. Examples of the above include the formation of habits, values, or others.

Among the serious offenses are:

- Repeatedly disrupting class with laughter, off-topic conversations, leaving the classroom, among others, hindering the normal functioning of the class.
- Throwing objects that may cause harm.
- Not telling the truth or withholding relevant information.
- Engaging in oral, written, or gestural discourse that promotes discrimination or goes against the values of the school and/or the IB.
- Leaving the classroom without permission while the teacher or another adult is present.



- Requesting and/or receiving any object or food from delivery services and/or guardians or others for delivery to the school (Senior Privilege does not include bringing food purchased outside the school).
- Promoting disorders that disrupt the operation of the school. For example, preventing classmates from entering the classroom, inciting shouting in the classroom, promoting fights between classmates, activating fire alarms, among others.
- Violating school rules in public while wearing the school uniform.
- Disrespecting or insulting any member of the school community and/or external individuals.
- Psychological abuse: mockery, insults, threats, disparagement, nicknames when the person is bothered and has asked not to be called that, isolation, discrimination, or social exclusion, directly or indirectly, verbally or in writing, or through technological means, such as social networks, email, blogs, WhatsApp; spreading malicious rumors; not speaking to a peer; arbitrarily discriminating against a member of the school community, whether for their social status, economic situation, religion, political or philosophical beliefs, ethnic background, name, nationality, sexual orientation, gender identity, language, age, disability, physical defects, or any other circumstance<sup>42</sup> (see [Bullying and/or Harassment Protocol](#)).
- Disobeying or explicitly refusing to obey or discuss a direct instruction from a school adult (e.g., answering "I'm not going to move" when asked to move seats, or refusing to take a test).
- Physical abuse: spitting, hitting, kicking, shoving, slapping, hitting, rough or violent games, biting, which may cause minor injuries (any aggression resulting in serious injuries is a very serious offense) (see [Bullying and/or Harassment Protocol](#)).
- Uttering insults or swear words, making rude or threatening gestures, or offending any member of the school community.
- Intimidating, threatening, blackmailing, intimidating, harassing, or mocking a student or another member of the school community (e.g., using hurtful nicknames, mocking physical characteristics, etc.).
- Threatening, attacking, insulting through chats, blogs, photologs, Facebook, Twitter, WhatsApp, text messages, emails, forums, servers storing videos or photographs, websites, social networks, phones, or any other technological, virtual, or electronic means. Exhibiting, transmitting, or disseminating through cyber means any abusive conduct. The above is especially serious when done anonymously.
- Insinuations, comments, and behaviors of a sexual nature, both within a relationship and outside of it.
- Disobeying instructions during emergencies or in case of drills or in any situation where the safety of the student or any member of the community is compromised.
- Disobeying or failing to comply with the safety rules of the "Creative Space" or school laboratories or in any situation involving the use of tools or implements that pose physical danger (e.g., use of scissors, box cutters, spray paint, etc.).
- Not complying with the rules of places visited on outings, trips, or tours.
- Not following the instructions of the accompanying teachers on outings, trips, or tours, including established schedules.

<sup>42</sup> Guidelines Law on School Violence. MINEDUC: August 2012



- Engaging in acts of bullying and/or school harassment.
- Not respecting the principles and rules of Academic Integrity and honesty of the school as outlined in the Evaluation and Promotion Regulations and the Academic Integrity Policy (academic fraud). Violations of academic integrity and inappropriate behavior require special care in a school environment, both because of the offense itself and because it interferes with the learning process, hindering the teacher's work by not being able to assess the student's level of knowledge. Therefore, they require special handling detailed in the Academic Integrity Policy ([Annex 16](#)).
- Carrying out any action with the purpose of appropriating things from another member of the school community, regardless of the method or form used.
- Reiterating or repeating breaches of agreements and/or commitments made with the school when this severely affects school coexistence.
- Being present in or participating in a situation where a serious or very serious offense is committed in such a way that one's presence or participation supports it.
- Consuming, administering, sharing any medication or vitamin supplement at school.
- Carrying out any action that compromises the school's ability to respond to emergencies (e.g., discharging fire extinguishers, activating fire alarms, opening emergency doors, giving false alarms, among others). Due to the seriousness of these actions for the entire community, the most severe sanctions of this category may eventually be applied in the first instance.
- Playing or entering or being in areas not allowed or at times not allowed for High School students.
- Specific serious offenses also applicable to Infant and Lower School students<sup>43</sup>:
  - Urinating in inappropriate places.
  - Throwing didactic materials or furniture.
  - Running out of the classroom.
  - Being in places not allowed in Infant School (out of bounds).

**Serious offenses** will be recorded in the school's electronic classbook (Schooltrack)<sup>44</sup> and/or the student's file. The guardian must periodically consult said book, without prejudice to the school determining communication through another means with the guardian. Parents, guardians, and/or legal representatives may appeal in writing the measures associated with these offenses within five business days of receiving the communication.

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

The responsible adult will determine the actions to be taken. Some measures to be taken, depending on the case and considering the student's age and the offense, may include (this list is not exhaustive, and more than one measure may be implemented at a time):

- **Oral reflection - individual conversation with the student**
- **Student relocation**
- **Time for reflection**

<sup>43</sup> These offenses will not result in disciplinary measures but rather pedagogical and/or formative actions.  
<sup>44</sup> The school's virtual book is the class register and contains the student's academic record.

- **Assignment of alternative activity**
- **Presentation of a topic**
- **Contacting the guardian**
- **Written reflection**
- **Teacher-student commitment**
- **Family-school agreement**
- **School-guardian action plan**
- **Group or class-level interventions**
- **Guidance support**
- **Referral to external specialists**
- **Letter of concern**
- **Early dismissal:** in cases of emotional dysregulation, the guardian may be asked for the student's early dismissal. (See [Annex 17 Emotional Dysregulation Protocol](#))
- **Day(s) of reflection within the school:** in this measure, the student attends school for a different set of activities than those established in their schedule within the school day, using their time to reflect on what happened.

9.1.3.2.3 *Restorative Measures*

Among others:

- Formal presentation of public and/or private apologies, in person and/or in writing.
- Replacement of damaged or lost objects, etc.
- Repairing the offense by performing community service (for example, tutoring peers, tidying up, cleaning, fixing).

9.1.3.2.4 *Sanctions or disciplinary measures (these do not apply to preschool-aged students; this list is not exhaustive, and more than one measure may be implemented at a time):*

- **Verbal reprimand**
- **Conduct notification for Infant and Lower School (Behavior Notification)**
- **Detention (after-school detention)**
- **Removal of object due to misuse or it not being allowed in the classroom.**
- **Saturday detention**
- **Written reprimand,** a measure that consists of a written notification delivered to the parent, guardian, and/or caretaker to report a serious offense or the accumulation of such offenses and express the seriousness of the transgression. The guardian must acknowledge the document, which is then filed in the student's folder. Depending on the case, it may be accompanied by another disciplinary, formative, and/or reparative measure. It can be requested by the Teachers' Council and is applied by the Principal.
- **In-school suspension:** instead of attending regular classes, the student must work on assigned activities within the school premises, at the location and during the time determined by the school.
- **Suspension of student participation in ASP (After School Program)** and similar activities (ceremonies, graduation activities, sports events, School Days, among others).

- **Suspension:** the student is not allowed to attend school for a period of up to 5 days, without prejudice to the possibility of a one-time extension for an equal period, granted under exceptional circumstances. A suspended student cannot represent the school in sports events or other activities during the sanction period. This measure is applied by the Principal and communicated in writing to the parent, guardian, and/or caretaker.
- **Reduction of school hours:** an exceptional measure that may be applied when there is a risk to the physical and/or psychological integrity of any member of the school community. It involves the student attending school for a reduced period compared to their regular schedule. It is applied by the Principal.
- **Pre-Conditional enrollment:** It is applied when the student's behavior requires an immediate change to safeguard their own learning, that of their class, or positive coexistence, and/or when the nature, intensity, and extent of the damage caused are serious. As appropriate, it may be accompanied by another disciplinary, formative, and/or reparatory measure. To achieve this, the student will work with a plan that includes monitoring by the school and support from the guardians, attending meetings, and implementing the school's recommendations.
  - It can be requested by the Teachers' Council.
  - It is applied by the Principal and communicated in writing during a meeting with the parent, guardian, and/or caretaker.
  - Pre-conditionality can be extended from one academic semester (4 months) to one academic year (8 months), depending on the case.
  - In cases deemed appropriate, an extension of this measure may be established, subject to consultation with the Teachers' Council.
  - This condition will be considered when compiling the list of students applying for awards, trips, or activities representing the school.
  - Its application may result in the loss of participation in trips, outings, positions (class leadership roles, senior president, etc.), school representation events, or other activities. In the case of 3rd and 4th grade, it will include the loss of special permissions (Senior Privileges) and the ceremony or activity following the implementation of the measure.
  - A pre-conditional student who commits serious offenses may be sanctioned with conditional enrollment.
  - Pre-conditionality must be reviewed at each Teachers' Council meeting following its application.
  - The **lifting** of this measure will be carried out in a Teachers' Council meeting. The head teacher proposes it and must be approved by a simple majority of the Council, taking into account the student's behavior evolution.
- **Conditionality** is one of the most serious disciplinary measures that can be applied to students at the school. Conditionality implies that the student's behavior seriously violates the school's values, and/or that the nature, intensity, and/or extent of the damage is extremely serious. If there is no significant improvement in behavior, it could eventually result in non-renewal of enrollment. It involves a work plan between the school, the guardian, and the student, which includes monitoring by the school and support from the guardians, attending regular meetings, and implementing the

establishment's recommendations. As appropriate, it may be accompanied by another disciplinary, formative, and/or reparatory measure.

- The Principal applies it by delivering a written communication in a personal interview with the guardian. The conditionality can extend from one academic semester (4 months) to one academic year (8 months), depending on the case.
  - It must be reviewed in each teachers' council following the date of its application and at the end of each semester.
  - In cases where it is deemed appropriate, an extension of this measure may be established, subject to consultation with the Teachers' Council. This measure must be recorded in the electronic class book and/or student folder.
  - Its implementation entails the possibility of losing participation in trips, outings, positions (class directives, senior president, etc.), instances of representing the school, or other activities. In the case of 3rd and 4th grade, it will include the loss of special permissions (Senior Privileges) and the ceremony or activity following the implementation of the measure.
  - The **lifting** of this measure will be carried out in a Teachers' Council.
  - The head teacher proposes it and must be approved by a simple majority of the Council, taking into consideration the student's conduct evolution.
- **Non-renewal of enrollment** is an exceptional disciplinary measure and will take effect at the end of the current school year, as it implies the student's disconnection for the following school year. It is adopted through the application of due process. The school may choose not to renew the enrollment of students who, while their enrollment is pre-conditional or conditional, do not fulfill the commitments and/or the action plan agreed upon with the school. Likewise, the school may choose not to renew the enrollment of students who engage in behaviors that seriously affect school coexistence.
    - It can be requested by the Teachers' Council and/or Principals. It is implemented by the School's Management. For students in 11th and 12th grade, this measure could limit their participation in traditional ceremonies or access to special privileges (Senior Privileges) for 12th grade (see [Point 9.1.5](#)).
    - If a student over 14 years old is convicted of a crime by the Chilean justice system, the school reserves the right not to renew the enrollment for the following year, depending on the offense..

9.1.3.2.5 Protective Measures

In situations deemed necessary, the student may be asked to stay out of the classroom for a period and/or have their guardian called to pick them up from school. This is done with the aim of safeguarding their physical and emotional well-being and/or that of their peers. (For example, when a student refuses to follow a direct instruction from a Principal of the school, they must be taken home by their parents.)

9.1.4.3 Very Serious Offenses

9.1.4.3.1 Categorization

Serious offenses are understood to be those behaviors that, by their nature, intensity, and extent of the damage caused, seriously undermine positive coexistence, physical and/or psychological integrity of other members of the school community, behaviors that seriously violate the dignity of individuals, sustained aggressions over time, those that seriously affect school coexistence, altering and/or significantly affecting the normal development of the teaching and learning process of the student, as well as any action or omission that, under the current criminal legislation, may constitute a crime. The repetition of a serious offense may be considered as a very serious offense and will be addressed as such. The school reserves the right to report any criminal action committed by students over 14 years of age in a school context.

These include, among others:

- Anonymous aggressions and/or threats through any means.
- Actions that endanger the safety of the community (for example, setting fire to school facilities, false bomb alarms, sound bombs, among others).
- Threats with knives, cutting utensils, blunt objects to injure or strike another person (for example, brass knuckles), electric devices designed to harm others (such as a stun baton or taser), or their use.
- Causing serious injuries to another member of the community.
- Consuming and/or carrying alcohol and/or tobacco, within the school, during school activities, or representing the school (including the use of electronic cigarettes, vaping devices, or other similar devices).
- Possession, storage, transportation, carrying, selling, or giving away of illegal substances or drugs, narcotics, or psychotropic substances in the school or official school activities.
- Any action aimed at violating the sexual integrity of one or more persons.
- Presenting oneself at school under the influence of alcohol or psychoactive drugs. This does not include the use of psychoactive drugs by prescription taken in prescribed doses.
- Carrying weapons (firearms, pneumatic, pellets, and others).
- Carrying any machine, instrument, utensil, or object that is sharp, pointed, or blunt and capable of killing, injuring, or striking another person (for example, brass knuckles), as well as electric devices designed to harm others (stun baton or taser).
- Carrying chemical substances that endanger the safety of individuals or the community (for example, pepper spray).
- Carrying and/or using lighters, matches, fireworks, and in general, any item that represents a fire hazard.
- Repetition of physical and/or psychological abuse towards another member of the school community, through any means.

**Very serious offenses** will be recorded in the school's electronic class book (Schooltrack)<sup>45</sup> and/or the student's folder (file). The guardian must periodically check said book, without prejudice to the school determining to communicate

<sup>45</sup> The school's virtual book corresponds to the class register and contains the student's academic record.

through another means with the guardian. Parents and/or guardians may appeal in writing the measures associated with these offenses, within five business days of receiving the communication.

9.1.4.3.2 *Pedagogical and/or Supportive Measures*

The responsible adult will determine the actions to be taken. Some measures to be carried out, depending on the case, considering the age of the student and the offense, may include (this list is not exhaustive and more than one measure may be implemented at the same time):

- **Oral reflection - individual conversation with the student**
- **Written reflection**
- **School-guardian action plan**
- **Interventions at the group or class level**
- **Guidance Counseling support**
- **Referral to external specialists.**

9.1.4.3.3 *Restorative measures*

Among others:

- **Formal presentation of public and/or private apologies, in person, and/or in writing.**
- **Restitution of damaged, lost, etc., items.**

9.1.4.3.4 *Sanctions (These do not apply to preschool-aged students)*

- **Suspension.**
- **Suspension during the school day.**
- **Reduction of school hours.**
- **Conditional status.**
- **Non-renewal of enrollment.**
- **Expulsion**, an exceptional and final measure that entails the immediate and permanent separation of the student from the school, as their presence seriously affects the school community and/or jeopardizes the safety of oneself or any member of the community. According to current regulations, the decision of expulsion must be made by the Head of School and communicated to the parents, guardians, and/or legal representatives in writing. They may request reconsideration of the decision within fifteen days of being notified to the Head of School.

If a student over 14 years old is convicted of a crime by the Chilean justice system, the school reserves the right to expel them, depending on the offense.

If a student violates the school's rules after the last Teachers' Council of the year, even if the corresponding guardian has paid the enrollment fee for the next academic year, the school may cancel the student's enrollment. In these cases, a full refund of the student's enrollment fee will be issued.

9.1.4.3.5 *Protective Measures*

In situations deemed appropriate, the student may be asked to stay out of the classroom for a period and/or the guardian may be called to have the student



removed from the school. This is done with the aim of safeguarding the physical and emotional well-being of the student and their peers.

**9.1.5 Special Measures for 8th, 11th and 12th Grade Students Regarding Participation in Ceremonies and, in the Case of 12th Grade, Senior Privileges**

The ceremonies, traditional activities, and special privileges (Senior Privileges) in which 8th, 11th and 12th-grade students participate, as applicable, are as follows:

- 8th Grade Licence Ceremony
- 12th Grade Tie Ceremony
- 12th Grade Senior Privileges
- Ring and Medal Ceremony
- Last Chapel
- Junior-Senior Picnic
- Senior Breakfast
- Finer Humankind (Selection of the 12th Grade Student Best Representing the School's Values)
- Junior Prom
- Commencement Ceremony
- Senior Songs
- Farewell Pool Activity
- Costume Days (Days Where 12th Grade Students Dress in Costume)
- School Days

These ceremonies, activities, and privileges are not part of the school curriculum, and therefore, the school reserves the right to suspend the participation of those students who have committed serious or gravely serious offenses or who are on pre-conditional or conditional enrollment status.

**9.2 Procedures for Determining the Existence of Offenses, Application of Measures, and Corresponding Review Instances**

**9.2.1 School Due Process and General Action Protocol**

Due process is a school principle whereby every member of the educational community, when facing complaints and/or situations that disrupt good school coexistence, has the right to be heard, to have their innocence presumed, to have their arguments considered, to be informed of the actions taken, and to appeal the measures applied.

The school will act in accordance with its General Action Protocol, which will serve as the framework for specific protocols and is detailed below:

1. Upon receiving a complaint, report, or alert from any member of the educational community, the school will analyze it to determine the responsible party and the protocol to be applied, if applicable, within a

- maximum period of one week, unless the specific protocol specifies another timeframe.
- The person in charge of investigating the complaints will interview the parties involved, request information from third parties, or take any other measures deemed necessary for clarification. Once the relevant information has been collected, and considering the context, the appropriate measures to be applied must be determined, and the parties involved will be notified within a maximum period of three weeks, unless the specific protocol specifies another timeframe.
  - The student and/or their parent, guardian, and/or legal representative have the prerogative to appeal any measure and/or sanction applied to them that they consider unfair and/or disproportionate. This appeal must be made in the following terms:
    - The appeal must be made in writing, presenting all the supporting evidence;
    - It must be submitted within five business days after being notified of the measure and/or sanction or in light of new facts;
    - It must be sent to the immediate superior authority to the one who resolved the measure and/or sanction, which will have a period of fifteen business days to resolve the appeal and notify its response.
  - While the investigation and analysis of the measures to be applied are being carried out, all parties will be ensured the utmost confidentiality, privacy, and respect for their dignity and honor. Access to information regarding the student involved in a case of school coexistence will be granted only to their parent(s), guardian, and/or legal representative.
  - When determining the measure to be applied, the following criteria will be taken into account, among others:
    - The age, developmental stage, and maturity of those involved;
    - The nature, intensity, and extent of the damage caused;
    - The degree of responsibility of those involved;
    - Acting anonymously or under a false identity;
    - Previous conduct of those involved;
    - Abuse of a superior position, whether physical, moral, authoritative, psychological, or otherwise;
    - The disability and/or vulnerability of the affected party;
    - Lying and/or omitting relevant information during the investigation.
  - The offenses and related measures concerning students may be recorded in the school's electronic class book and/or in the student's file.
  - The privacy and confidentiality of the process and the measures applied will be safeguarded. The school will provide information related to the student only to the parents, guardians, and/or legal representatives, or relevant public entities upon request.
  - Within its formative role, and to the extent of its capabilities, the school will provide support to all parties involved who require it.
  - The school may implement conflict management strategies or other mechanisms of a similar nature as alternatives for the peaceful resolution of school coexistence conflicts.
  - This system may involve the intervention of students, teachers, counselors, other members of the educational community, and specialists.
  - The school may resort to external mediation if necessary.

9.2.2 Instances of Review and Appeal of Sanctions

9.2.2.1 Reconsideration (Appeal)

Every student or parent or legal guardian who has committed a serious and/or very serious offense and considers that the sanction assigned to the offense was unjust or disproportionate will have the opportunity to appeal to the Head of School, following the procedure outlined below.

In the case of serious or very serious offenses, which do not involve the sanction of non-renewal of enrollment or expulsion, the right to file a reconsideration appeal within 2 business days from the day following the notification of the sanction is granted. The reconsideration or appeal must be submitted in writing to the hierarchical superior to the one who applied the measure, accompanied by evidence or any proof that should be considered for the review of the disciplinary measure applied. The superior to whom the appeal is addressed has a period of 10 business days to respond to the appeal, and may do so after consulting the Teachers' Council.

In the case of serious or very serious offenses that may result in expulsion or non-renewal of enrollment as applied under this Internal Regulations, the student or their legal guardian, parent, and/or guardian is granted the right to reconsideration of that sanction only once. This appeal must be filed in writing and addressed to the School Director within 15 business days from the date of notification of the sanction, explaining the reasons and accompanying evidence or any proof that should be considered for reviewing the application of the disciplinary measure.

The Head of School must resolve this appeal within 10 business days, after consulting the Teachers' Council. The Council must issue a written decision, having reviewed the relevant psychosocial technical reports available, and will resolve the appeal by reasoned decision. Both the notification of the sanction and the resolution of any appeal must be communicated in writing to the legal guardian.

The Head of School, once the expulsion or non-renewal of enrollment measure has been applied, must inform the Regional Directorate of the Superintendent of Education within 5 business days, in order for the procedure to be reviewed.

9.2.2.2 Special Procedure in Case of Serious or Very Serious Offenses That May Result in Expulsion or Non-Renewal (Safe Classroom)

Reasons for Expulsion or Non-Renewal of Enrollment

- Expulsion or non-renewal of enrollment of a student cannot be decreed for academic reasons or for political or ideological reasons.
- Expulsion measures can only be applied when their causes are clearly described in the internal regulations of the institution or when they seriously affect school coexistence.
- It will always be understood that acts committed by students of an educational institution, which cause harm to the physical or psychological integrity of any member of the educational community, such as teachers, parents, legal guardians, students, school staff, or third parties present on

the premises of the establishments, such as sexual assaults, physical assaults causing injuries, use, carrying, possession, and ownership of weapons or incendiary devices, as well as acts that undermine the essential infrastructure for the provision of educational services by the institution, seriously affect school coexistence.

- The decision to expel or cancel the enrollment of a student can only be made by the Head of the institution.

**Sanctioning Procedure in Case of Possible Expulsion or Non-Renewal of Enrollment**

- The Head of School must initiate a sanctioning procedure in cases where a student incurs in serious or very serious conduct established as such in the school's internal regulations, or that seriously affect school coexistence.
- In such procedures, the principles of due process, such as the presumption of innocence, bilateralism, the right to present evidence, among others, must be respected.

**Suspension Faculty as a Precautionary Measure**

- The Head of School will have the faculty to suspend, as a precautionary measure and while the sanctioning procedure lasts, students who have incurred in any of the serious or very serious offenses established in the internal regulations of the school and that entail, as a sanction, expulsion or non-renewal of enrollment, or that seriously affect school coexistence.
- The Head of School must notify the decision to suspend the student, along with its grounds and in writing, to the affected student and to their mother, father, or legal guardian, as appropriate.

**Deadline to Resolve in Case of Possible Expulsion or Non-Renewal of Enrollment**

In sanctioning procedures where the precautionary measure of suspension has been used, there will be a maximum period of 10 business days to resolve, from the respective notification of the precautionary measure.

**Reconsideration (Appeal) if Expulsion or Non-Renewal of Enrollment Was Applied**

Against the resolution imposing expulsion or non-renewal of enrollment, a reconsideration of the measure may be requested within a period of 5 days from the respective notification of said measure, an appeal that must be submitted to the Head of School, who will resolve after consulting the Teachers' Council, which must issue a written decision. The filing of this reconsideration will extend the suspension period of the student until its processing is completed.

The imposition of the precautionary measure of suspension cannot be considered as a sanction when, once the procedure is resolved, a more severe sanction is imposed, such as expulsion or non-renewal of enrollment.

**Relocation of Students Sanctioned with Expulsion or Non-Renewal of Enrollment Measures**

The Ministry of Education, through the Regional Ministry Secretariat of the Region, will ensure the relocation of the sanctioned student in establishments that have professionals providing psychosocial support and will take measures for their proper integration into the school community.

Additionally, it will inform the Office for the Protection of Children's Rights of each sanctioning procedure resulting in expulsion, when it concerns minors.

# 10. REGULATIONS RELATED TO THE SCHOOL COEXISTENCE ENVIRONMENT

The values of the school are integrated into all school activities and are developed through good school coexistence, which requires intention and management. The guidelines for this management are determined by the School's Management Team, in accordance with the current legal framework and in coherence with the PEI (Institutional Educational Project). Therefore, school coexistence is the responsibility of every member of the Santiago College school community. Notwithstanding the above, the team that typically addresses situations of school coexistence is composed of the grade-level tutor, the head teacher, the psychologist/guidance counselor, and/or the Principal.

## 10.1 Promotion of Positive Coexistence and Prevention Policies

Santiago College seeks to promote understanding and incorporation of the school's values, positive coexistence, and a harmonious learning environment. To achieve this, it adopts a formative and preventive approach to school coexistence. It has a School Coexistence Coordinator and a Good Coexistence Committee that, together, develop the Annual Plan for Management of Formation and School Coexistence, which details various preventive and promotional initiatives. These initiatives include, among others:

- Formative talks for parents, guardians, and/or legal representatives.
- Training for school staff.
- Activities aimed at students according to their stage of development, with emphasis on the school's values..

As a complement to the activities contained in the Annual Plan for Management of School Coexistence, the school has other preventive and promotional tools, as promoting good coexistence implies prevention of anything that threatens it. Among these are the following detailed below.

### 10.1.1 International Baccalaureate (IB) Curriculum

Santiago College is part of the International Baccalaureate Organization, whose aim is to educate compassionate, knowledgeable, and globally-minded young people who are capable of contributing to a better and more peaceful world, within the framework of mutual understanding and intercultural respect, a goal that aligns with the school's mission and vision.

The International Baccalaureate (IB)<sup>46</sup> curriculum is widely recognized as a program that promotes not only academic excellence and intellectual development but also values-based education.

This is achieved through two main pillars:

<sup>46</sup> The International Baccalaureate is known as "IB" by its initials in English.



- a) The Learning Community Profile, which describes the attributes that promote positive coexistence in the teaching-learning process ([see Annex 1](#)).
- b) Curriculum Planning, which includes the curriculum planners for each subject, as well as the pedagogical practice of teachers in the classroom. The planners explicitly outline the thinking, communication, social, self-management, and research skills that, integrated with knowledge, provide the fundamental competencies for improving the school climate and fostering coexistence.

10.1.2 Orientation Program ("Personal and Social Development", PSD)

The Orientation Program, called the Personal and Social Development Program (PSD), is taught during one pedagogical hour per week by the class teacher to the entire class from pre-kindergarten to 12th grade. Its main objective is to contribute to the formation of students so that they act in accordance with the mission and values of Santiago College. Activities are planned jointly by the Guidance Department and the class teachers of each level, and implemented by the latter.

This program is structured around **three main thematic units: Identity and life project, Positive coexistence and community, and Active and healthy living.**

The **thematic axis of Identity and life project** refers to the direction and purpose that a person defines for their life, based on the set of values they have integrated and prioritized, in order to achieve personal fulfillment and contribute to society.

The **thematic axis of Positive coexistence and community** addresses the way of relating to other people, based on respect, appreciation of diversity, and mutual care, in order to promote the common good. Likewise, it aims for the student to become aware of the rights, responsibilities, and roles that are inherent to them in different communities of belonging, being able to contribute to their development and progress.

The **axis of Active and healthy living** seeks to promote factors that favor the development and maintenance of a balanced and healthy life (nutrition, hygiene, physical activity, body care, among others).

Through this program, the topics of sexuality, affectivity, and gender, as well as prevention against alcohol and drug consumption, are also addressed. Similarly, all situations that may arise within the class are addressed in order to promote positive coexistence.

10.2 School Coexistence Committee

The School Coexistence Committee is composed of two Principals, the Head of the Guidance Department, the CAS Coordinator, and a member of the Infant School, thus representing all sections of the school.

The Head of School will appoint the School Coexistence Coordinator, who will be a member of the committee. The Head of School may also participate in it. Likewise, the **Extended Committee** will have representatives from: students (presidents of the Middle and High School Student Councils), parents (president of the Parents' Association or their designee), tutors, teachers, administrative staff, and support staff. This extended committee participates in some collaborative meetings to propose, evaluate, and/or implement initiatives from the Annual School Coexistence Management Plan.

The main function of the School Coexistence Committee is to promote good school coexistence and prevent all forms of abuse as established by law.<sup>47</sup>

Among the tasks of the Committee are:

- Propose initiatives together with the School Management Team aimed at maintaining a positive and constructive school climate.
- Propose the Annual School Coexistence Management Plan to the Head of School for approval.
- Request reports or information from various members of the School Community regarding school coexistence.
- Conduct diagnoses in different sectors, as necessary, to plan actions, measures, and strategies that strengthen school coexistence in the establishment.

10.3 School Coexistence Coordinator

The School Coexistence Coordinator is the professional responsible for coordinating and managing the school coexistence at Santiago College. The School Coexistence Coordinator is appointed by the Head of School. Among their functions are:

- Annually present to the School Coexistence Committee the School Coexistence Management Plan of the school.
- Coordinate the periodic meetings of the School Coexistence Committee.
- Coordinate the instances of review, modification, and updating of this document and the corresponding action protocols..

They may carry out the investigation of inquiries, complaints, and cases by interviewing the parties involved, requesting information from third parties, or taking any other measure they deem necessary for clarification. This function can be delegated to other professionals in the school, especially to other members of the School Coexistence Committee, the Principals of each section, and the Guidance Department.

<sup>47</sup> Law 20536, Art. 15

**10.4 Role of the Home Room in School Coexistence**

Class teachers are the educators directly responsible for each student in the school, both in the academic-formative aspect and administrative matters. Therefore, they are the main agents promoting positive coexistence within their classes and providing support in case of any difficulties or conflicts in coexistence.

- They accompany the students' development process, periodically informing parents or guardians about the integral formation process and academic performance of the students, as appropriate.
- They teach the school's Orientation Program ("Personal and Social Development") with the guidance of the Guidance Department.

**10.5 School Formation and Coexistence Management Plan**

The School Formation and Coexistence Management Plan is the instrument that records the initiatives of the School Coexistence Committee or any other participation body regarding school coexistence, aimed at promoting it.

This plan will include a schedule of activities to be carried out during the year, indicating the objectives, description, and how they contribute to the plan.

**10.6 Constructive Conflict Management Measures Among Peers**

The school's coexistence approach considers conflict as an inherent part of interpersonal relationships. Therefore, promoting positive coexistence necessarily involves accepting peer conflict as a natural part of these relationships. The school aims to model, teach, and promote self-management<sup>48</sup> and conflict resolution among members of the school community.

The school will assess the appropriateness of mediation on a case-by-case basis, as not all conflicts may be suitable for mediation. If mediation is not deemed appropriate, the general protocol for handling offenses will be applied.

In cases where conflicts cannot be satisfactorily resolved by the involved parties, the relevant adult (such as a class teacher, tutor, psychologist, or Principal) will act as a mediator and must follow the following Procedure for Constructive Conflict Management:

1. Interviewing the involved parties and keeping a written record when necessary.
2. Encouraging individual reflection on what happened, so each party takes responsibility for their actions, acknowledges their contribution to the conflict, and can empathize with the other party.
3. Exploring alternatives on how they could have addressed the situation and resolved it positively and appropriately by themselves.

<sup>48</sup> The social-emotional skills that promote conflict management are addressed in the Guidance program of the DPS.

- 4. Reaching an agreement on coexistence that includes reparative measures when appropriate.
- 5. Documenting in minutes when necessary.

When appropriate, the Principals may summon student council delegates or others they deem relevant to propose and implement solutions to problems affecting the school community as a whole. Parents or guardians of the students should support the mediation process and collaborate constructively in seeking a solution to the conflict. These provisions apply to students from 1st grade to 12th grade.

10.7 Dissemination of the School Internal Regulations

The current regulations must be known by all its members, and for this purpose, the following dissemination instances have been established, among others:

- 1. Publication on the website [www.scollege.cl](http://www.scollege.cl)
- 2. At the beginning of each school year, the homeroom teacher of each grade will introduce it to their students, according to their age and stage of development, so that they can gradually become familiar with it in a didactic manner.
- 3. The school will annually inform parents or guardians about the regulations, who must sign their acknowledgment, thus renewing their commitment to Santiago College.
- 4. Based on the regulations, subject teachers with their students will determine essential agreements that promote a safe and positive environment conducive to learning.
- 5. Communication to various sectors of the community in cases where an update is made according to what is stated in the Introduction of this document.
- 6. In the second semester of each year, the entire school community is invited to contribute to the review and update through comments on the current regulations.

The rules of these regulations will be reviewed annually, and any modifications made will be informed to the various sectors. Dissemination will be ensured through all means and communication channels of the school to parents or guardians, students, and collaborators.

If the law requires modifications to any of the contents of these regulations, their validity will begin as established by the provisions of that law.

All matters not expressly regulated in these regulations, such as the interpretation of their provisions, will be known and resolved by the Head of School.

## 10.8 Prevention Strategies and Protocol for Dealing with Cases of Abuse, Bullying, or Violence Among Members of the School Community

### 10.8.1 Abuse and Bullying

The Santiago College community strongly rejects all forms of abuse and/or bullying, with the latter being a qualified type of abuse among students that is defined below. Not all abuse constitutes bullying.

Abuse is understood as any type of physical and/or psychological violence among members of the school community, including abuse through technological means.

Physical abuse is considered when a member of the school community physically attacks another, such as spitting, hitting, kicking, pushing, slapping, scratching, biting, potentially causing minor or severe injuries.

Psychological abuse is considered when a member of the school community attacks another through, for example, teasing, insults, threats, disparagement, nicknames when the person has asked not to be called such, isolation, discrimination, or social exclusion, directly or indirectly, verbally or in writing, or through technological means (such as social networks, email, blogs, WhatsApp, apps, and others); spreading malicious rumors; not speaking to a peer; arbitrarily discriminating against a member of the school community based on their social status, economic situation, religion, political or philosophical beliefs, ethnic background, name, nationality, sexual orientation, gender identity, language, age, disability, physical appearance, or any other circumstance.<sup>49</sup>

Bullying is defined as "any action or omission constituting repeated aggression or harassment, carried out inside or outside the educational establishment by students who, individually or collectively, target another student, using a situation of superiority or helplessness of the affected student, causing mistreatment, humiliation, or founded fear of being exposed to a serious harm, whether through technological means or any other means, taking into account their age and condition." (Article 16 B, Law No. 20.563). It follows from the above that bullying is a form of violence that has the following characteristics:

1. It occurs among peers.
2. It is repeated over time.
3. There is an imbalance of power (physical and/or psychological) between the parties.

In the event of an act of abuse and/or bullying, it is expected that the affected individual or anyone aware of the situation will turn to an adult within the school community, who should inform the corresponding Principal.

Instances of abuse can occur among different members of the community:

- Among students.

<sup>49</sup> Discrimination in the School Context: Guidelines for Promoting an Inclusive School. MINEDUC: 2013.

- From an adult to a student.
- From a student to an adult.
- Among adults.

In all these cases, the Protocol for Abuse Among Students and/or Bullying will be applied as a basis, and the necessary distinctions will be made according to the members of the community involved.

Among the prevention strategies are:

- Work in the Positive Coexistence unit in DPS regarding the development of socio-emotional skills, effective communication, and addressing conflict situations, among others.
- Supervision of recess and various recreational spaces.
- Application of sociograms from 1st grade to 10th grade.
- Promotion of values and attitudes of good treatment.
- Teacher training.
- Talks and workshops for students and parents.
- Dissemination and work related to the Internal School Regulations.
- Specific actions of the Training and Coexistence Management Plan.

10.8.2 Protocol for Abuse Among Students and/or School Bullying

Any act of abuse and/or bullying among students is considered a serious or very serious offense, depending on the particular case. The protocol for dealing with cases of abuse among students and/or school bullying considers the following steps:

1) RECEIPT OF ABUSE REPORT

- a) The school staff member receiving the report of abuse and/or school bullying must inform their immediate supervisor or the Principal(s) of the involved students, and a written record of this information must be kept. This record must be submitted during the school day or no later than the first hour of the next school day. If unable to do so in person, it shall be left in writing at the office of the respective Principal. The latter will then open the case investigation folder.
- b) The Principal will be responsible for conducting the investigation process into possible abuse and/or school bullying, with the support of the Guidance Department, the homeroom teacher, sector tutors, and other adults from the school, as applicable. Likewise, the teachers and tutors of the students involved in the case must be informed. In the absence of the Principal, the Deputy Principal designated by the Head of School will assume responsibility.

2) INVESTIGATION PROCESS

- a) An investigation will be conducted based on the received report through individual or group interviews, which will be recorded in the Conversation Record with Santiago College Students.



- b) The involved parties may provide their knowledge or version of the events in writing.
- c) The start of this investigation will be communicated to the parents or guardians of the directly involved students (whether victim or accused).
- d) The required interviews to thoroughly investigate the report will be coordinated. The interviews may include:
  - i. The directly involved students.
  - ii. Witnesses or bystanders mentioned as present.
  - iii. Other members of the community who may have information.
- e) The school will inform the outcome of the investigation and the measures to be taken within a maximum period of fifteen business days from the receipt of the written report.

3) ACTIONS

- a) Immediate measures will be taken to ensure the integrity of the potential victim:
  - i Informing teachers of the student and tutors about any potential bullying to prevent situations inside and outside the classroom.
  - ii The Principal, homeroom teacher, tutor, and/or psychologist will speak with the student to provide support, clarify support networks, and express backing.
- b) Once the investigation process is completed, the parents or guardians of the involved parties will be informed of the results.
- c) As appropriate, relevant pedagogical, disciplinary, and reparative measures included in this regulation will be taken.
- d) The case will be addressed according to the corresponding action plan.
- e) Adults in the community will be informed, as appropriate, to be aware of the situation and to follow guidance and/or Principal's instructions.

4) FOLLOW-UP

- f) The homeroom teacher(s) must monitor the case, for example, by talking to the involved students and informing the corresponding Principal.
- g) The involved parents or guardians must immediately inform the school of any new situation related to the case.
  - i If information or evidence arises indicating that the abuse case persists, or could persist, a re-investigation will be conducted.
  - ii The Guidance Department will maintain systematic contact with external professionals, if applicable.
- h) The Guidance Department will complete the corresponding case record.

10.8.3 Adult-to-Student Abuse

In accordance with the General Education Law, any type of physical or psychological violence committed by any means against a student member of the educational community by someone in a position of authority, whether director, teacher, educational assistant, or other, as well as that exerted by an adult member of the educational community against a student, will be considered particularly serious.<sup>50</sup>

<sup>50</sup> General Education Law. Art. 16D

Any adult in the school community who becomes aware of such a situation of school abuse must inform a school authority, who will address it according to the protocol for Abuse and/or School Bullying.<sup>51</sup>

If the adult who committed the abuse is a staff member of the school, the sanctions stipulated in the Internal Regulations of Order, Hygiene, and Safety will also be applied.

In the case where the adult who committed the abuse is a parent, guardian, and/or caregiver of another student, some of the following measures may be taken:

- Restricting the parent, guardian, and/or caregiver's access to the school.
- Restricting access to certain school activities (for example, violence at a soccer game could restrict the parent, guardian, and/or caregiver's participation in future games).
- Changing the guardian.

## 10.9 Abuse Towards Adults in the Community

### 10.9.1 Student-to-Adult Abuse

Abuse by a student towards an adult in the school community is considered a serious or very serious offense. It's important not to assess the act in isolation but to investigate the reasons that led the student to aggress an adult member of the educational community within the context. Among other measures, procedures for constructive conflict resolution may be used to clarify and improve the situation, in addition to corresponding disciplinary measures.

In preschool stages, disciplinary measures will not be applied, but reparative measures will be. In the event that these behaviors are repetitive over time, parents should consult with a specialist to help extinguish the behavior and provide the certificate or written report in a timely manner.

### 10.9.2 Abuse Among Adults<sup>52</sup>

It is the responsibility of every adult in the school community to foster a school climate that promotes positive coexistence and adherence to the school's values, maintaining respectful treatment towards all members of the school community, and serving as positive examples and role models. In this sense, abuse among adults undermines good coexistence.

In the case of abuse among parents, the protocol will not be applied. Instead, it is expected that they find a constructive conflict resolution privately. If this does not happen, the school will offer a mediated conversation instance provided there is willingness from both parties.

In the event of abuse among staff members or if the school receives an allegation of abuse from a staff member towards a parent, the stipulations in the Internal Rules of Order, Hygiene, and Safety will be applied.

<sup>51</sup> General Education Law. Art. 16D

<sup>52</sup> This procedure also applies to the parents of the kindergarten level.

Any staff member who has been a victim of abuse by a parent must report the incident to the Principal of the sector in which they work or to their immediate supervisor. The Principal or immediate supervisor receiving the complaint will follow due process and determine the actions to be taken to seek good coexistence. These actions may include proposing reparative measures (e.g., requesting an apology), appealing to the Head of School, restricting the parent's access to the school, limiting access to certain school activities (e.g., violence at a soccer game could restrict the parent's participation in future games), or changing the parent's role.

10.10 Regulations Regarding the Existence and Functioning of Participation Bodies and Coordination Mechanisms Between These and Educational Institutions

Santiago College values the active participation of all members of the school community, including:

Parents or Guardians:

The parents or guardians of the school are represented by the Parents' Association of Santiago College, which has legal personality. The Parents' Association seeks to organize parents to collaborate with academic education of the highest level, promote values in line with the principles of the school, and foster among parents an understanding of childhood and youth" (www.cpadres.cl).

The Parents' Associatio works with class delegates or room parents, elected by the parents or guardians of each class, and representatives per level, who are appointed by the Parents' Association.

The Parents' Association has offices at the school and a presence on the web, www.cpadres.cl.

Students:

The students of the school participate through:

- Class delegates from 4th grade to 12th grade, who are democratically elected by each class.
- Middle School Student Council: Student body from 6th grade to 9th grade, elected by students and teachers.
- High School Student Council: Student body democratically elected by students from 10th grade to 12th grade.
- Senior Presidents: Representatives of the 12th-grade students democratically elected by students and the Head of School according to the established procedure.
- House Captains: Captains of the Houses, 12th-grade students who represent each house of the school and are jointly elected by students and teachers.

Teachers and Non-Teaching Staff

Regarding school coexistence, teachers and non-teaching staff participate through:

- Regular meetings by department or area.
- General meetings with Principals and/or the Head of School.
- Level meetings.
- Teacher councils.

Alumni (Former Students)

Former students of Santiago College participate through the Alumni Association, founded in 1890, with the objective of preserving the traditions and foundational spirit of the school, promoting social assistance projects, collaborating closely with the school, and maintaining communication among all its members, even if they are scattered around the world. It has a Board of Directors and a website ([www.alumnisc.cl](http://www.alumnisc.cl)).

11. REGULATIONS REGARDING EARLY CHILDHOOD EDUCATION LEVEL (Pre-Kinder - Kinder)

11.1 Introduction

The unique characteristics of this level and the specific needs of young children require certain specific regulations that can address these needs. However, what is established within the framework of principles and values of this regulation, as well as the general normative framework, is fully applicable to students at the early childhood education level.

The following regulations systematize the legal and regulatory provisions related to the well-being of early childhood students, coexistence, good treatment, and other essential aspects that safeguard the proper functioning of the level in the school. This implies the obligation to effectively safeguard the rights of young children as well as the entire educational community.

In terms of coexistence, the approach of positive and formative coexistence is applied, which involves helping students from their early years to resolve conflicts through dialogue as part of their formative process.

11.2 Principles to Which the Internal Regulations of the Level Must Adhere

All the principles that internal regulations must respect are fully applicable to this level, such as human dignity, the best interest of early childhood students, and non-arbitrary discrimination, among others. However, specific principles for this level are considered.

- a) **Progressive autonomy:** the progressive evolution of the faculties or competencies of the students that allows for the gradual exercise of their rights with total autonomy. This is linked to "self-government," to the extent that their capacity allows.

- b) **Principle of singularity:** regardless of the life stage and level of development in which the student finds themselves, the needs, interests, and strengths that must be enhanced in every learning process will be considered.
- c) **Principle of play:** as a central concept because it is a natural activity for every child, which should be used to drive higher cognitive functions, affectivity, socialization, adaptation, and creativity.
- d) **Principle of empowerment:** by participating in enriched learning environments, children progressively develop a sense of confidence in their own strengths and talents, with which they will be able to face new and greater challenges and become progressively aware of their potential.
- e) **Principle of gender equity:** all children have the right to be treated and valued with the same respect, recognizing that all are different, unique, and have equal rights.
- f) **Principle of participation:** children have the right to express their opinion and to have it considered in matters that affect them.
- g) **Principle of relationship:** at this stage of the life cycle, it is necessary to support and accompany children in achieving basic emotional security, understanding this as the certainty that they have a reliable and significant adult to turn to or who is present when needed, who responds with availability, establishes clear limits, and provides containment..

11.3 Technical-Administrative Regulations on the Structure and General Operation of the Level

11.3.1 Tramos curriculares que imparte el nivel

- Pre-Kinder (NT1): Students aged 4 to 5 years (4 years old by March 31 of the corresponding school year).
- Kinder (NT2): Students aged 5 to 6 years (5 years old by March 31 of the corresponding school year).

11.3.2 Class Structure

- Pre-Kinder: 6 classes of 27 students each.
- Kinder: 6 classes of 27 students each.

11.3.3 Operating Hours

Refer to Chapter 3 of this Community Handbook.

11.3.4 Recess

Refer to Chapter 3 of this Community Handbook.

11.3.5 Suspension of Activities

Refer to Chapter 3 of this Community Handbook..

**11.3.6 Procedure for Late Arrivals and Early Withdrawal of Children**

Refer to Chapter 3 of this Community Handbook.

**11.3.7 Organizational Chart of the Level**

Refer to Chapter 3 of this Community Handbook.

**11.3.8 Roles of Managers, Teachers, and Education Assistants**

This level has a Principal, an academic coordinator for preschool, 24 educators, and 3 co-educators.

The role of co-educators is to accompany students in specialty classes such as music, art, and physical education, so that there are two adults matching what they experience with their homeroom teachers.

**11.3.9 Parent Communication Mechanisms**

Refer to Chapter 3 of this Community Handbook.

**11.4 Regulations Related to the Admission Process**

Refer to Chapter 4 of this Community Handbook.

**11.5 Regulations on Parental Financial Commitments to the School**

Refer to Chapter 5 of this Community Handbook..

**11.6 Regulations Regarding the Use of School Uniform and Change of Clothes**

**11.6.1 School Uniform**

Refer to Chapter 6 of this Handbook and Annex 2.

**11.6.2 Use of Bathrooms and Change of Clothes**

If a student needs to change clothes, the school has established a protocol ([Annex 11](#)).

From Pre-Kinder levels onwards, complete control of sphincters is required, as the school does not have the appropriate infrastructure to perform clothing changes for this reason. If a child requires it, school staff will provide them with a change of clothes so they can change independently under the supervision of two responsible adults. Due to the ages of children in the early years cycle, it is often necessary to accompany them to the bathroom and change their clothes when needed.

During the first meeting of parents or guardians, the school informs them about the protocol for using the bathroom and changing clothes.



- a) Parents and guardians are responsible for teaching the child to use toilet paper and subsequently to wash their hands.
- b) When the child needs to use the bathroom, they will ask for permission and go alone. A tutor is attentive in the school's bathroom area.
- c) If a child needs to be changed or cleaned due to extraordinary circumstances, the clothing change protocol will be followed.

If a situation of exception (urination or bowel movements) occurs consistently, parents must provide medical support to guide on such a situation, to agree together with the educator and family on management strategies. In this way, the actions to be taken in these cases will be agreed upon, establishing the deadlines and conditions under which the agreed procedures will be carried out to attend promptly and in the best possible way to the child.

11.7 Security, hygiene, and health regulations

Security is an essential element in the educational community, and the school must safeguard the life and physical integrity of all its members, especially children, who, due to their stage of development, require more attention and care.

The school applies the following minimum safety standards, without prejudice to other legal and regulatory provisions contained in this regulation.

Maintaining the proper arrangement of all furniture, considering the free movement of the educational community, especially children, who, due to their curiosity and stage of discovery, are more vulnerable to accidents from improperly placed furniture.

Maintenance of elements that may be harmful and dangerous to the educational community, such as heaters, electrical appliances, gas appliances, heavy materials, constructions in the development stage, etc. Care should be taken with children to prevent them from approaching these dangerous elements.

Pedagogical teams will ensure the free space in classrooms and playgrounds necessary to impart teaching and for children to benefit from learning opportunities and the teachings of their preschool educator and early childhood education technicians.

The entire educational community must commit to educating children regarding safety: instilling the order of their toys, preventing access to risky spaces, and caring for shared spaces.

11.7.1 Measures aimed at ensuring hygiene in Early Childhood Education

In order to ensure hygiene within the preschool area of the school, at the Pre-Kinder - Kinder levels, and with the aim of reducing the negative impact of environmental factors and preventing the spread of germs inside the classroom and common spaces of the preschool, the following measures are taken:

- a) Maintaining adequate and regular handwashing, following the "Hand Hygiene Guidelines" of the World Health Organization. Appropriate times and a daily routine in the classroom should be determined.
- b) Ventilating the classroom by opening doors and windows. During the summer, emphasis should be placed on the early hours of the day, and during winter, ventilation should be done around midday.
- c) Students go to the bathroom autonomously, as the bathrooms are open and there is a tutor responsible for supervising that area. In exceptional cases where a student may need to use the bathroom during class, they will do so autonomously.

The hygiene of the students is the total responsibility of the guardian. This includes teaching the following behaviors to their child at home, prior to the start of the school year:

- a) Control of bladder and bowel movements.
- b) Cleaning oneself after using the bathroom.
- c) Eating the snacks provided (or certifying any allergies).
- d) Washing and drying the face and hands.
- e) Changing clothes in case of accidents or excessive sweating.

11.7.1 Measures aimed at safeguarding health

Parents or guardians of children who require special care due to health issues should notify the educator in charge of the level, and through them, the information will reach the corresponding authorities if necessary.

If students experience any physical discomfort and/or have an accident during the daily schedule, they will be taken to the infirmary for an initial evaluation (see Annex 4). Parents or guardians will be informed in the case of a head injury or if it is necessary to pick them up; otherwise, it will be recorded in the slip provided in the agenda.

Throughout this process, they will always be accompanied by an adult who will take them to the infirmary.

In case of a more serious situation, the school's accident protocol will be activated. The procedures outlined in this protocol, as included in the present Community Handbook (RIE), will be followed.

11.7.2 Medication

No teacher at the school is authorized to administer any type of medication to students.

However, if a parent, mother, and/or guardian, through a medical certificate, requests the administration of any medication, it will be stored and administered in the infirmary.

**11.7.3 Common and Highly Contagious Diseases**

The school adheres to ministerial mass vaccination campaigns or programs, especially in the case of contagious diseases.

In the event of a student's illness, it is the responsibility of the parent, mother, and/or guardian to take the necessary measures to promote their recovery and well-being. In the case of contagious diseases, it is also their responsibility to respect the rest at home indicated by the doctor and inform the team of this situation as soon as possible so that the school takes all possible safeguarding measures to keep other students healthy and alert to possible contagions.

In the event of a highly contagious disease, the educator must be informed in the first instance to take the necessary safeguarding measures if the situation warrants it.

When faced with an illness, if there is a previous diagnosis and a specific number of days of rest determined by a healthcare professional, these must be respected by the parents. The student will remain at rest until they have recovered and the medical leave has ended.

**11.7.3 Comprehensive School Safety Plan (CSSP)**

The Comprehensive School Safety Plan is equally applicable to the early childhood education level. Particular emphasis will be placed on disseminating the rules of this plan to the parents and guardians of the level, especially regarding emergency situations such as fires, earthquakes, toxic emissions, gas leaks, and others that may require the implementation of evacuation plans for young children (see Chapter 7).

**11.7.4 Nutrition**

Students will have a mid-morning snack in the company of the classroom team adults, at a designated time and space for this activity (recess). On school celebrations or special days, they may enjoy shared snacks.

Parents of students with food allergies or special dietary needs that must be considered should inform the responsible teacher by sending the appropriate food items to school.

Student autonomy in serving themselves snacks will be encouraged.

**11.8 Educational Management Regulations**

**11.8.1 Study Plans and Programs**

Refer to chapter 8.1 for pedagogical regulations.

**11.8.2 Evaluation and Promotion**

Evaluation will be conducted biannually, recorded qualitatively according to the level achieved by the student in different learning areas. Learning assessment for all levels will be recorded using concepts based on the following scales:

E	Excellent
MB	Very Good
B	Good
S	Sufficient
NR	Needs Reinforcement

At the end of each semester, a report on the pedagogical progress achieved by the student will be issued to the guardian.

The promotion of children from one level to the next is automatic according to the law. In the event that, due to special circumstances, a request is made for a child to remain in a particular level, this request must be supported by a special report from the corresponding educator and the treating specialist, endorsing the need and benefits of retention for the child.

11.9 Basic Support Measures and Coordination with the Family

11.9.1 Prolonged Absences

Absences must be reported to the educator in charge of the group, whether they are medical or otherwise (trips, vacations). Parents will be responsible for any missed educational activities during periods when their children are absent.

If the absence is due to a trip, parents must send a letter to the Principal requesting authorization and informing the dates of the absences.

In the case of brief absences, whether for medical reasons or otherwise, they will be justified by the guardian in writing via the agenda and/or email.

In the event of absences without information on the cause, educators will contact the family after the third day of unexcused absence.

In the case of prolonged absences due to illness, the educator, together with the preschool coordinator, will send educational support materials to the parents to be used at home.

11.9.2 Items Forgotten at Home

The school's reception staff and/or janitors are not authorized to accept forgotten supplies, materials, assignments, or snacks from home. Responsibility is a

declared value in the Educational Project (PEI), which is reinforced and encouraged through this measure. However, lunches from students participating in extracurricular activities or snacks for students with food allergies are accepted.

11.9.3 Use of Electronic Devices

The school considers technology as a tool that allows for research, creation, communication, collaborative work, and organizing information in a variety of ways, within the framework of responsible digital citizenship and with the proper accompaniment of families. Responsible digital citizens act with integrity, showing respect and care for themselves and others at all times. Additionally, the school has a "Responsible Use of Technology Policy" ([Annex 5](#)).

Regarding cell phone use, students from Pre-Kinder to 5th grade are not allowed to bring cell phones or smartwatches to school. In case of emergency, guardians must contact the level tutor, homeroom teacher, secretary, or respective Principal to communicate with their child. If a student needs to contact their guardians due to a major reason, the school will provide a phone for this purpose.

11.9.4 Materials

The monthly fee includes all materials necessary for the students' learning process. However, throughout the year, specific material requests may be made for specific learning experiences. For example, waste materials, cooking elements (part of the responsible nutritional citizen program), among others.

All requested marked supplies will be for the individual use of each student; therefore, the marking must be legible and durable, clearly indicating the student's name and surname.

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

11.9.5 Authorization for Photographic and Other Records

The mother, father, or guardian grants authorization for the taking of photographs, videos, or audios of the students, which may only be used for institutional purposes. Through a form, they authorize their child's participation in their class private/closed Instagram account and agree not to use the content posted on said account for personal purposes..

11.9.6 Request for Reports and/or Documents

Any document that parents, mothers, and/or guardians require from the school must be requested to the Principal's office.

11.9.7 Protective Measures

If there is any protective measure preventing a family member or another person from approaching the student, the parent, mother, and/or guardian must inform the Principal and provide the resolution issued by the competent court.

11.10 Regulations Regarding Educational Field Trips

11.10.1 Definition of Educational Field Trip

- An educational experience that is part of the teaching and learning process of a level, conducted both in the immediate surroundings and in places outside the school community.
- The proposed location, dates, and pedagogical reasons for choosing the location for the field trip must first be discussed with the Preschool/PYP Coordination before requesting authorization from the Principal.

11.10.2 Prevention and Security Measures - Prior to the Educational Field Trip

Location of the Field Trip

- The location is evaluated to confirm if it meets the expectations of the curriculum plan, distance from the school, safety, among other factors (may consider a preliminary visit, coordination with the venue, etc.).
- Once the location and date of the field trip are determined, the request for transportation, school letters, and other necessary arrangements, if applicable, is organized with the Principal's Secretary.

Parental Authorization

- Authorizations:
  - Each student must have written authorization from the parent in the agenda in the corresponding section for this purpose.
  - It is the responsibility of the homeroom teacher to ensure that each child has written authorization in the agenda for the field trip in the days leading up to it.
  - If a student does not bring authorization, they must remain at the school, accompanied and supervised by an adult.
  - Fees: in case the field trip involves any additional payment from the student (such as entrance fees), this will be coordinated by the Principal's Secretary and the class delegate for the direct transfer of the fee. It is the responsibility of the school (through the Principal's Secretary) and/or the homeroom teacher, as applicable, to ensure that the necessary fees are collected for their class group.

Information for Adult Chaperones

- Parental assistance is requested through the class delegate or those selected by the homeroom teacher. Depending on the type of outing, the number of parents or guardians requested to accompany the class group is determined.
- One parent or guardian must accompany the group of students in their private vehicle for any emergencies both on the way there and back.
- The parent or guardian accompanying in their car on the day of the field trip cannot travel to or from the destination with their child in the



vehicle; instead, the student must travel to and return from the trip on the bus with their class.

- The homeroom teacher will provide each accompanying parent or guardian with a brief guide for their support during the outing (with instructions on specific relevant aspects to observe regarding the objective of the visit, as well as general safety aspects).

**11.10.3 Prevention and Security Measures - Educational Field Trip**

- Enter attendance in Schooltrack before departure.
- Before departing, ensure 100% of authorizations are obtained.
- One homeroom teacher from each group must carry:
  - Emergency list by class
  - Medical record of the students in their group
  - First aid kit
  - Change of clothes kit
- Students should wear reflective vests (available at the school) if required for the activity.
- At reception and/or gate, submit a class list indicating absentees, signed by the responsible teacher, along with their contact cell phone number in case of emergencies.
  - The teacher should carry an additional copy of the list left at reception and/or gate.
- On the bus: The teacher must ensure that students have their seat belts fastened on the bus. Students are not allowed to sit in the first row of seats.
- In the event of an emergency where a student needs to be taken to a hospital, they should always be accompanied by a responsible teacher, whether the transportation is by ambulance or with the guardian in charge of the vehicle. Immediately notify the student's parents of the situation and the school.

**11.10.4 Prevention and Security Measures - After the Field Trip**

- Academic work with students.
- Evaluation of the field trip with pre-school/PYP coordination and principal.
- Analysis of future instances, improvements, changes.

**11.11 Regulations Related to the Field of Coexistence and Good Treatment**

As previously stated in this regulation, the promotion of good coexistence is taught and learned within the family space and reinforced in the school environment, reflected in various formative spaces, and is the responsibility of the entire educational community. It constitutes the essence of social relationships. Hence, the relevance of being able to develop tools that allow its construction and support, involving the participation of all members of the educational community.

In accordance with the law, **no disciplinary measures established in the RIE will be applied** to young children, but rather formative, pedagogical, and reparative measures aimed at promoting the progressive development of empathy for peaceful conflict resolution and understanding of norms by young children.

In Early Childhood Education, the promotion of good coexistence considers not only the students but also the treatment of adults among themselves.

11.11.1 General Coexistence Rules for the Level

All members of the educational community and, especially the pedagogical team directly involved with young children, must:

- Be responsible for ensuring that their behavior and teachings contribute to the construction of a community where everyone respects and values each other through dialogue, fostering harmonious coexistence.
- Promote and ensure good treatment, mutual respect, and non-discrimination.
- Respond appropriately and effectively to the basic needs of students, including those related to care, attention, affection, and welcome.
- Safeguard at all times the protection, safety, well-being, and physical and psychological integrity of young children, valuing and welcoming each student in their uniqueness, and constantly ensuring the common good.
- Address promptly any conflicts that arise among students, and with or among adults involved with the level.
- Promote the proactive and active participation of young children in learning, encouraging and enabling them to develop their full potential and multiple skills.
- Promote actions aimed at self-care, healthy living, and healthy eating.
- Respect the rules established in the school's Internal Regulations.

11.11.2 Action Measures and Procedures

Measures taken in response to situations that deviate from good treatment and positive coexistence, such as hitting, kicking, biting, pushing classmates and/or adults, among others, will always have a formative character, promoting the repair of the harm caused through conflict resolution by the adult through mediation and/or modeling of behavior.

Their purpose is to generate learning opportunities for young children, providing guidance for repairing behaviors that require it, through reflection, dialogue, empathy, and responsibility towards others.

Initially, these formative measures will be the responsibility of significant adults (educators, subject teachers, assistants, and support professionals) who are with the young child at the time of the behavior. Behaviors that deviate from good treatment and positive coexistence will be reported to parents and guardians

through the school agenda, recorded in Schooltrack, and via the agenda and/or by phone.

If these behaviors become repetitive on the part of the students and the management strategies being used do not produce the expected results, parents or guardians will be called for an interview, with prior notification to the Principal, to develop formative strategies together, aimed at reversing behaviors that need to be modified. This will be documented in the interview sheet.

In situations where the student exhibits aggressive behavior, and/or the physical integrity of others, the common good, and/or the learning environment are systematically compromised, the psychologist of the corresponding level will be called upon to guide the adults' actions to contain future situations of this nature, based on the information reported by the educator or subject teacher. Subsequently, the psychologist and the educator will meet with the parents to propose a joint work plan. If necessary, consultations with external specialists will be requested, and the required reports must be provided within a specified time frame.

If emotional overflow occurs during the school day, understood as a specific crisis moment and/or manifestation of emotional distress and stress extending for a significant period of time, the ["Protocol for Emotional Dysregulation"](#) will be applied.

If the child's behavior continues to escalate over time, parents will be suggested, after intervention by internal professionals and the School Climate Coordinator, to visit an external professional who can provide guidance and/or assertive management guidelines to control future outbursts.

If parents request a diagnosis from another professional and they recommend a specific treatment or therapy, the following will be requested on agreed dates:

- Periodic reports on the progress of the student's treatment or therapy, as required by the school.
- Coordination of professionals with the school's guidance team.
- Suggestions or management guidelines for the school and/or parents.

**11.11.3 Protocol for dealing with situations of abuse among adult members of the educational community:**

These protocols are included in Chapter 10.9 of this regulation.

Regarding the following areas of school coexistence, such as the **Committee for Good Coexistence**, its members and functions; the **Coexistence Manager**, their role and scope of functions, the Plan for Training and School Coexistence Management, and the instances of participation of the different members of the school community, they are regulated in other chapters of this regulation.

**11.12 Rules, Offenses, Measures, and Procedures**

In the case of infractions to good coexistence by the young students, they shall only be subject to pedagogical, formative, and restorative measures, but not disciplinary ones.

Regarding infractions committed by staff members of the institution, these shall be governed by the Internal Regulations of Order, Hygiene, and Safety.

If the infractions correspond to parents, guardians, and/or legal representatives of the institution, the rules established in other chapters of this regulation shall be applied, only applying those measures that are duly established, all this with full respect for due process.

11.12.1 Accompaniment Protocols

Support Instance: Behaviors that mildly affect positive coexistence

Context	Actions and strategies to implement
Classrooms	Conversation and mediation with involved children.
Educators	Development and implementation of management strategies. Reparation.

Supportive opportunities: behaviors that affect positive coexistence.

Context	Actions and strategies to implement
Classrooms	Conversation and mediation with the involved children. Development and application of management strategies.  Classroom follow-up: student work plan.
Educators	Inform parents according to the RIE (semester interview, open interview, etc.).  Follow-up with involved students, observe that the situation is resolved.
Guardians	Support the student in relation to what was discussed with the teacher in the interview.
Cycle psychologist	Mediation with involved children, reparation, follow-up, and support. Report to the Principal.
Tutor	Record behaviors when relevant.


Support opportunities: behaviors that seriously affect good preschool coexistence.

Context	Actions and strategies to implement
Classrooms	Immediately inform parents: communication via agenda with emphasis on the child's reflection and repair work.  Attend a meeting with the educator and/or psychologist, Principal. Development and implementation of management strategies.  Class follow-up: student work plan.  Mediation, repair, follow-up, and support.  Written record.  Receives information from educators and develops an action plan.
Educators	
Guardians	
Cycle psychologist	
Tutor	

Support Opportunities: Repeated behaviors severely affecting positive coexistence.

Context	Actions and strategies to implement
Classrooms	Development and presentation of a work plan for the student to their parents or guardians, based on addressing their needs.  Present the objective of the plan, clear behaviors that need to be addressed, specific strategies from the school, and support requested from the parents.  Meeting with the child, parents or guardians, educator, psychologist, and/or Principal: agreement on commitment regarding repeated serious offenses.  Referrals to other specialized support entities (external specialist if necessary).
Educators	
Guardians	
Cycle psychologist	
Tutor	

Support Opportunities: Serious and repeated behaviors with emotional and/or behavioral dysregulation that affect positive preschool coexistence.

2024 (rev. 08/11)	Santiago College Community Handbook	
Context	Actions and strategies to implement	
Classroom  Educator  Parents/Guardians  Cycle Psychologist  Principal	<p>Review of the student's work plan with the support team of the cycle.</p> <p>Referrals to other specialized support services (external specialist if necessary).</p> <p>Exchange of information between external specialist and school specialist.</p> <p>Interview with student, parents, educator, psychologist: agreement on commitment to address repeated serious misconduct.</p> <p>In agreement with the parents, it can be determined:</p> <p>Adjustment of schedule.</p> <p>Student withdrawal in case of high dysregulation (only with Principal's authorization).</p> <p>Not attending classes.</p>	

11.12.2 Collaborative Conflict Management Procedures

At the preschool level, Mediation, as described in Chapter 10.6 of this regulation, will be primarily utilized.



ANNEXES

ANNEX 1. PROFILE OF THE INTERNATIONAL BACCALAUREATE LEARNING COMMUNITY.<sup>53</sup>

“The primary aim of International Baccalaureate (IB) programs is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As members of the IB learning community, we strive to demonstrate the following attributes:

- **INQUIRER:** We cultivate our curiosity while developing skills for inquiry and research. We know how to learn autonomously and alongside others. We learn with enthusiasm and maintain this eagerness to learn throughout life.
- **KNOWLEDGEABLE:** We develop and use our conceptual understanding through exploring knowledge in a variety of disciplines. We engage with ideas and issues of local and global significance.
- **THINKER:** We use critical and creative thinking skills to analyze and respond responsibly to complex problems. We take initiative in making reasoned and ethical decisions.
- **COMMUNICATOR:** We express ourselves with confidence and creativity in various languages, languages, and ways. We collaborate effectively, attentively listening to the perspectives of others and groups.
- **PRINCIPLED:** We act with integrity and honesty, with a deep sense of fairness, justice, and respect for the dignity and rights of people worldwide. We take responsibility for our own actions and their consequences.
- **OPEN-MINDED:** We develop a critical appreciation of our own cultures and personal histories, as well as the values and traditions of others. We seek and consider different viewpoints and show willingness to learn from experience.
- **CARING:** We show empathy, sensitivity, and respect. We are committed to helping and act with the purpose of positively influencing the lives of people and the world around us.
- **RISK-TAKER:** We address uncertainty with foresight and determination. We work autonomously and collaboratively to explore new ideas and innovative strategies. We show ingenuity and resilience when facing changes and challenges.
- **BALANCED:** We understand the importance of physical, mental, and emotional balance to achieve our own well-being and that of others. We recognize our interdependence with others and the world in which we live.
- **REFLECTIVE:** We carefully evaluate the world and our own ideas and experiences. We strive to understand our strengths and weaknesses to contribute to our learning and personal development.

The profile of the learning community encompasses ten attributes valued by the IB World Schools. We are convinced that these attributes, and others like them, can help individuals and groups to be responsible members of local, national, and global communities.”

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ANNEX 2. UNIFORM AND PERSONAL PRESENTATION

The school uniform is attire that must fulfill the pedagogical purpose of the corresponding school activity (sports activities, ceremonies, representing the school, etc.). All garments must be properly marked.

Unmarked garments are handed over to the "Lost & Found" and put up for sale on the established dates and times.

During the 2024 school year, students may wear the regular uniform, Physical Education uniform, or Sports uniform to attend classes. The two types of uniforms should not be mixed.

General considerations

- It is the responsibility of the guardian to ensure that students come to school properly groomed and with clean hair.
- Clothing should be the appropriate size for the student, neither too loose nor too tight, with no visible underwear, respecting the school work environment.
- The first layer should be white/black/navy blue and without visible slogans or decals.
- Earrings and piercings should be small and suitable for the school environment (not presenting a risk of snagging or traumatic detachment).
- Visible tattoos are only allowed on students of legal age.
- Students should wear their hair neat, clean, and away from their face. Accessories such as hair clips, headbands, and elastic bands should be discreet. Shaved marks or drawings that go against the school's values are not allowed.
- Makeup is allowed from Middle School onwards and should be discreet and appropriate for the school context.
- Male students should be properly shaved.
- Large ornaments and/or jewelry are not compatible with the school environment or work, so they are not allowed.
- The use of a hat/cap is recommended for outdoor activities, including recess. For students in the Infant School, the use of a hat/cap is mandatory.
- The use of gloves, scarf, and/or navy blue/black/white neck warmer is allowed for cold weather.
- Students who feel cold may wear blue or black sweatshirts under the school sweatshirt. If they wish to remove a sweatshirt, they must always remain in the complete uniform (either sweatshirt, shirt/blouse, or school t-shirt).
- During casual dress days (school spirit days, jeans day, etc.), clothing should be suitable for a school environment, without slogans or references that go against the school's values (for example, violent or discriminatory language, images referring to alcohol and other drugs).

**Women**

***Infant School / Pre-Kinder to 2nd grade***

- Blue fabric skirt, pants, or shorts with the school logo.

- Blue SC model sweatshirt.
- White short or long-sleeved polo shirt, SC model.
- White socks.
- White sneakers (discreet navy blue, black, and/or gray details accepted).
- SC model fleece and/or black or blue parka (without additional colors) according to weather conditions.
- Apron with hanging ribbon and the student's name on the upper pocket.

**3rd to 11th Grade**

- SC model plaid skirt or navy blue school model pants.
- White short or long-sleeved blouse, SC model.
- Navy blue socks, navy blue tights.
- Black shoes or sneakers (discreet white and/or gray details accepted).
- SC model sweater and/or SC model fleece and/or black or blue parka (without additional colors) according to weather conditions.

**3rd to 5th grade, art classes, and science laboratory:** for these two instances, students require an apron with hanging tape.

**Seniors**

- Navy blue skirt.
- White short or long-sleeved blouse, Seniors SC model.
- Seniors tie.
- Navy blue socks, navy blue tights.
- Black shoes or sneakers (discreet white and/or gray details accepted).
- SC model sweater and/or SC model fleece and/or generation sweater and/or black or blue parka (without additional colors) according to weather conditions.

**Men**

**Infant School Pre-Kinder to 2nd grade**

- Navy blue twill shorts, SC model.
- Navy blue tracksuit, SC model.
- White short or long-sleeved polo shirt, SC model.
- White socks.
- White sneakers (discreet navy blue, black, and/or gray details accepted).
- SC model fleece and/or black or blue parka (without additional colors) according to weather conditions.
- Apron/smock with hanging ribbon, with the student's name written on the top pocket.

**3rd to 11th Grade**

- Gray school pants.
- White short or long-sleeved shirt, SC model.
- Blue or black socks.
- Black shoes or sneakers (discreet white and/or gray details accepted).
- SC model sweater and/or SC model fleece and/or black or blue parka (without additional colors) according to weather conditions.

**For 3rd to 5th grade, art and science laboratory classes:** For these two instances, students require an apron/smock with hanging ribbon.

**Seniors:**

- Gray school pants.
- White short or long-sleeved shirt, Seniors SC model.
- Seniors tie.
- Navy blue or black socks.
- Black shoes or sneakers (discreet white and/or gray details accepted).
- SC model sweater and/or SC model fleece and/or generation sweatshirt and/or black or blue parka (without additional colors) according to weather conditions.

**Physical Education/Sports Uniform**

With the exception of shoes/sneakers, the physical education and sports uniform is exclusively sold in the school store. **Everything must be properly marked. The use of a cap and sunscreen is required. Bringing a water bottle is recommended.**

**Women**

**Physical Education Classes**

**Pre-Kinder to 2nd grade**

- Students in these levels wear the same uniform they come to school with.
- 1st grade: students must bring personal hygiene items.
- 2nd grade: students must bring personal hygiene items, a comb, a small towel, and a change of shirt.

**3rd to 12th Grade**

- SC navy blue tracksuit (for physical education and sports).
- Official T-shirt.
- Navy blue shorts.
- Sports shoes.
- Navy blue socks or stockings with yellow stripes.
- Towel and flip-flops for the mandatory shower.

**Sports Classes**

- 1st and 2nd grade students wear the same uniform they come to school with.
- For 3rd and 4th grades, the physical education uniform is used.
- In 3rd and 4th grade hockey, the use of shin guards and mouthguards is mandatory.

**Hockey from 5th to 12th grade**

- Navy blue skirt.
- Official T-shirt.
- Navy blue shorts.
- Navy blue socks with yellow stripes.
- Shoes for synthetic turf.
- Hockey stick.
- Mouthguard (mandatory).
- Shin guards (mandatory).
- Towel and flip-flops for the mandatory shower (from 3rd to 12th grade).

**Men**

**Physical Education Classes**

**Pre-Kinder to 2nd grade**

- Students in these levels wear the same uniform they come to school with.

- 1st grade: students must bring personal hygiene items.
- 2nd grade: students must bring personal hygiene items, a small towel, and a change of shirt..

**3rd to 12th Grade**

- SC navy blue tracksuit (for physical education and sports).
- Short-sleeved T-shirt with yellow-navy blue vertical stripes.
- Navy blue shorts.
- Navy blue socks or stockings with yellow stripes.
- Sports shoes.
- Towel and flip-flops for the mandatory shower.

**Sports Classes**

- 1st and 2nd grade students wear the same uniform they come to school with.

**Soccer**

**3rd and 4th grade**

- Shoes with fixed rubber studs (not interchangeable).
- Towel and flip-flops for the mandatory shower.
- The use of shin guards is recommended.

**5th to 12th grade**

- Navy blue tracksuit.
- Short-sleeved T-shirt with yellow-navy blue vertical stripes.
- Navy blue shorts.
- Navy blue socks with yellow stripes.
- Shoes:
  - **5th and 6th grade:** shoes with fixed rubber studs (not interchangeable).
  - **7th to 12th grade:** shoes with fixed or interchangeable studs.
- Shin guards (mandatory).
- Towel and flip-flops for the mandatory shower.

**Rugby**

**3rd and 4th grade**

- Horizontal striped shirt.
- Shoes with fixed rubber studs (not interchangeable).
- Optional: navy blue base layer.
- Towel and flip-flops for the mandatory shower.
- During the rugby season (May to September), it is recommended to bring and use a mouthguard.

**5th to 12th grade**

- Short-sleeved T-shirt with horizontal blue-yellow stripes and a blue collar.
- Optional: navy blue base layer.
- Navy blue shorts.
- Navy blue socks with yellow stripes.
- Shoes:
  - **5th and 6th grade:** shoes with fixed rubber studs (not interchangeable).
  - **7th to 12th grade:** shoes with fixed or interchangeable rubber or aluminum studs.
- Mouthguard (mandatory).
- Towel and flip-flops for the mandatory shower.

**Basketball**

- Use of basketball or physical education uniform



**Swimming:**

The mandatory basic equipment for ladies and gentlemen for swimming classes and/or training in the pool is:

- swimsuit
- swimming cap
- flip-flops
- towel

**ANNEX 3. PROTOCOL FOR HANDLING SCHOOL ACCIDENTS<sup>54</sup>**

**Student Accident Protocol**

1. If a student experiences a minor injury that does not require immediate attention at the scene of the accident, they should go to the nearest Infirmary. The nursing staff will assess whether the student needs to be referred to emergency services or if they are able to return to classes. In all cases, parents and tutoring staff will be informed.
2. If a student experiences a serious injury (such as a head injury with loss of consciousness, head injury with profuse bleeding, limb deformity, difficulty breathing, severe pain, loss of consciousness, seizures, significant eye involvement, etc.), the student should remain at the accident site without being moved and be accompanied by an adult until the arrival of nursing personnel, who will assess the accident on-site and authorize transportation, indicating how it should be done.
3. In the event of an accident or illness requiring ambulance transportation, it will be requested from the Clinic with which the school has an agreement (school accident insurance, or as indicated by the parent/guardian at the time of communication, if applicable, based on the urgency).
4. In the event of a life-threatening emergency, the ambulance of Clinica Alemana and/or the nearest hospital will be called (according to Urgency Law 19.650).
5. Transportation in the ambulance must always be accompanied by an adult, who can be the parent/guardian or school staff designated by the Principal or respective Head of Department.

**Protocol for Employee Accidents**

1. If a worker experiences a workplace accident and seeks assistance at the infirmary, they will receive the necessary initial care and will be referred to the Mutual Insurance Company with which the school has an agreement.
2. Depending on the severity of the accident, the worker will either transport themselves or be transported by ambulance dispatched by the Mutual Insurance Company. (See Ambulance Request Procedure).
3. The infirmary will send a report via email about the accident to the direct supervisor, the risk prevention officer, and the school's human resources department.
4. If the worker refuses to go to the agreed-upon Mutual Insurance Company, they must sign a waiver form declining insurance coverage.

<sup>54</sup> This protocol applies to students in Early Childhood Education, Elementary, and Secondary Education.

**ANNEX 4. NURSING CARE PROCEDURES**

**Nursing Care Protocol**

1. To visit the infirmary, students must request a pass (nursing slip) from their tutor, teacher, or corresponding admin staff member, except in cases of accidents or serious illness. The pass is an individual authorization that includes the student's name, grade, time, reason for consultation, and the name of the authorizing person. In the case of the Sports Infirmary, students may be verbally authorized by the physical education or sports teacher, without the need for a written pass.
2. Students visit the infirmary in case of accidents or illnesses that occur during the school day, for medical treatments, and for the administration of prescribed medications. (See medication administration protocol).
3. If further observation at home, referral to their residence, or transfer to the Clinic is required, the infirmary will directly communicate with the guardian via telephone.
4. Upon leaving the infirmary, the student will take the pass detailing the nursing care provided, instructions, where they were referred, time of departure, and the nursing staff who attended to them. This pass will be shown to any teacher who requests it and handed over to the guardian. If the student needs to be picked up by their guardian or a person authorized by them, they must do so from the infirmary, showing the respective pass indicating the departure and the name of the person picking them up, at the School's Gate or Reception. A sick student cannot leave the school without an adult companion, except with prior authorization from the corresponding Principal or the Head of School, in consultation with the guardians. If the student has been attended to in the Sports Infirmary and is unable to walk to the Gate, the Service Gate will be opened for their departure, following coordination with the infirmary.

**Medication Administration Protocol in the Infirmary**

1. All medications that students need to use during the school day must be stored and administered in the infirmary. For this purpose, the guardian must personally provide the medication in its original container, along with a copy of the medical prescription, indicating the dosage and schedule. The infirmary has a reception book and an appropriate place (locked cabinet, exclusive-use refrigerator) to store these medications individually.
2. The medical prescription must be updated every 6 months to comply with ministerial guidelines.
3. The infirmary does not provide its own medications, according to the sanitary code article 113.

**Protocol for Attention to Students with Type I Diabetes Mellitus**

1. Any student diagnosed with diabetes must be immediately reported to the Learning Center Infirmary for a coordination meeting with guardians and teachers regarding their health condition and management at school.

- 2. The student must visit the Learning Center Infirmary every day before lunch for measurement and administration of insulin. If they take the bus at the end of the day, they must go to the Infirmary for control and the corresponding pass, which must be presented to the transportation provider.
- 3. For physical activity, all students with diabetes must be checked at the Sports Infirmary before physical education or sports class, where the nursing staff will assess if the student is fit for class. If the student is in optimal condition, it will be noted on the nursing pass to be presented to the teacher, who will require it for participation in the class. At the end, the student must be checked again at the Sports Infirmary.
- 4. Guardians will be asked to periodically send all necessary supplies and materials for the school day to the Learning Center Infirmary (glucagon, insulin, spare needles, and snacks). There must always be an emergency stock of glucagon for each student. The Infirmary will notify if any of these items need to be replenished.
- 5. Guardians will be asked annually to provide an updated medical certificate.

**Protocol for Notification of Infectious Diseases**

- 1. The School's Infirmary will notify guardians, of the students' class or level, in cases where a relevant infectious disease has been reported with a medical certificate.
- 2. The notification will be sent by the Principal's office, via informational notes through the agenda (for Infant School) or by email.
- 3. The purpose of this information is to keep guardians informed and alert in case of showing suspicious symptoms, to promptly consult a pediatrician.

**Procedure for Ambulance Request**

- 1. The purpose of this procedure is to ensure a quick, orderly, coordinated, and efficient response in emergency situations requiring the transfer of a patient to the corresponding clinic.
- 2. This procedure must be followed by the nursing staff, receptionist, guards, porters, and the school's risk prevention manager.
- 3. It should be noted that the need to request an ambulance may come from either the Sports or Learning Center Infirmary. It is important to consider who the patient is (student, guardian, worker) and which ambulance is most appropriate:
  - a. If it's a student or guardian: the ambulance corresponding to the clinic where they are insured will be requested.
  - b. If it's a school worker: the ambulance from ACHS will be requested, unless it's known that the accident was not work-related, in which case the ambulance corresponding to their health insurance (SAMU or private clinic) will be requested.
- 4. Each time the Infirmary requires an ambulance, the following procedure will be followed:
  - a. In the case of requesting an ambulance for a student:
    - i. Request the ambulance or ask a third party to do so.

- ii. Determine where the ambulance is needed: gym, drop-off area, or Learning Center Infirmary.
    - iii. Immediately notify (by phone or radio) the gate or reception so that the ambulance's access is coordinated and expedited with the guards at the entrances.
    - iv. Wait attentively for the ambulance to arrive or for notice via radio.
  - b. In case of requesting an ambulance for a worker:<sup>55</sup>
    - i. Inform the Risk Prevention Manager of the need to request the ambulance, as they must issue a report to ACHS since it's classified immediately as a Serious Accident (which involves major procedures, including informing the Regional Health Authority).
    - ii. Inform the Risk Prevention Manager where the ambulance's presence is deemed necessary (gym, drop-off area, or Learning Center Infirmary).
    - iii. The Risk Prevention Manager will be responsible for coordinating the ambulance's entry with the guards and reception.
    - iv. The guards will be attentive to the ambulance's arrival; they will guide and facilitate its quick entry to the Infirmary, WITHOUT STOPPING IT FOR INFORMATION, as it's understood that they are responding to an emergency.
- 5. Upon the ambulance's arrival at the school, its entry and positioning will be as follows:
  - a. Drop-off Access: this area must always be clear and is clearly identified on the ground with the legend "No Parking, Ambulance Entry." The guards will instruct the ambulance to park in the drop-off area and walk to pick up the person at the infirmary.
  - b. Gym Access: as soon as the order is given by the porters, the guards at the south gate will proceed to open the gym access gate.
  - c. Learning Center Infirmary: as soon as the ambulance's arrival is announced through the south gate, the entrance gates to the school from the drop-off area will be opened, and the path to the Learning Infirmary will be cleared, positioning itself in front of the Playgroup. The same procedure will be carried out in reverse for its departure.

<sup>55</sup> It should only be requested in cases where the worker cannot travel on their own or if there is a greater risk.

ANNEX 5. RESPONSIBLE TECHNOLOGY USE POLICY

The following Responsible Use Policy (PUR) describes the practices that all students of the Santiago College community must follow for the use of technological devices<sup>56</sup>, websites, applications, and email in or out of school. For this purpose, aspects of self-care and respect for oneself, others, and property have been considered. Adults in the community subscribe to and support compliance with this policy, serving as role models for students.

**Regarding the Use of Technology**

It is the responsibility of every student in the Santiago College educational community to:

- Follow the rules and procedures established by the school regarding the use of technology.
- Maintain the confidentiality of their passwords, except in special cases where teachers or guardians require them.
- Maintain the confidentiality of private data, such as name, age, addresses, phone numbers, schedules, or location, except in protected and approved situations by the school.
- Report any online situation (websites, comments from others, requests, chats, emails) that makes them uncomfortable.
- Not respond to emails, messages, or any other type of contact from unknown individuals (phishing, grooming).
- Not access links, open and/or download files from unknown sources (phishing).
- Not visit sites that undermine human dignity, such as racist, xenophobic, pornographic, sexist, etc., or that promote violence or abuse, and report non-compliance with the above by third parties.
- Carefully reflect before publishing or uploading content to digital media (emails, social networks, etc.).
- Use appropriate usernames, profile pictures, and passwords.
- Report any improper use of technology, emails, websites, and/or inappropriate comments to teachers, tutors, or responsible adults.
- Not use social networks until reaching the legal age specified by the platform/application regulations.
- Not use electronic media to defame, deceive, mistreat, or denigrate others.
- Not send, through electronic means, messages, images, and/or files that violate the school's values.
- Use correct and respectful language, whether oral or written in emails, chats, comments, etc.
- Not access the space, area, or private account of others without their explicit permission (including user accounts and any technological means or devices).
- Not create or use fake accounts or accounts with another identity, nor messaging sites that hide their identity.

<sup>56</sup> The technological devices include, among others, laptops, PCs, iPads, iPods, iPhones, smartphones, cell phones, video and photo cameras, recorders, external memories, both private and/or school-owned.



- Not threaten, attack, or insult through chats, blogs, photologs, Facebook, Twitter, WhatsApp, text messages, emails, forums, servers storing videos or photographs, websites, social networks, phones, or any other technological, virtual, or electronic means.
- Not exhibit, transmit, or disseminate abusive behavior through cyber means.
- Respect the privacy of others by asking permission before posting a photo, image, video, or story online about them.
- Not send mass email spam, with or without attachments.
- Use free or publicly available information resources or pay for licenses to always act with integrity.
- Not use personal applications during school hours (TikTok, Instagram, etc.).
- Respect copyright, citing the source when necessary or relevant.
- Make good use of the school's educational platforms, such as Google Workspace for Education, Managebac, among others.
- Respond promptly (within 24 hours) to emails from teachers or school authorities when requested.
- Keep the video camera on during all synchronous virtual classes and/or when required by the teacher.
- Request permission to use the school's technological resources.
- Take care of all equipment, materials, hardware, and software belonging to the school, or to other members of the school community, returning them on time and not breaking or mistreating them.
- Report promptly any accidental or intentional damage to equipment owned by the school or by someone in the community to teachers, tutors, or school authorities.
- Take care of the school's computer systems and associated hardware, and not install or delete files or software without authorization.

It is important to note that the use of institutional email is a privilege and implies full acceptance of this responsible use policy. It is also noted that the school may intervene in a student's institutional account if misuse is suspected and deny its use if necessary.

Given the importance of technology use today and the responsibility it entails, each student and guardian must sign an acceptance of this responsible use policy, without prejudice to the acceptance of the Community Handbook (RIE) to which it belongs.

**Regarding Personal Digital Technological Devices**

- Students from 5th Grade (2nd semester) to 12th Grade must bring their own device (Chromebook, laptop) to be used in school. Students in 5th Grade in 2024 must bring a Chromebook.
- Students must bring their devices every morning fully charged to ensure uninterrupted learning.
- Students must protect their devices with passwords or biometric functions, if available.
- Social media or entertainment applications cannot be installed or used at school.

- If a student is caught having and/or using WhatsApp or another messaging application and/or games through their personal device, it will be considered a serious offense and will result in disciplinary consequences.
- Students will not be allowed to access networks other than those of the school. If a student is caught accessing another network, it will be considered a serious offense and will result in disciplinary consequences.
- Teachers, tutors, or the Principal may verify the correct use of networks and/or devices at any time.

**Regarding Cell Phones**

**Infant and Lower School**

- Students in Infant and Lower School (Pre-Kinder to 5th grade) are not authorized to bring cell phones or smartwatches to school.
- If caught carrying or using a cell phone or smartwatch, or if it is known that the student has used one, it will be considered an offense:
  - ➔ If the student is carrying the cell phone or smartwatch but has not used it, it will be considered a minor offense. The phone will be confiscated and handed over to the parents personally.
  - ➔ If the student is caught using the device, it will be considered a serious offense and will result in disciplinary action. The phone will be confiscated and handed over to the parents personally.
  - ➔ If it is known that the student has used the cell phone, it will be considered a serious offense and will result in disciplinary action.

**Middle and High School:**

- Students in Middle and High School are not allowed to use cell phones or smartwatches inside the school, from the moment they enter until they leave. This means that they cannot use their phones while on the school campus.
- If a student brings a cell phone or smartwatch, it must remain turned off and stored in their locker with a lock throughout the school day. This implies that no student can make calls or send messages, not even to their guardian, and guardians cannot call or send messages to their children on their personal devices while on the school campus.
- If a student is found carrying a cell phone or smartwatch on the school campus, it will be confiscated, stored in the Tutor's office until the end of the day, and the guardian must come to retrieve it personally. This will be considered a minor offense. If this behavior is repeated, it will be considered a serious offense, and the student will have to surrender their cell phone to the tutor every day upon arrival at school for a specified period.
- If a student is found using a cell phone or smartwatch on the school campus, it will be confiscated, stored in the Tutor's office, and the

guardian must come to retrieve it personally. This will be considered a serious offense and will result in disciplinary action. If this behavior is repeated, in addition to the disciplinary action, the student will have to surrender their cell phone to the tutor every day for a specified period.

- It is the responsibility of students not to have messaging and/or gaming applications installed or open on their computers or Chromebooks during the school day.
- If a student is caught using WhatsApp or another messaging or gaming application on their cell phone, it will be considered a serious offense and will result in disciplinary action.
- In case of an emergency, guardians must contact the tutor or secretary of the corresponding level to communicate with their child. If a student needs to contact their guardians due to a major reason, the school will provide a phone for this purpose.
- For security reasons and coordination with third parties for school pickup, Middle and High School students will be able to access their cell phones starting at 4:30 p.m. in the area delimited by the drop-off entrance, the end of the Rose Garden, Reception and the school's external fence.
- The mentioned measures also apply to educational and sports outings during the day, with the exception that if students do not return to the school campus, they may carry their cell phones in their backpacks and use them once the day is over.
- In the event that the school needs to be evacuated due to a power outage, water cut, extreme weather conditions, fire, or earthquake, guardians will be informed via SMS message and Room Parents about the evacuation procedure.

**ANNEX 6. PROCEDURE FOR INCIDENTS INVOLVING APPROPRIATION OF OTHERS' PROPERTY AND/OR LOSS OF STUDENTS' BELONGINGS AT THE SCHOOL**

In the event of a personal item being lost within the school premises, the following procedure will be followed:

- The student who experiences the loss should immediately inform their sector tutor. In such cases, promptness is essential.
- The sector tutor will undertake the necessary steps, in the order dictated by the circumstances:
  - Engage in a conversation with the affected individual to gather as much information as possible, documenting the characteristics of the lost item and the circumstances under which the loss occurred, especially the last time the item was seen.
  - Speak with potential witnesses and/or individuals who may provide further information. If deemed necessary, contact will be made with the student's home to verify that the lost item has not been left there or in the car.
  - Notify via email the other tutors, the physical education department, the reception, operations, and school transportation.
  - Review security camera footage as applicable.
  - If the incident occurs in the classroom, the class may be questioned, and eventually, students may be asked to inspect their own backpacks and lockers in the presence of the responsible adult. Communication will be sent to parents or guardians to inform them and request their assistance in locating the lost item.
  - If the report of the loss occurs after the end of the school day, the above procedure will be carried out the following morning.
  - If the loss is discovered at home, the parent or guardian must inform the corresponding tutor in writing (agenda or email) as soon as possible.
- If at any point during the investigation there is sufficient information to suspect theft, the tutor must communicate the situation to the Principal.
- The school reserves the right to inspect lockers, backpacks, and desks if deemed necessary and to take appropriate actions.

ANNEX 7. LOCKER PROCEDURE

Students from 6th to 12th grade

- 1. At the beginning of the school year, every student from 6th to 12th grade to 12th grade is assigned a locker for their exclusive and non-transferable use.
- 2. Students from 6th to 12th grade are required to keep their locker locked at all times.
- 3. The purpose of the locker is to provide students with a personal space to store their school supplies and textbooks. However, the locker remains the property of the school, which reserves the right to open it with or without the student's authorization when necessary.
- 4. It is the student's responsibility to keep their locker organized and clean at all times.
- 5. Any damage to the locker must be reported to the corresponding tutor and will be charged at the end of the year.
- 6. At the end of the year, the student must empty their locker and leave it clean so that it can be reassigned to another student the following year.

Students from 1st to 5th grade.

- 1. At the beginning of the school year, every student from 1st to 5th grade is assigned a space to store their belongings and school supplies.
- 2. It is the student's responsibility to keep this space organized and clean at all times.
- 3. At the end of the year, the student must empty their space and leave it clean so that it can be reassigned to another student the following year.

ANNEX 8. EXAMINATION REGULATIONS FOR MIDDLE AND HIGH SCHOOL

Before starting the test, the teacher (with one or more students) must:

- Arrange the classroom with rows separated by one meter apart.
- Ensure that the room has a wall clock.
- Have the students come in one by one, in alphabetical order, or as the teacher deems appropriate, taking attendance in the process, recording tardiness if applicable.
- Ensure that students leave their notebooks, bags, and other personal items at the front of the room.
- Ensure that students leave their cell phones, smartwatches, and, in general, any electronic device that could potentially be used to access improper assistance, in the designated box provided for this purpose in each class.
- Read the following text aloud: "Does anyone have anything with them that does not belong or is prohibited during the test? This is the time to indicate it and hand it over without any consequences."
- Ensure that each student has the necessary materials for the test.

To begin the test and during its development, the teacher must:

- Read the general instructions, if any.
- Upon the effective start of the test or evaluation, write down the start time as well as the end time, giving the specified time for the development of the assessment.
- Monitor the test constantly, changing positions during its course. The teacher cannot do anything other than monitor the test.

It is the duty of the students to:

- Remain at their desk throughout the duration of the test. They cannot leave before the specified time for it (except for Senior Privilege to leave early, with proper silence and respect towards their classmates inside and outside the classroom).
- Maintain an attitude and behavior of academic honesty throughout the entire duration of the test, even if they finish early or when leaving the room for any reason.
- Leave the test neatly on their desk at the end of it. The teacher will collect it without the student having to stand up to hand it in.



ANNEX 9. ADMISSION AND ACCESS POLICY TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM - SANTIAGO COLLEGE

SECTION I: International Baccalaureate Diploma Programme at Santiago College

The three programs authorized by the IB are an integral part of the education provided to students at Santiago College. This is based on the conviction of the school's governing body and pedagogical leadership team in its educational philosophy, which supports the three programs and the total coherence between it and the school's mission and vision.

The Diploma Programme is implemented according to the ages stipulated by the IB in 10th, 11th, and 12th grades, during which Santiago College students, like all high school students in Chile, prepare for university entrance. This entrance is defined through a university selection test. The scores obtained by students in this test, together with the average obtained throughout high school, largely determine the university majors that students can study and the universities in which they can pursue these studies.

The significant impact of the admission test on students' future is recognized by the school, which ensures their preparation through complementary workshops to the Diploma Programme courses offered by the school.

SECTION II: IB Subject Selection Regulations

1. Every student in the school follows the Curriculum established by the IB Diploma Programme between the 10th and 12th grades, which includes the core components of Creativity, Activity, and Service (CAS) and Theory of Knowledge (TOK). Therefore, the requirements of these subjects are not exemptible or replaceable, and their fulfillment is a graduation requirement of the school.
2. The IB Diploma Programme Curriculum requires the choice of optional subjects. These subjects start in June of the 10th grade and conclude in May of the 12th grade, with the completion of components (exams or assignments) of each subject, regardless of whether the student is a Diploma candidate or not (see sections IV and V). The IB establishes the following parameters for selecting such subjects:
  - a. Each student must choose three subjects at Standard Level (SL) and three subjects at Higher Level (HL).
  - b. Each student must choose one subject in Spanish, one subject in English, at least one subject in individuals and societies (Group 3), at least one subject in experimental sciences (Group 4), one subject in mathematics (Group 5), and one subject in the arts (Group 6), which can be replaced by another subject in individuals and societies or experimental sciences.
  - c. Subjects that do not have a minimum of 14 enrolled students at the time of selection will not be offered, and students will have to choose another option, except for Spanish B.

3. The decision regarding subject selection is made in the first year of high school. This decision depends on the criteria of the students and their families based on their priorities, preferences, and vocational guidance, with the assistance and support of the school's guidance department in the decision-making process and subject to current enrollment availability and academic criteria. The induction process is detailed as follows:

- a. 9th grade students attend the presentation of Diploma Programme subjects during the month of May conducted by the Diploma Coordination and Middle School Principal.
- b. The Middle School, High School, Diploma Coordination, and Middle School Principal's guidance team conducts presentations during DPS periods in May to reinforce the information shared in the subject presentation, with the aim of modeling and supporting students in the selection of academic subjects.
- c. 9th grade parents attend the vocational guidance talk and presentation of Diploma Programme subjects during the month of May conducted by the Diploma Coordination.
- d. 9th grade students complete the subject selection form sent by the Middle School Principal during the month of June. The information is grouped for review of selection criteria, in order to provide direct feedback to students about feasible study possibilities, as well as the final report to the Academic Coordination of the definitive subject choices for the logistical organization of the following academic year.

4. While subject selection depends on the interests and preferences of students, the school determines requirements for English and Mathematics subjects to ensure compliance with IB regulations. During the month of May of 9th grade, subject teachers will make a recommendation on the subject that each student should choose, based on their performance in internal and external assessments (MAP), responsibility, and motivation. These recommendations frame the subject selection as detailed below:

**English**

- If English A Higher Level is recommended:
  - Can choose: English A HL, English A SL
  - Cannot choose: English B HL
- If English A Standard Level is recommended:
  - Can choose: English A SL
  - It is recommended not to choose: English A HL, English B HL
- If English B Higher Level is recommended:
  - Can choose: English B HL
  - It is recommended not to choose: English A SL
  - Cannot choose: English A HL

**Mathematics**

- If Higher Level Analysis and Approaches is recommended:
  - You can choose: Higher Level Analysis and Approaches (HL), Standard Level Analysis and Approaches (SL), Standard Level Applications and Interpretation (SL)
  
- If Medium Level Analysis and Approaches is recommended:
  - You can choose: Standard Level Analysis and Approaches (SL), Standard Level Applications and Interpretation (SL)
  - It is recommended not to choose: Higher Level Analysis and Approaches (HL)
  
- If Medium Level Applications and Interpretation is recommended:
  - You can choose: Standard Level Applications and Interpretation (SL)
  - It is recommended not to choose: Standard Level Analysis and Approaches (SL)
  - You cannot choose: Higher Level Analysis and Approaches (HL)

**SECTION III: Subject Change Regulations**

1. Every 10th grade student may request a change of subject and/or level during the first month of the second semester of classes, provided that:
  - a. an internal review is conducted by the Diploma Coordination and consultation with the Academic Coordination Office to assess the feasibility of the changes and suggestions regarding the class schedule;
  - b. the possibility of changes is subject to the availability of places in the subjects, for which new courses cannot be opened solely to accommodate such changes; in the case of English and Spanish subjects, changes from A SL to B SL or vice versa cannot be made;
  - c. written consent from their parents or guardians has been provided.
  
2. No 10th grade student may request a change of subject and/or level after the month of September, except in the following scenarios:
  - a. High School Counseling determines apprehensive situations regarding the progress and development of specific subjects, which would involve making balanced adjustments to the curriculum with the authorization of the High School Principal;
  - b. The Diploma Coordination receives academic feedback from program teachers regarding the progress, development, and performance of Higher Level and Standard Level subjects, which would involve making balanced adjustments to the curriculum with the authorization of the High School Principal;
  - c. the possibility of changes is subject to the availability of places in the subjects, for which new courses cannot be opened solely to accommodate such changes.

- d. If these changes are made, they will be incompatible with the candidacy for the IB Diploma, as they do not meet the minimum teaching hours required by the IBO.
3. In exceptional cases recommended by High School Counseling and with the approval of the High School Principal, changes to subject levels or groups within the same subject may be executed. For these cases, the supporting reports are strictly related to health, preventative measures, and conditions that are considered justifiable.

**SECTION IV: Conditions for Admission as an IB Diploma Candidate**

1. Every student may apply to take the IB Diploma exams and begin the process leading to their certification. Santiago College promotes the development of skills, attitudes, and values necessary to undertake the challenge of international examination. The faculty council, through the review of each student's individual record, which includes discipline, school life, and academic integrity, may make recommendations regarding the selection criteria for candidacy in the Program.
2. Students must express their intention to be candidates for the Diploma exams in December of 10th grade. Informational meetings with students and parents, conducted by the Diploma Coordinator along with the High School Principal, will be held prior to the students' decision-making moment.
3. Every student may certify one or more subjects of the Diploma Program, according to their selection of subjects. The English certificate is mandatory as part of the graduation requirements of Santiago College.
4. Every student who chooses to apply for the Diploma must sit for the six subjects of their choice plus the three core components (Extended Essay, Theory of Knowledge, and CAS) during the two calendar years until the first semester (May) of 12th grade.
5. The fees corresponding to the subjects of students who decide to be candidates for the Diploma Program will be entirely covered by Santiago College, as well as in the case of the English Certificate (mandatory for all). In the event that a student wishes to take other certificates, the cost will be covered by the family.

**SECTION V: Conditions for Remaining as a Diploma Program Candidate**

1. Every student who has initiated the process of preparing for the external and internal assessments of the different subjects and core components may present themselves as a candidate for the Diploma Program provided that:
  - a. they have demonstrated throughout the preparation of the subjects the level of commitment expected of a Diploma candidate;
  - b. they have been responsible in the partial and final submissions of their extended essay, internal assessments, practice of external assessments, and recording of their reflections in the corresponding formats, and have met the deadlines stipulated in a timely manner. In this regard, students and parents will be informed about minimum requirements that, if not met, authorize the school to unilaterally withdraw the candidacy;

- c. they have demonstrated commitment to fulfilling the seven CAS learning outcomes set by the IB, with a balanced blend across the three areas, at least one CAS project, and continuous work for 18 months;
  - d. they have fully respected the stipulations in the academic integrity policy. For this, the school will implement a "three strikes" policy: the candidacy will be withdrawn if, throughout the program (between June of 10th grade and May of 12th grade), the candidate incurs in three breaches of academic integrity. However, in cases of exceptional seriousness (for example, theft of work or tests, or premeditated alteration of another student's material), the school will immediately withdraw the candidacy. This also includes breaches of academic integrity detected in final submissions or exams sent to the IB;
  - e. they have complied with the IB requirement to maintain continuity of studies throughout the two years of the program and to meet the minimum number of chronological teaching hours (150 in SL, 240 in HL). Therefore, regardless of the reasons, any prolonged interruption of the student's studies (more than one month) is incompatible with candidacy for the Diploma.
2. In the event that any student candidate for the Diploma Program does not meet the conditions described in the previous point, a teachers council will be convened to assess the situation. Subsequently, meetings will be held with the student and their parents. The High School Principal, Diploma Coordinator, High School Guidance, and the Homeroom Teacher will ultimately decide on the student's candidacy, and may decide to withdraw their candidacy for the Diploma Program. If this decision has to be made after December 27 of the third year of high school, the student's family will be required to reimburse the school for the fees corresponding to the registrations of the subjects that the student will not take.

ANNEX 10. ADMISSION POLICY

Santiago College is a diverse and multicultural school that admits students without discriminating based on creed, nationality, or religion. The application to Santiago College is open to all interested parties.

The application process ensures that the admitted student can benefit from the existing plans and programs, as well as thrive in the physical environment we provide. Santiago College has always maintained close ties with its community; therefore, priority in the application process is given to families who are already members of the school, children of former students, and children of staff members. Applicants are evaluated according to defined criteria for different levels.

Process and Admission Criteria for Pre-Kinder

Vacancies

Santiago College offers a total of 158 vacancies for Pre-Kinder, to be distributed among the applicants participating in the admission process, belonging to both existing and new families. Plus, 4 vacancies reserved for international families.

Pre-Kinder Application Process Dates

Application Period:

- The application period for families with children enrolled in Santiago College will be in December of the year prior to the start of the regular admission process.
- Starting at the end of February or in March, for a period of two to three weeks, applications from new families will be accepted.
- The call for applications will be published by the school on the website, in posters, and signs no later than January of the year before the start of the corresponding admission process.

*Applicant's Visit to the School:* It will be scheduled during the month of March.

*Assessments:* They will be scheduled during the months of March and April.

*Parent Interviews:* They will be scheduled during the months of March and April.

*Results:* The date for result delivery will be announced at the time of the call. Typically, this is established within the first few weeks of May.

Admission Requirements

1. Age Requirement for Pre-Kindergarten Enrollment: 4 years old by March 31 of the corresponding school year (at enrollment). The required age will be detailed at the time of the call for each admission process.
2. The parent or guardian must complete the information requested in the admission application. This will be available online ([www.scollege.cl](http://www.scollege.cl)) only during the application period defined for each process.
3. The parent or guardian must submit or attach, as applicable, an original birth certificate of their child (provided electronically or printed by the Civil Registry and Identification Service).



- 4. The parent or guardian must pay the application fee.

*Information Delivery to New Families*

Guardians are invited to an informative session where they will receive information about the admission process, as well as the characteristics and values of Santiago College.

*Admission Process*

- 1. Prior to the applicant's maturity assessment, an hour will be provided for them and their parent or guardian to visit the pre-primary premises. The visit is group-based and aims to familiarize the children with the environment where they will later be assessed. Attendance is the sole responsibility of the parents or guardians. Failure to attend does not warrant reconsideration if the required score is not achieved during the review. Attendance for applicants attending Santiago College Playgroup is voluntary. The visit is not mandatory.
- 2. Applicants will be scheduled for a group maturity assessment. Prior to the maturity assessment, the parent or guardian must submit the "Declaration" document duly signed, acknowledging having been informed by the school about the different stages and characteristics of the process. This document is submitted along with the application form.
- 3. Initially, groups will consist of 8 children for a socio-emotional observation during a free play session. Subsequently, the groups will participate in the evaluation of the areas to be observed, ensuring balance in terms of age and gender. The duration will be approximately 50 minutes. During this time, maturity and development in various observed areas at the time of assessment will be observed. These areas include language, logical and verbal reasoning, and aspects of overall development. It is important to note that this is not a diagnostic assessment and does not measure knowledge.
- 4. Different observed areas will provide a score. The evaluation aims to determine if the applicant has sufficient maturity to enter Pre-Kindergarten. No special preparation is necessary.

*Score Review*

Once the results of these assessments are obtained, a review of the scores obtained by the applicants is conducted. Review criteria are based on meeting evaluation scores established by the school for this process.

Typically, the number of applicants who meet the requirements exceeds the number of available vacancies.

Guardians of applicants who, after the review, have not reached the minimum score established by the school to continue in the process will be notified by email or by certified mail to their home address. This notification will be sent before the end of the admission process.

Guardians of applicants who do not continue in the process may request a non-diagnostic report with the scores obtained in writing, which may be requested up to 5 business days after receiving the notification. The maximum deadline for delivery to guardians once the request is received is 15 business days.

*Parent/Guardian Interviews*

The purpose of the interview is to get to know the families of the applicants, and for them to have a better understanding of our educational project beyond the material already provided via email or published on our website.

The school establishes principles aimed at promoting the integral development of students and, for this purpose, requires the commitment of all community members, especially parents/guardians. Therefore, during the interview, intended for new families, coherence between the family's expectations and the school's mission, educational project, and understanding and adherence to its values will be observed.

The interview is scheduled by phone or email with the responsible adults who will accompany the student in their school journey.

The guardian interview and the participation of new families in the admission process will be considered when allocating vacancies and will correspond to 40% of the result. The score obtained in the interview will be associated with a concept (grade) for the allocation of vacancies. Each interview will last a maximum of 45 minutes and can be in-person or online (both options are valid).

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 current guardian of the school at the time of introducing their new family. In this case, both parents (current and new guardian) will be called for an interview.

Guardians of new families whose children do not meet the minimum performance required in the maturity assessment will not be interviewed.

*Final Stage of the Process and Vacancy Assignment*

Once the interviews with the guardians are completed, the Admissions Committee meets and reviews the information corresponding to the evaluation of the applicants, which accounts for 60% of the final score. The raw score obtained is subject to a mathematical correction formula for age to obtain a standardized score that allows ordering and comparing the scores of the applicants regardless of their age; it also reviews the interview and participation of the guardians in the process, which accounts for the remaining 40%. Applicants from new families who completed the admission process are ranked from highest to lowest score.

Consistent with our admission policy, applicants with siblings in the school have priority for occupying vacancies. They will not be compared with the rest of the applicants. Priority does not imply the admission of the applicant; they must meet the minimum score established for their admission.

Among new families with similar results, priority will be given to applicants who are children of alumni and children of school staff members. Gender parity will be a factor to consider when assigning vacancies, with an allowable margin of approximately 12% difference.

*Results Delivery*

The date of result delivery is informed to guardians at the time of the call for the application process, through the website, posters, or notices, and in the informative meeting.

Results are delivered by email at the end of the admission process, on the established date. If the admission process ends before the established date, the results may be sent earlier. Once communicated to the parents, the list of admitted applicants, waitlisted applicants, and non-admitted applicants will be published, according to current regulations, on the admission panel.

The date to confirm enrollment will be informed, along with the acceptance letter or through a financial letter sent separately by email to the guardians of the applicants offered admission. The date to confirm enrollment will be informed along with the result of the application to the applicants offered admission.

*Process and Admission Criteria for Levels from Kinder onwards*  
*Application Requirements*

*Vacancies*

The number of vacancies per level from Kinder onwards will be published along with the Call for Applications in the month of August.

It is important to note that the number of vacancies may vary during the regular admission process, depending on withdrawals after the publication date and any special processes that may occur for the admission in the second semester of foreign families or re-entry of students to Santiago College who request re-entry after a period of absence.

*Dates*

- Publication of Call for Applications and vacancies per level: August
- Receipt of admission requests: first half of August
- Review of admission requests: August-September
- Tests and interviews: October
- Result delivery: November

*Application Requirements*

- Parents and guardians must complete the application form in its entirety. This form can be found available during the application period on our website [www.scollege.cl](http://www.scollege.cl), Admissions section.
- Additionally, guardians must electronically or in original form submit the following documentation for the applicants to the Admissions office:
  - Birth certificate.
  - Annual school report cards from the last three years, if applicable.
  - Personality and conduct report of the applicant issued by the current school.
  - Report cards from the first semester of the current year, for applicants coming from schools operating on the same school calendar.
- Due to the curriculum requirements for levels from 10th grade onwards, it is required that the applicant comes from an IB World School.
- The guardian must pay the application fee only if an admission process is opened, the admission request is complete, and the applicant meets the established academic requirements.

*Academic and Language Requirements of Applicants*

The minimum required presentation average is 5.8 (average of subjects in Language and Communication, English, Mathematics, Social Sciences, Natural Sciences) or the equivalent in cases of international applications.

Knowledge of the English language at the level of a bilingual school for the level being applied to.

Knowledge of the Spanish language from 7th grade onwards and mastery of it at the level of a bilingual school from 8th grade onwards. For all applicants whose academic language is not Spanish.

*General Admission Criteria*

Santiago College is an open school that admits students of different creeds and nationalities. It is an English-Spanish bilingual school, offering most subjects in English up to 8th grade, and from 9th grade in Spanish (except for the English subject). Additionally, it is a school that is part of the International Baccalaureate Organization, as it offers its three academic programs: the Primary Years Program (PYP), the Middle Years Program (MYP), and the Diploma Program.

Access to the admission process is only possible if there are available vacancies. Incomplete or late admission requests are not considered.

Students wishing to reintegrate to Santiago College after a period of absence have priority of admission over other applicants after passing the corresponding admission exams.

*Amount and Conditions of Payment for Participation in the Process*

The amount and conditions of payment for participation in the process will be informed at the time of the call.

*Evaluations to Which Applicants Will Be Subjected*

Applicants will be assessed in the subjects of Language and Communication, English, and Mathematics. Starting from 10th grade, an evaluation in one of the

three Sciences (Biology, Physics, or Chemistry) will also be included. The minimum expected performance to proceed with the admission process is 80% achievement in each area. If, due to differences in the curriculum with the applicant's previous school, the applicant does not reach the established percentage(s) in the admission criteria, the school will review their particular situation and, based on this analysis, proceed with the corresponding admission process.

Applicants for 7th grade, whose academic language is not Spanish, must obtain a minimum score of 60% in their Language (Spanish) exam to continue in the admission process.

*Interview with the Psychologist from the Guidance Department*

After passing the academic exam according to the school's requirements, applicants will be called for a personal interview with one of the psychologists from the Guidance Department. The objective of this interview is to learn about the applicant's previous school experiences and socio-emotional aspects that could influence their adaptation process to the school.

In the case of the Infant School, the psychological interview and the academic evaluation can be conducted on the same day, without one necessarily preceding the other.

*Guardians' Interview*

Parents or guardians of new family applicants who meet the admission criteria will be interviewed by the corresponding cycle director. The purpose of this meeting is to provide the guardians of the applicant with necessary information about the school, such as key points within the educational project. The guardians' interview will be valid for all applicants from the same family. Families with children enrolled in the school will not be interviewed unless only one of them is a guardian of the school at the time of presenting their new family. In this case, both guardians (new and old) will be called for the interview.

*Applicants Accepted into the Santiago College Community*

To allocate vacancies among applicants who meet the admission criteria for Santiago College, the school will give priority to applicants with siblings enrolled in Santiago College. Among new families, preference will be given, under similar conditions, to children of former students of the College and children of school staff. Additionally, the information corresponding to the pool of applicants participating in the admission process will be considered.

Gender parity will be a factor to consider when assigning vacancies, with a margin of difference of approximately 12% being acceptable.

*Results*

Parents or guardians of applicants who do not reach the required percentage to move from one stage to another will be notified either by email or phone.

The final results of the admission process will be communicated via email, and the list of accepted applicants will be published on the Admissions panel at the

entrance of the Administration Building and in the Admissions Office Panel, in accordance with current regulations, on the date established in the call.

Parents or guardians of applicants who do not continue in the process can request a non-diagnostic report with the scores obtained, which can be requested up to 5 business days after receiving the notification. The maximum delivery time to the guardians once the request is received will be 15 business days.

*Applicants from abroad*

As indicated in the mission and reflected in the institutional values, Santiago College thrives on cultural diversity. Applications from abroad, regardless of the nationality and creed of the applicant, are welcomed.

Applications for admission from applicants residing abroad, whether they are Chilean or foreign families, are accepted throughout the year. To access the application form, when it is not available on our website, the family must contact the Admissions Office at [admiss@scollege.cl](mailto:admiss@scollege.cl) - telephone 56-2-27338911.

It is important to note that the admission of a student will depend on the availability of vacancies, the analysis of the characteristics and needs of the cohort to which they are applying upon their arrival in Chile, and the results obtained by the applicant in their admission exams. The school is not able to guarantee vacancies for applicants arriving from abroad once the regular admission processes have ended.

During summer vacations, winter vacations, and national holidays, the school does not administer admission exams to applicants.

*Procedure to follow:*

- All application requirements described for the level being applied to must be met.
- School documentation can be copies of the originals (without legalization) for application purposes.
- A few weeks before arriving in Chile, contact must be made with the Admissions Office to inquire about vacancy availability.

**Note:** Starting from 1st grade, it is recommended that Chilean nationals or children of Chilean parents, before returning to the country, legalize the last grade completed abroad at the Chilean consulate in the country where the studies were conducted. Likewise, foreign applicants from countries with treaties or agreements with Chile (Andrés Bello agreement or bilateral agreements) must present school documentation duly legalized by the Chilean consulate. This documentation must be submitted to the Ministry of Education of Chile.



**ANNEX 11. CHANGE PROTOCOL FOR PRESCHOOL STUDENTS**

1. In the event that a student presents a problem of urination, defecation, vomiting, or any other situation requiring a change of clothing, they should be taken to the tutoring office where spare clothing will be available for such cases.
2. When the student is capable of doing so independently, a responsible adult will supervise from outside the restroom to ensure the student changes their clothing appropriately.
3. If the student lacks the autonomy to change independently, they must be accompanied by 2 responsible adults who will assist them in changing their clothing.
4. If a student also requires a complete cleaning (bathing) due to a defecation incident, they must be assisted by the 2 responsible adults, who will proceed with cleaning, changing clothes, and keeping warm. Subsequently, the student will be taken to the infirmary only if there is suspicion of a gastrointestinal illness.
5. If a student refuses assistance with cleaning after defecation, the guardian will be contacted to pick them up.
6. In the case of a student who has vomited, the guardian will be called for their retrieval, and assistance with changing clothes, if necessary, will be provided before taking them to the infirmary.
7. The tutoring office will send a note to the guardian indicating the spare clothing used by the student that day, requesting its return within 48 hours.
8. If there is a situation of sphincter control loss shortly before the end of the school day, the student will still be assisted with a change of clothing. If the student uses school transportation, the responsible party will be notified to ensure the bus waits for them.
9. Whenever a student has issues requiring a change of clothing, the guardians will be informed.

ANNEX 12. SCHOOL TRANSPORT REGULATIONS

GENERAL INFORMATION

The School Transport Service operates under a contract between parents, guardians, and/or legal representatives, and the transport provider, through the documents Summary of the School Transport Regulations and Data for the transport service, duly signed by the legal representative and the transport provider, **with no contractual relationship existing with the school.**

The school appoints a Transport Coordinator, who will be responsible for coordination and supervision, ensuring compliance with these regulations, the safety of the students, and keeping the school administration informed about the operation of this service.

In case of sporadic need for the service, it will be subject to the feasibility of the moment by the transport providers.

TIMETABLE

- Each transport provider must make the necessary routes during the day to transport students at the school's regular hours. "Normal hours" shall be understood as the daily arrivals and departures of students to comply with the official activities corresponding to the school's curriculum.
- Students are expected to enter their classrooms at 7:55 a.m. Since students must be at school with due anticipation, the transport provider can only wait for 2 minutes at the student's residence to continue with the route, without causing delays for other students.
- The departure times from the school are as follows:
  - 12:30 p.m. for Playgroup
  - 1:30 p.m. for PK and Kinder
  - 3:55 p.m. - 4:45 p.m. (except Wednesdays)
  - 5:25 p.m., which is the last route leaving the school..
- Students enrolled in activities that end after school hours (After school activities, sports, etc.) may use the official following route that can take them home, with the last one departing at 5:25 p.m.
- Bus departure times may be delayed by a few minutes due to specific factors such as traffic congestion, seat belt checks, and other unforeseen circumstances. Notwithstanding the above, buses cannot wait for late students.

RESPONSIBILITIES AND PROHIBITIONS OF THE TRANSPORT PROVIDER AND/OR DRIVER

- It is the responsibility of every transport provider to maintain continuity of service, even in cases of contingency, such as illness, vehicle malfunction, etc. The transport provider must also faithfully adhere to the school's arrival and departure times.
- The transport provider must also report the absence of students who did not board the school van before leaving the school to begin their route.
- The transport provider must not allow students to disembark from the van at unauthorized locations.
- The Transport Provider cannot leave students in public places such as stadiums and malls.
- In case of emergency, the transport provider must immediately inform the school.
- The driver cannot accept guests on the bus without prior authorization.

- Drivers must at all times comply with the corresponding law and be an example of the school's values. This implies respectful treatment towards students, pedestrians, and drivers of other vehicles.

**USERS' OBLIGATIONS**

**Guardians:**

- At the time of requesting the school transport service, which is offered annually, the guardian must complete the Data for the school transport service document and the Summary of the regulations with all the requested information. These must be sent to the transport coordination office at least five business days in advance prior to the provision of the service.
- Only in case of emergency will it be accepted to drop off the student at a different address than indicated in the Data for the school transport service, provided it is within the same municipality as the student's official residence and without causing a significant detour for the bus, thus avoiding affecting other students.
- The request must be made via email addressed to the school transport coordination office.
- To terminate the annual school transport service, the guardian must notify the School Transport Coordination Office in writing with 30 days' notice, no later than September 30th of the current year. If the notice is given later, the guardian will not be exempt from paying the remaining fees.
- Withdrawals from the school transport service are not accepted during the months of November and December.
- It is the responsibility of the guardian to inform the Transport Coordinator in advance, via email, of any changes in address, phone numbers, and student activities, in order to keep the student's information updated.
- If there is a change of address, the guardian must complete the Data for the school transport service document again.
- Transportation will only be provided from and to the student's official residence.
- If a student needs to bring a guest on the bus, the guardian must contact the transport provider the day before the invitation date to confirm availability. If positive, the amount assigned to this service must be paid. If the transport provider authorizes the guest's transportation, both the transport provider and the guardian of both students must inform the School Transport Coordination Office via agenda and email, on the same day through the established channels for each level.
- The waiting time at the residence, both for the student's pick-up and drop-off, should not exceed 2 minutes, as delays affect the travel time of other students.
- It is the guardian's responsibility to pick up their child if they miss the last school transport departure (5:25 p.m.). In this case, the guardian will be notified.

**Students:**

- Students must adhere to the rules of the Community Handbook (RIE) during their time on the bus and exhibit behavior in accordance with the values of Santiago College. Repeated misconduct or failure to comply with these regulations may result in the suspension of this service.
- Students must report to the school transport area immediately after the end of their school day, at least five minutes before the established times. In case of delay, they must wait for the next official turn that can take them home.
- The use of seat belts is mandatory for all students while in the school van.
- It is obligatory to follow the driver's and the person in charge of school transport's instructions.
- Students are not allowed to consume food or drinks on the bus for their personal safety.

- Taking videos and photographs of other students inside the van is strictly prohibited.
- Students are prohibited from sticking body parts out of the windows.
- Students must maintain behavior that does not disturb the driver's concentration.

**Security Measures**

- Transport providers and drivers are obligated to inform the School Transport Coordinator of any unusual event: minor or major traffic accidents, accidents inside the bus no matter how minor they may be, medical situations, behavioral problems, etc. Additionally, they must provide a written report.
- Transport providers and drivers are prohibited from talking on the phone and responding to WhatsApp messages while driving.
- In the event of a traffic accident requiring medical attention, all students on the bus will be immediately transported to the clinic with which the school has an agreement (currently Clínica Alemana). The Coordinator will be notified immediately, who will be responsible for contacting only one of the parents, guardians, and/or legal representatives. If the parents cannot be reached, the emergency contact will be called, as well as the School Administration.
- Drivers must inform the Coordinator about any misbehavior of the students, failure to use seat belts during the trip, or any other situation. This will be reported by the Coordinator to the corresponding tutoring office.

**RATES**

- The rates for the school transport service will be informed and agreed upon between the transport provider and the parent, guardian, and/or legal representative.
- The school transport service is an annual contract, which is why it is charged in ten installments due in the months of March - April - May - June - July - August - September - October - November and December. The amount corresponds to the actual school days, from the first day to the last day of classes. Thus, vacation days and holidays have been discounted.
- This fee is not included in the **school tuition**; therefore, it must be paid directly to the transport provider every month. If there is overdue payment exceeding two months, the transport provider may terminate the service.

ANNEX 13. EDUCATIONAL OUTINGS PROTOCOL

The school aims to enhance the development of cultural and sports activities by allowing constant participation of its students with other institutions, considering interaction and communication as fundamental means to achieve integral development. Among these activities are: sports activities, field trips, study trips, excursions, educational visits, community service projects, social work, among others. The purpose of this document is to provide risk prevention recommendations for field activities conducted by teachers and students. [Return to Section 8.4.](#)

All outings undertaken by students representing the school will be accompanied by one or more adults who will ensure the safety and good behavior of the students. During these outings, the same rules existing in the Community Handbook will apply.

PLANNING AND REGULATIONS FOR OUTINGS

- The teacher must submit to the Academic Coordinator and Principal, at least 20 days prior to the planned outing, a work program indicating the learning objectives addressed with the outing, the activities to be carried out, the location, schedule, logistical aspects, chaperones (if necessary) internal or guardians, safety measures (clothing, sunscreen, etc.), and evaluation. It must be signed by the teacher.
- The activity must be approved by the Academic Coordinator and Principal.
- Once approved, notice of this outing must be given to the *Departamento Provincial Oriente* at least 10 business days in advance.
- The teacher in charge of the activity must send information about the activity to the corresponding School secretary to be sent to parents, guardians, and/or legal representatives, indicating, among other aspects, the departure and arrival time, means of transportation, attire, and adult(s) in charge. Principal, tutors, and level head teachers must be copied on this email.
- The Head of Area in charge of the Cost Center must request transportation and other requirements by email to Operations, specifying: date, time, address, number of students, teacher in charge, and contact number.
- On the day of the outing, the teacher in charge of the group must collect from the School secretary copies of the participant list along with medical forms.
- The tutor/teacher in charge must ensure that all students have the appropriate authorization.
- It will be Operations' responsibility to ensure that the transportation company complies with all current regulations:
  - copy of the vehicle's circulation permit that will transport the students.
  - current technical inspection and copy of the driver's license, as well as a criminal record certificate for educational purposes.
  - certificate of disqualification to work with minors.
  - the transport vehicle must have seat belts for all passengers, which is certified by the Ministry of Transport's safety conditions certification (Decree 175 of 2016 and N 158 of 2013 of the Ministry of Transport).
- The Head of Area must ensure that the activity takes place under conditions that do not pose risks to the students, considering the specific evaluation carried out prior to the outing. ([See Annex 15 Risk Assessment.](#))

- The Head of School will inform the Provincial Directorate of these outings, through an official letter, 10 days in advance of each outing the school carries out or according to the procedure indicated by the regional ministerial authority in the annual school calendar. If the authority indicates that this information must be uploaded to a platform, the school will comply with the procedure established for this purpose.
- In case of the suspension of any outing, the teacher in charge must inform the School Administration, Academic Coordinator, Principal, and Secretary in advance, who will inform the parents and students.
- The teacher in charge will be responsible for the field trip from its beginning to its end or return to the school; therefore, they will take all pertinent safety measures to minimize the risk of accidents for the students, considering the risk assessment conducted by the Head of Area.
- If any student exhibits behavior that violates the institution's rules, it will be reported upon return to the school, and the Community Handbook (RIE) will be enforced.
- After the educational outing, the teacher must complete an evaluation using an established template.

**Important.** Any situation affecting the students' integrity within the context of an activity (year-end outings, tours, etc.), with or without educational purposes, that **does not have the proper authorization from the school or the Provincial Education Directorate**, is not the responsibility of the school.

**Any situation not covered in this protocol will be subject to review by the school authorities.**



ANNEX 14. STUDY TRIP REGULATIONS

General Provisions for Outings, Trips, or Tours

The school offers various opportunities for outings, trips, or tours of different kinds and durations. These constitute official school activities and, therefore, are subject to the school's rules as far as they are applicable to the circumstances of the outing or trip. It is understood that students are at all times under the responsibility and instructions of the accompanying teachers. [Return to Section 8.4.](#)

- Students must maintain behavior consistent with what is expected of a member of Santiago College and in accordance with this regulation and the internal regulations of each place they are in.
- Students must participate in all scheduled activities and adhere to all schedules and instructions given by the accompanying teachers.
- The school will be responsible for the actions of the students while they are under its care. However, this responsibility is limited, as parents will always be responsible for offenses or quasi-offenses committed by their children, in accordance with current legislation.
- The school is not responsible for accidents originating from a violation of this regulation or the specific regulations of each outing or trip.
- Each student and teacher must have travel insurance. Any dispute over insurance coverage must be handled directly by the student's guardian with the insurance company.
- Similarly, the parent or guardian of the injured student will assume all medical expenses that may arise during the trip that are not covered by insurance.

To participate in any outing, trip, or tour, written express authorization from the student's guardian must be obtained. If the school does not have this authorization, the student cannot participate in the activity.

Student participation in these activities is subject to school authorization, considering the academic, behavioral, and health backgrounds of the students.

The Study Trip also has specific regulations that must be signed by the student and the guardian. The signing of these regulations implies knowledge of and agreement with them.

B. Specific Regulations for the Study Trip

- The Study Trip is an official school activity and, therefore, only students enrolled in 11th grade at Santiago College and whose guardians are up to date with their financial obligations to the school may participate.
- The student must at all times behave in accordance with what is expected of a member of Santiago College and in accordance with this regulation and the internal regulations of each place they are in.
- The accompanying teachers, regardless of the level to which they belong, have the same authority over all students to ensure good school coexistence and the achievement of the pedagogical objectives of the different activities.
- Any situation that occurs during the trip and is not covered in these regulations will be resolved by the accompanying teachers.

- The school reserves the right to remove a student from the trip if, in its judgment, the student's participation is not convenient for them and/or for the school.
- Students cannot extend or advance the study trip. Dates are fixed and do not allow for changes. Students must adhere to the dates established by the school and, therefore, fulfill their school duties both before and after the trip.

**C. Specific Coexistence Rules for the Study Trip**

- During the trip, students must comply with the complete official itinerary of the tour, participating in all scheduled activities.
- Students must respect and fully comply with all set schedules.
- In case of activities scheduled after dinner, these cannot exceed the limit set by the teachers.
- If a student wishes to visit relatives living in Washington, and only in this city, they must commit to pick up and return the student to the place where they are staying within the stipulated day. Students must have, prior to the trip, proper authorization signed by the guardians for such permissions.
- Students may not engage in any activities that teachers consider risky for them.
- Students must have all their meals together to promote coexistence and facilitate communication with teachers. Any exception must be duly authorized by the teachers.
- Each student's luggage must not exceed the weight established by the airline. Payment for excess baggage is the sole responsibility of the student.
- Students must not carry valuables. It is the sole responsibility of the student for the loss or deterioration of any personal items. Money for additional expenses is also the responsibility of the student.
- Costs arising from accidental damage caused by students will be the responsibility of the students themselves or their guardians.

**It is strictly forbidden for students, and therefore constitutes a serious offense:**

- To buy, exchange, acquire in any way, carry, or consume alcoholic beverages and/or toxic substances and/or tobacco products (Maryland law prohibits the possession and/or consumption of tobacco by minors under 18 years of age).
- To stray from or unjustifiably leave the group.
- To deface, damage other people's property, or engage in any form of vandalism.
- To cause complaints for disorder, damage, or inappropriate behavior.
- To violate established rules, putting others or oneself at risk.
- To repeatedly violate the established schedule and given instructions.

**D. Consequences**

Students who do not comply with the rules of this regulation will face disciplinary measures, including:

- Verbal warning.
- Exclusion from activities.
- Sanctions upon return to school, considering the student's record.

- Early return of the student to Santiago before the end of the trip. In this case, the cost incurred by the eventual early transfer of the student and an accompanying adult will be the responsibility of the guardian.

ANNEX 15. RISK ASSESSMENT

RISK ASSESSMENT FORM

Responsible academic area.	TOK/Phil/Psyc.	Date	
Teacher(s) in charge:		Dep time	
Destination:		Arriv time	

Significant Risks	Who could be at risk (students, teachers, etc.)	Probability of risk (remote, very unlikely, unlikely, probable, very probable)	Mitigation measures (what measures will be implemented to reduce the risk)	Residual risk once mitigation measures are implemented (remote to very probable)

ANNEX 16. ACADEMIC INTEGRITY POLICY

Foundation

Academic integrity encompasses a set of values and skills that promote personal integrity and good practices in teaching, learning, and assessment.

This document is intended to introduce and establish for the Santiago College community the academic integrity policy consistent with the Community Handbook (RIE), the School's Evaluation and Promotion Regulations, and the regulations established by the International Baccalaureate for each of its programs.

The fundamental purpose of this document is to educate in order to instill and maintain a culture of academic integrity in students and throughout the community. This behavior should be based on the student profile and the school's mission, contributing to character formation.

The opportunities for misuse of resources and misunderstanding of expectations are significantly greater in the 21st century than in the past, which makes it necessary to establish guidelines and procedures for academic integrity. These guidelines aim to provide key concepts and processes to stimulate the development of this value, so that members of the school community act with integrity and honesty, assuming responsibility for their own actions and the consequences that result from them.

The objectives are:

- Define the concepts of academic integrity and misconduct for the Santiago College community.
- Define the roles and responsibilities of the school, teachers, and students in the prevention and detection of cases of misconduct, as well as the consequences, corrective measures, and follow-up.
- Establish a protocol for verifying misconduct to inform and advise teachers on how to prevent and detect such cases, provide support and education in the culture of academic honesty to students, and provide age-appropriate guidance on expected behaviors and examples of good practices.
- Explain the school's requirements for verifying students' original authorship.
- Describe the procedure the school follows to investigate suspected cases of misconduct.
- Explain the rights of students investigated for misconduct.
- Specify the bibliography construction formats, citations, and references used in the school (MLA).

Definition of the concepts of academic integrity and misconduct for the Santiago College community

"Student work must exemplify the values of honesty and integrity in all programs, values that in turn underpin the IB curriculum." "This document summarizes the challenges that students face in demonstrating their honesty and how teachers,

schools, and students themselves can share responsibility for ensuring that all actions in support of academic integrity are balanced and consistent."<sup>57</sup>

"The International Baccalaureate (IB) programs encourage inquiry and critical and creative thinking by students. Likewise, they encourage students to present those thoughts in various forms. They must be able to make their thoughts and learning explicit and visible, show how they have built their ideas, and demonstrate the opinions they have followed or rejected. This is essentially what scholarship and academic integrity consist of, giving transparency to knowledge, understanding, and thinking.

Students must understand how knowledge is constructed and, consequently, what their role is in such knowledge construction and in the development of understanding. For this, it is fundamental that they understand the technical aspects of academic integrity, as well as the correct use of citations and bibliographic references.

Academic integrity is an essential principle of all IB academic programs that reinforces the credibility of the organization and its position as a leader in international education. As stated in the IB learning community profile, IB community members strive to be "integrated" and "act with integrity and honesty, possess a deep sense of fairness, justice, and respect for the dignity of individuals, groups, and communities."<sup>58</sup>

**Academic integrity**

"Academic integrity is understood as the set of values and skills that promote personal integrity and good practices in teaching, learning, and assessment."<sup>59</sup>

At Santiago College, the values that support this definition are honesty and responsibility.

- Honesty refers to the habit of acting in accordance with what is considered correct in the context of universal values. Sincerity and congruence between actions and ideals pursued make an honest person assertive and accustomed to telling the truth.
- Responsibility refers to the full exercise of freedom, that is, acting with a purpose that contributes to personal and social good, using means appropriately, and assuming the possible personal consequences of what is said, decided, and done.

Improper Conduct

According to the latest publication from the IB on academic integrity<sup>60</sup>, improper conduct is defined as: behavior through which the student practicing it, or any other student, unfairly benefits, or may benefit, in one or more assessment components (or harms other students).

<sup>57</sup> Carroll, Jude. "Academic Integrity in the IB." IBO, 2012.  
<sup>58</sup> International Baccalaureate. "Academic Integrity in the Diploma Programme." IBO, 2018.  
<sup>59</sup> Carroll, Jude. "Academic Integrity in the IB." IBO, 2012.  
<sup>60</sup> International Baccalaureate. "Academic Integrity in the IB Educational Context." IBO, 2014.



Categories of Improper Conduct in the IB:

**Cheating:** Defined as the intentional or unconscious representation of ideas, words, or work of another person without correctly, clearly, and explicitly citing them. The use of translated materials, unless properly indicated and cited, is also considered.

**Collusion:** Defined as the behavior of a student who contributes to the improper conduct of another student, for example, by allowing them to copy their work or presenting it as their own.

**Improper conduct during an IB test and exam:** Includes introducing unauthorized material into the examination room, behaving in a way that disturbs other students, and communicating with other students during the exam.

**Communication about the content of a standardized exam:** 24 hours before or after the exam with individuals outside the school community is also considered a violation of the IB regulations.

**Double submission of work:** Defined as the submission of the same work for different assessment components or requirements of the Diploma Program.

Categories of cheating in Written Work<sup>61</sup>:

Type of cheating	Characteristics
Cloning	Presenting someone else's work as one's own, copied word for word.
Copy and paste	Including extensive passages of text from a single source without modification.
Search and replace	Changing words and key expressions without altering the essential content of the sources.
Remix	Mixing paraphrased material taken from multiple sources.
Recycling	Borrowing extensive passages from a previous work without including citations.
Hybrid	Combining perfectly cited sources with copied fragments without including citations.
Mosaic	Material copied from multiple sources that fit well together.
404 Error	Citing nonexistent sources or including inaccurate information about sources.
RSS Feeds	Correctly citing sources but almost without including paragraphs with original creation.
Reuse	Correctly citing sources while relying too heavily on the structure and/or original terms of the text.

Responsibilities, Prevention, and Detection

The responsibilities associated with the different levels of the community are:

<sup>61</sup> Turnitin. *The Plagiarism Spectrum*. Turnitin, 2015.

School Responsibility

According to the IB's academic integrity document, the Head of School must ensure that all students:

- Understand the concepts of academic integrity and intellectual property and know what constitutes original work.
- Receive guidance on study techniques, how to write an academic paper, and how to conduct research and cite sources.
- Understand what constitutes misconduct (especially copying, collusion, double use of work, and improper conduct during an exam).
- Are aware of the consequences of being found guilty of misconduct.

It is also the responsibility of the director to establish in the school a policy that promotes good academic practices and a culture that actively encourages members of the school community to act with academic integrity. This responsibility is delegated to Principals, program coordinators, department heads, and teachers.

The school's policy on academic integrity is formulated taking into account all subjects so that students have a clear idea of what constitutes copying in different disciplines. Subject teachers must also require students to cite sources of information, artwork, photographs, graphics, illustrations, maps, tables, musical compositions, films, source codes of software programs, and any other material that does not belong to them.

The school's policy is to facilitate and/or provide teachers with a portal that allows the detection of texts evidencing misconduct such as Turnitin. Students must be informed that the IB and the school will use such a platform for plagiarism prevention.

The school provides and offers the use of libraries and online databases of books and periodicals, especially those that offer materials that have undergone an editorial or review process.

The school promotes academic integrity in different programs<sup>62</sup>:

In the Primary Years Programme, PYP:

- Students' responsibility for their own work.
- Guidelines for individual and group work.
- Age-appropriate expectations and practices regarding bibliographic references, citations, and paraphrasing.
- Agreements regarding responsible use of information technology and multimedia resources.

In the Middle Years Programme, MYP:

- Ensures that the school community understands the academic integrity policy. Special attention must be paid to students joining the MYP from other educational environments where expectations may be different.

<sup>62</sup> International Baccalaureate. "Academic Integrity in the IB Educational Context." IBO, 2014.

- Establishment of a referencing system for citations.
- Any changes in expectations of autonomy and independence are made explicit, if possible through examples and opportunities for interactive discussion.
- Vertical planning is reinforced to ensure consistent guidance in the use of other people's work.

In the Diploma Programme (DP):

- Establishment of a referencing system for citations.
- Providing each student with detailed guidance on referencing systems and academic writing.
- Providing staff with guidance and updated information on cheating and citation.
- Creating procedures for handling cases of deliberate deception, especially those related to cheating, collusion, double use of work, and communication about the content of a test or exam, including the applicable measures and how consequences are decided.

**Teacher Responsibility**

It is the responsibility of each teacher to confirm that, to the best of their knowledge, all work accepted or submitted for assessment is the student's own original work. If the teacher has implemented all preventive measures, they are expected to detect any cases of cheating, collusion, or double use of work. They are also expected to support and enforce the school's policy on good academic practices and offer guidance to students whenever necessary. In this regard, teachers should be role models for students.

Teachers must provide students with a convention for citation and referencing. To ensure that this is carried out in an organized and similar manner across all subjects, this task is the responsibility of the academic coordinator. It is equally important to ensure that teachers themselves are familiar with these conventions and use them whenever providing reference material to students. Indeed, the school's expectation is that all teachers set an example of good academic practices and be role models for students. The school's academic integrity policy requires teachers to adhere to the same conduct expected of students. Otherwise, teachers will have difficulty convincing their students of the value of acting correctly.

Teachers must warn students against what could be termed academic negligence. In other words, they must warn them of the consequences of not taking due care when recording sources or casually ignoring the origin of the material they use in their work. The internet has significantly contributed to fostering academic negligence by facilitating the practice of copying and pasting material in electronic format. Negligence is not a valid excuse for copying.

It is the responsibility of each teacher to use the test-taking procedure defined by the school in the internal assessment regulations.

PYP teachers promote honest, creative, and critical work by<sup>63</sup>:

- Creating inquiry-based assessment tasks.
- Designing assessment criteria that value and reward the work demanded, not just the results.
- Teaching ways to mention or cite others.
- Teaching reflection on the learning process.

MYP teachers reinforce academic integrity by<sup>64</sup>:

- Communicating their expectations to students, referring clearly to IB guidelines on academic integrity.
- Promoting honesty and communicating the consequences of not following IB rules.
- Explicitly focusing on the skills of teaching and learning approaches, especially information management.

DP teachers help ensure academic integrity by:

- Monitoring the writing process, research, and use of Turnitin.
- Teaching academic writing skills.
- Emphasizing research skills, especially in evaluating resources and search strategies among sources.

**Student Responsibility**

Ultimately, the student is responsible for ensuring that all work submitted for assessment is original and properly citing the source of the work or ideas of others.

PYP students demonstrate academic integrity by<sup>65</sup>:

- Showing how they have used the work of others: although to avoid copying it may be necessary to pay attention only to those situations where the work used is from a specific or identified person, in situations where original work is expected and assessed.
- Using quotation marks to mark others' words or to describe what help was useful and why.

PYP students will find the requirements for citing the work of others less confusing if they apply this way of thinking to everything they do (note that "original" does not mean here new or never done before; rather, it has to do with the ideas that underpin constructivist learning, in which the student constructs and makes sense of things independently and individually).

MYP students fulfill academic integrity by:

- Recording the use of resources and the work of others and if they apply the learning approaches skills they are developing.

<sup>63</sup> Carroll, Jude. "Academic Integrity in the IB." IBO, 2012.  
<sup>64</sup> International Baccalaureate. "Academic Integrity in the Middle Years Programme." IBO, 2018.  
<sup>65</sup> Carroll, Jude. "Academic Integrity in the IB." IBO, 2012.

- Using appropriate ways to signal the use of sources: the citation can be informal and general but must include at least the author's name, date of publication, title of the source, and page numbers.
- Seeking clarifications when unsure, including those situations where they may be inappropriately using the work of other IB students, which would lead to collusion.

DP students demonstrate academic integrity by:

- Hacer el esfuerzo de aprender habilidades de escritura, investigación y citación académicas.
- Making an effort to learn academic writing, research, and citation skills.
- Seeking clarifications when unsure, including those situations where they may be inappropriately using the work of other IB students, which would lead to collusion.
- Using guidance on referencing techniques: coherence and traceability are important in assessing how students use citations.
- Using time management and self-control strategies by proactively scheduling their academic duties.

**Guardians' Responsibility**

Guardians must read and sign the Community Handbook (RIE), which presents the academic integrity policy and explicitly outlines the expected behaviors and attitudes of guardians of Santiago College.

Guardians are expected to promote good academic practices, such as<sup>66</sup>:

- Encouraging the planning of each assignment.
- Assisting in establishing a work schedule, as students may have many assignments to complete.
- Maintaining good communication with the school to understand the requirements of the programs and what is expected of students.
- Encouraging students to seek advice from their teachers if they encounter problems with their assignments.
- Collaborating with the school in fostering a culture of academic honesty.

**DP (10th to 12th Grade) Procedures Resulting from Misconduct**

**A. In the case of written or oral assignments:**

1. Detection by the teacher. This involves reviewing all available material, including the use of the Turnitin application to detect the source of copied fragments.
2. Moderation by the teaching team in the area where the alleged infraction occurred.
3. Teacher-student conversation in the presence of the program coordinator and in communication with the head teacher, where the student is asked for information or to narrate their version of the situation.

<sup>66</sup> International Baccalaureate. "Academic Integrity in the Diploma Programme." IBO, 2018.

- 4. The program coordinator presents the situation to the Principal, who then informs the head teacher.
- 5. The Principal, along with the head teacher, reviews the student's situation and formalizes the action plan to follow, based on formative consequences, reparatory actions, and disciplinary measures stipulated in the Community Handbook (RIE) and the Evaluation and Promotion Regulations (REP).
- 6. The Principal or program coordinator records the misconduct and the executed consequences in the historical academic integrity format.

**B. In the case of written assessments (tests, quizzes):**

- 1. If there is suspicion of copying, the teacher may relocate the student, indicating the reasons for doing so.
- 2. Possession of any unauthorized material during the assessment will be considered an academic infraction.
- 3. If the student is caught copying, submitting, or using illicit information during this instance, the assessment must be withdrawn, and the student must be sent to counseling or to the Principal's office.

**C. Consequences and Sanctions**

- 1. Since any breach of academic integrity is considered serious, these will be recorded in the school's computer system. Each of these offenses requires a written reflection from the student. This reflection will be filed in the student's record and must consider the violated values, reparatory measures, and identify other actions that could be taken in a similar situation in the future. The written reflection session will be held at the time and place defined by the school and must be signed by the student and the guardian. If necessary, guardians will be summoned to address the situation if it is a first offense. However, if the student is a repeat offender, guardians will be summoned. If the student or guardian refuses to sign the interview record or the written reflection, this fact will be noted, along with the reasons provided for not doing so.
- 2. The assessment will be retaken under supervision, format, and on a date determined by the school, obtaining a new grade to be added to the gradebook. Depending on the type of assessment and its weighting in the final grade, the weighting is explicitly stated in the corresponding action plan with the approval of the Head of Area.
- 3. The accumulation of misconduct will be decisive in the decision-making of class councils regarding aspects related to student participation and representation in academic, sports, and institutional traditions activities. Misconduct is a consideration in the admission policy for the Diploma Program and in obtaining the IB Diploma.

**MYP (6th to 9th grade ) Procedures Resulting from Misconduct**

**A. In the case of written or oral assignments:**

- 1. If partial copying or short fragments of the work are detected, then the following steps are taken:



- a. The offense is reported to the homeroom teacher/Head of Department.
- b. Conversation between the student and the teacher.
- c. Only the original part of the work is evaluated, and the copied fragments or parts are not considered.
- d. An annotation is made in Schooltrack (serious offense), and the corresponding Tutor is informed.
- e. Written reflection by the student.

**If the infraction is repeated in this case, see step A2.**

**2. If significant copying or limited contribution by the student in the work is detected, then the following steps are taken, or in case of repetition of the offenses described in the previous point:**

- a. The offense is reported to the homeroom teacher/Head of Department.
- b. A meeting is scheduled with the homeroom teacher, coordinator, and student to gather additional information.
- c. An annotation is made in Schooltrack (serious offense), and the corresponding Tutor is informed.
- d. A detention is scheduled for the student, during which they will work alone for the stipulated or agreed-upon time with the teacher.
- e. Written reflection by the student.
- f. Meeting between the homeroom teacher and guardians/letter.
- g. Review of reparatory/disciplinary actions, if applicable.

**3. If the infraction is repeated in this case, the student enters a Pre-Conditional state of enrollment. (Meeting of all parties with the Principal)**

**4. If the infraction occurs again, the student enters a Conditional state. (Meeting of all parties with the Principal)**

**5. 9th grade, Personal Project:** in the case of breaches of academic integrity concerning the final submission of the MYP Personal Project, the MYP Coordinator must be involved in the entire process.

**B. In the case of written assessments (tests, quizzes):**

- 1. If there is suspicion of cheating, the teacher may relocate the student, indicating the reasons for doing so.
- 2. Possession of any unauthorized material during the assessment will be considered an academic infraction.

- 3. If the student is caught copying, submitting, or using illicit information during this instance, the assessment must be withdrawn, and the student must be sent to counseling or to the Principal's office.
- 4. The assessment is rescheduled, and steps A2 to A5 from the previous section are followed.

**ANNEX 17. PROTOCOL FOR EMOTIONAL DYSREGULATION IN STUDENTS**

In the case of a student exhibiting repeated or high-intensity emotional and/or behavioral dysregulation, the following protocol will be followed:

- When a student is observed to be emotionally dysregulated, the responsible teacher will seek ways to calm them down, such as:
  - Speaking in a low and calm tone.
  - Making eye contact with the student (without forcing it).
  - Redirecting the focus of attention.
  - Using breathing techniques.
  - Focusing on the behavior that requires our attention and support.
  - Clearly stating the behavior that the student cannot engage in.
- If it is not possible to manage the dysregulation within the classroom without overexposing the student or disrupting the learning process of the class, the following steps should be taken:
  - Escorting them to the level tutor's office or psychologist's office.
  - If, despite various attempts to remove them from the classroom, the student resists leaving or is unable to do so (fainting, convulsions), and/or it is observed that insisting further dysregulates them, putting their own safety and/or that of their classmates at risk, the class should leave with an accompanying adult, leaving the student in the classroom.
- If, despite this intervention, the student fails to regulate themselves, continues to be emotionally affected, and/or affects the common good and the learning of their classmates, they will be taken to the psychologist's office, tutor's office, and/or Principal's office, where they will be supported and various strategies will be employed to help them calm down and reintegrate into the classroom. If, despite reintegrating into the classroom, the student becomes dysregulated again, the parents will be called to immediately remove the student from school.
- If the student cannot be calmed down, despite all attempts, or the dysregulation episode extends beyond one class period and requires exclusive adult attention during that time, the parents will be called to immediately remove the student from school.

- If the student has an episode of dysregulation with the following characteristics, they must be immediately removed from school by their parents or their designees:
  - a. Self-harm.
  - b. Aggression towards others (peers or adults).
  - c. Damaging school property.
  - d. Other manifestations of loss of control (uncontrollable shouting, running away, obstinate disobedience).

Acts of dysregulation that harm others or school property may have additional consequences according to the school's RIE.

- Upon the student's return after a dysregulation episode, the Principal and the level psychologist may meet with the parent to establish or review whether there is an action plan that includes agreements and guidelines together with the student's family:
  - If the student has not previously been evaluated by an external specialist, and the behavior occurs on more than one occasion, it will be a requirement for the parents to have an evaluation by the specialist that the school deems appropriate. This request will be made in writing.
  - Parents must provide the evaluation certificate indicating the diagnosis, recommended treatment if applicable, as well as any containment measures, protection, and accommodations that may be required by the school, specifying that the student is able to attend classes at the school in person.
  - If the evaluation indicates any type of treatment, it must be maintained until the school, specialists, and family observe a favorable evolution in the student's behavior.
  - The school will require periodic contact with the treating team.
  - If necessary, and as a support measure for the student's process and the common good of the school community, the school may request part-time attendance or that the student not attend classes until self-regulation is observed.
- Upon the student's return to school, an interview between the student and the adult(s) designated by the school may take place, with the aim of allowing the student to reflect on what happened, clarify expectations regarding their behavior, and provide strategies for dealing with similar situations appropriately in the future.
- Regular Teacher Councils may be held to report on the student's progress and adjust action plans to classroom needs.
- Emotional dysregulation behaviors must be recorded in Schooltrack and also notified to parents and/or guardians via email and/or telephone call within the next 24 hours after the event occurred.

ANNEX 18. SANTIAGO COLLEGE LIBRARY REGULATIONS

Library Protocol

1.1 General Information:

The Library serves the entire Santiago College community (students, teachers, administrative staff, assistants, parents, and Alumni).

The library is divided into three sections to serve different grades. Each library has an assigned specialist who will be responsible for maintaining order, receiving and checking out books, and conducting talks and courses as required.

Lower Library: PK - 4th Grade  
Middle Library: 5th Grade - 8th Grade  
High School Library: 9th Grade - 12th Grade

The library also has collections of videos, magazines, board games, and a collection for teachers.

1.2 Opening Hours:

Lower Library: 8:00 - 16:30  
Middle Library: 8:00 - 17:00  
High School Library: 8:00 - 17:20

1.3 Conduct:

Library conduct will be governed according to the Community Handbook.

2 Library Loan Protocol for Students, Alumni, and Parents

2.1 Introduction:

This protocol defines the rights, duties, and responsibilities of students, alumni, and parent users of the library.

2.2 Loan Period:

The standard loan period is 2 weeks.

2.3 Renewal:

All materials can be renewed for the same period as the initial loan.

2.4 Late Returns:

A user who returns material late (not returned by the due date) cannot check out another library item until they regularize their late return situation with the corresponding librarian.

2.4.1 Lower Library: If the delay persists for more than 2 months, the material will be considered lost, and the process of replacing the lost material will begin.

2.4.2 Middle and High School Library: If the delay persists for more than 2 weeks, the student will receive a negative annotation in Schooltrack for irresponsibility,

indicating the title of the book, library material code, and return date in the observations.

2.4.3 Parents and Alumni: A parent or alumni who returns material late cannot check out another library item until they regularize their late return situation with the library.

2.5 Return Conditions:  
All material must be returned in the same condition as it was borrowed. Books that are underlined or written in, have loose pages, are wet and/or dirty, or damaged will not be accepted.

2.6 Damage or Loss:  
If the user loses the material or it is damaged during the loan period (such as underlined books, severe binding problems, torn pages, damage from contact with external material, and/or losses), they must inform the library staff. Declaring the material lost will initiate the process of replacing the book. The user will then have the option to:

- a) Return a copy of the same title, in the same language and in good condition, to the library, with a note with the user's name and the title of the lost book.
- b) Formally notify the library via email of the loss so that the value of the book can be charged in the next student's monthly payment.

2.7 Library Responsibilities:  
Late material notification emails: In the case of student users, the library will issue a list of overdue material every 2 weeks and send a notice to those users who are in this condition. Each library manager is responsible for sending the list of students with overdue items to Homeroom teachers and corresponding tutors for their respective courses by email or printed. If the library managers cannot send the overdue lists, they will be sent by the general librarian or library head.

*3. Loan Protocol for Computing Equipment*

3.1 Introduction:  
This protocol defines the parameters for the loan and use of Chromebooks, iPads, headphones, and other individually used devices available in the library. Library equipment is for pedagogical purposes only, not for gaming.

3.2 Loan Period:  
The standard loan period is 2 pedagogical hours (periods). Equipment must be returned before the library's closing time. Equipment must not leave Santiago College premises.

3.3 Renewal:  
All materials can be renewed for the same period as the initial loan, but must be returned on the same day.

3.4 Delays:  
A user who returns a Chromebook late (without renewing it or discussing the need to keep it for longer with library staff) will not be able to request Chromebooks for an entire week. To ensure this, an alert note will be placed in the student's profile, stating the end date of the suspension.

A student who does not return a Chromebook on the stipulated day will receive a negative annotation in Schooltrack per device, per day of delay.  
If a student has overdue material, a device will not be loaned to them.

3.5 Return Conditions:  
All materials must be returned in the same condition as they were loaned.

3.6 Damage or Loss:  
In the event that the user misplaces the material or it suffers any damage during the loan, they must approach library staff to report the situation and initiate the process of replacing the equipment.

3.7 Loan Format:  
This is an individual loan for each user. If a teacher requires equipment for their class, they must reserve the Chromebook cart for courses (28 devices) and the corresponding library space ([see Annex 6](#)).

*4. Library Loan Protocol for Teachers, Administrative Staff, and Janitors*

4.1 Introduction:  
This protocol defines the rights, duties, and responsibilities of teachers, administrative staff, and janitors who are library users.

4.2 Loan Period:  
The default loan period is 2 weeks. In the case of teaching staff, loans can be extended to 2 months if requested at the time of borrowing the material.

4.3 Renewal:  
All materials can be renewed for the same period as the initial loan.

4.4 Delays:  
A user who returns material late (not returned by the due date) cannot borrow another item from the library until they regularize their delay situation with the corresponding librarian.

4.5 Return Conditions:  
All material must be returned in the same condition as it was borrowed. Underlined or written-in books, loose pages, wet and/or dirty materials will not be accepted.

4.6 Damage or Loss:  
In the event that the user misplaces the material or it suffers any damage during the loan (including underlined books, severe binding problems, torn pages, damage from contact with external materials, and/or losses), they must approach library staff to report the situation and then return a copy of the same title, in the same language, and in good condition.

4.7 Library Responsibilities:  
4.7.1 Notifications for Overdue Material: Every 2 months, the library will issue a list of overdue material and send notifications to those users who are in such conditions.  
4.7.2 Connections with Staff: We will request the personnel department to communicate to the library in advance about the departure of staff members, to ensure that the user does not have any pending situations.



5. *Departmental Collection*

5.1 Definition:  
This collection comprises materials acquired according to the requirements of each department. It is typically not funded by the library budget and is located in the department that requested it. This material is for the exclusive use of each department, and the library's only responsibility is to inventory it annually with prior notice and in accordance with the department head.

5.2 Users:  
Employees of the specific department.

5.3 Loan:  
Indefinite loan to the Department user under the responsibility of the department head, with a note indicating who the head of department head at the time of material entry. At the end of the school year, a list of materials will be sent to the Head of Department for review. Upon their approval, this collection will be renewed for the following year. When a change in departmental leadership occurs, a list of materials will be sent to the outgoing head to inventory the materials. The incoming head must also sign the list, acknowledging receipt and assuming responsibility for the material.  
For texts from the general collection and Teacher's Collection required for departmental use, a loan of 2 months with the possibility of renewal may be considered. These books must be returned to the library at the end of the school year.

5.4 Responsibility:  
Each respective Department Head will be responsible for the books under the Department's account. In the event of a change of the Head of Department, responsibility will be transferred to the new Head of Department.

6. *Library Reservation Protocol*

6.1 Introduction:  
This protocol defines the procedure for reserving library spaces or equipment carts.

6.2 Spaces available for loan:  
The following spaces within the library:  
Lower Library  
Middle Library  
High School Library  
Silent Reading Room

6.3 Reservation Protocol  
6.3.1 Lower Library:  
The Lower Library must be reserved at least 72 hours in advance by email to library@scollege.cl, indicating the reason for the reservation and the schedule. The

requesting teacher or administrator will be promptly informed whether the space can be used, or if there is a scheduling conflict with the normal class visit schedule to the Lower Library.

6.3.2 Middle and High Libraries:

The Middle and High School Library spaces are available for reservation via a booking calendar. Teachers and administrative staff can use the booking calendar to schedule their visit or contact the library for assistance with their reservation. They are requested to inform in advance the reason for their visit and which class they are coming with, and if special material (projector, specific book set) or library specialist support is required (for human library support, please inform in advance so that material can be prepared for the class).

6.3.3 Library Equipment:

Library areas do not have classroom sets of electronic equipment, so they must be requested separately. Carts with chromebooks or iPads marked in the library are for use within the library only and cannot be reserved for external use outside the library.

6.3.4 Events:

The use of library spaces during and outside of class hours for major events for the Santiago College community must be requested at least 1 week in advance. The event organizer must include the date, time, library space, reason for reservation, number of participants, and necessary equipment (chairs, tables, furniture, audiovisual equipment, computers, and others). The event organizers must also explain how they want to configure the space for the event. Food and other materials are the responsibility of the event organizer(s).

6.4 Responsibilities:

The person responsible for the reservation is responsible for the conduct of the participants in the class or event, as well as for leaving the space orderly at the end of the event.

ANNEX 19. PROTOCOL FOR RECOGNITION OF GENDER IDENTITY OF TRANS CHILDREN AND ADOLESCENTS

According to the provisions of Resolution No. 812 of the Superintendent of Education (December 21, 2021), all educational establishments must guarantee the right to gender identity of trans children and adolescents, protecting the rights of trans students and promoting their integration, well-being, and inclusion. This protocol is also aligned with the rights endorsed by all regulations related to the Convention on the Rights of the Child and the rights stipulated in the General Education Law.

a. Definitions

For the purposes of this protocol, the definitions provided by Law No. 21,120, which recognizes and protects the right to gender identity, have been considered, and in their absence, those officially adopted by the Ministry of Education of Chile.<sup>67</sup>

Gender	It refers to the roles, behaviors, activities, and attributes socially and culturally constructed around each biological sex, which a particular community recognizes based on biological differences.
Gender identity	Personal and internal conviction of being male or female, as the person perceives themselves, which may or may not correspond to the sex and name verified in the birth certificate.
Gender expression	External manifestation of the person's gender, which may include ways of speaking or dressing, bodily modifications, or forms of behavior and social interaction, among other aspects.
Trans	A general term referring to people whose gender identity and/or expression does not correspond to the norms and social expectations traditionally associated with their sex as verified in the birth certificate.

b. Protocol

Every measure must be adopted with the prior consent of the student and their father, mother, or legal guardian, ensuring the safeguarding of their physical, psychological, and moral integrity.

Authorities and all adults in the community must ensure respect for the right to privacy, so that it is the student who decides when and to whom they share their gender identity.

1. Any parent or caregiver of a transgender student may request from the school the recognition of their gender identity, support measures, and relevant accommodations for the stage the student is going through. If the student is over 14 years old, they may also make this request themselves.
2. For this purpose, the parent, caregiver, or if the student is over 14 years old, must request an interview with the Head of School, which will be granted within a maximum period of 5 business days from its reception. A record of the interview must be made, including agreements, measures to be

<sup>67</sup> Guidelines for the inclusion of lesbian, gay, bisexual, transgender, and intersex individuals in the Chilean educational system. Ministry of Education, April 2017.

adopted, and coordination of deadlines for their implementation and follow-up. This document must be signed by the parties, with a copy provided to the requester. All information from the process, especially from any specialists (if any) accompanying the student, will be requested.

- 3. Regarding teachers and school staff, they will be informed so that they can safeguard their school inclusion only if the student and/or family give their authorization.
- 4. The Principal, level psychologist, and/or homeroom teacher will maintain constant dialogue with the transgender student and their family to coordinate and facilitate support actions. Some of these actions include the use of the student's name and pronouns, access to bathrooms and changing rooms, among others.
- 5. The school, given the importance of this process and ensuring that it is carried out in the best possible way, will indicate external psychological support with specialists in this field.

**c. Measures**

**Regarding the use of legal name and chosen name**

The transgender student will continue to use their legal name in the school's official documents (class register, certificates, among others), until the family corrects the birth certificate at the Civil Registry and Identification Service<sup>68</sup>. Once this information is provided to the school, the change will be made in the official records. However, the school may include the student's chosen name in the class register to ensure their integrity and inclusion. This can be used in documents such as reports, assessments, communications to parents, among others.

On the other hand, the family must decide on the use of the student's chosen name in school spaces and contexts. For this, the mother, father, legal guardian, and/or tutor must request it.

This will be communicated to those who work directly with the student, ensuring the right to privacy and always safeguarding the best interests of the student.

**Personal Presentation**

The form of personal presentation at school will be agreed upon with the transgender student and their family, including uniform, sportswear, and/or accessories. The most appropriate to their gender identity will be sought.

**Use of Restrooms and Changing Rooms**

Measures will be adopted to provide facilities for the transgender student to use restrooms and changing rooms according to the needs of their individual process, respecting their gender identity. The school, in consultation with the student's family, will implement reasonable accommodations, ensuring respect for the best

<sup>68</sup> Law 21.120

interests of the child, their privacy and physical, psychological, and moral integrity, and the rights of their classmates.

**Guidance to the Educational Community**

Spaces for reflection, training, and support will be provided to members of the educational community in order to guarantee the protection of the rights of transgender students.

In case there are differences in the process of recognizing the gender identity of the transgender student, the school will seek support from the Superintendent of Education to resolve them appropriately.