



SAINT GEORGE SCHOOL

FOUNDED 1965

COMMUNITY HANDBOOK

COMMUNITY HANDBOOK

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INTRODUCTION: GENERAL DISPOSITIONS

Regulation 12.010

Coexisting means to live with, and in this interaction a permanent exercise of respect for the established rules, acceptance of differences, cooperation and knowledge sharing, are a must, always encouraging and facilitating the best collective decisions necessary.

Saint George School is a learning community made up of parents/guardians, teachers, students, and staff who within their daily duties work to build a climate of good human relations, in which a harmonious coexistence among all people is promoted.

We are introducing this Student/Community Handbook with the main objective of strengthening and enhancing the values of our educational community; recognizing the basic social skills required for peaceful coexistence and thus fundamental to harmonious community life.

This Handbook is a truthful representation of the philosophy and mission of our institution and guarantor of compliance with the School's Education Plan. In this handbook, guidelines for the School Community Coexistence are set, self-regulation, self-knowledge and guidance for resolving conflicts that guide and regulate individual and collective learning, with a view to personal growth, fostering a meaningful encounter set forth by guiding standards and developing a friendly student/school environment.

We are confident that with the cooperation of all members of our educational community we will have an atmosphere of freedom, responsibility and tolerance.

The appropriation and empowerment of this Community/Student Handbook, should enable all the educational community the following:

1. Learn to express and communicate.
2. Learn to interact and coexist in a harmonious environment.
3. Learn to decide individually and in a group setting

4. Learn to care for one self and the environment
5. Learn to appreciate and value cultural and academic knowledge.

SCHOOL HISTORY

Regulation 12.020

HISTORY

Saint George was founded on January 25, 1965 in a small apartment in Piantini. The name, back then, was "Los Angelitos" and was made up of only ten preschoolers. Once these children reached the age to attend first grade, the decision to increase one grade per year was taken, starting with the Primary school level. Of course at that time the school had moved to a larger location, and new students had joined the school community. History repeated itself, and because parents wanted their children to remain in "Los Angelitos", the Middle School level and then the Upper School level were added.

For the 1972-1973 academic year, the school was moved to its current location ... although by that time the facilities were very rustic and the area was still quite rural. During its early years, all instructions were given in English. However, in order to meet the requirements of the Ministry of Education of the Dominican Republic and to become an accredited school, the Spanish program was introduced, thus becoming a bilingual school.

We are proud to say that during our years of existence, new international programs have been added; our staff consists of men and women of different ethnicities and cultures, who offer the best of them to ours. Our students are mostly young Dominicans, although we currently have students from all over the world. Since our humble beginnings of starting only with ten children back in 1965, our school has become an institution of international stature, producing graduates prepared to face academic and professional challenges in today's global society.

PHILOSOPHICAL CONCEPTION

Saint George School is an educational organization dedicated to offering a comprehensive, innovative and challenging academic education for students in Pre-School, Elementary, Middle and Upper School levels.

Sustained by the apprehension of a system of moral and ethical values based on community service and international understanding, the school promotes human solidarity, open-mindedness and critical thinking, global diversity and environmental awareness; they are motivated to be athletically competitive and to develop leadership skills including integrity, fairness, responsibility and self-discipline, as well as fostering love for their identity.

The school motivates each student to pursue academic excellence and extracurricular achievements, through a bilingual program with high standards and a solid preparation for national and international universities that allow them to take on challenges in an increasingly competitive society. To achieve this, they count on the support of highly trained staff who possess excellent human qualities and display mental and emotional balance; always willing to improve professionally through constant training and the search for pedagogical and technological innovations that lead the teaching-learning process to educational excellence.

GUIDING PRINCIPLES**Regulation 12.030**

Mission: SGS provides a challenging and comprehensive multilingual education within a disciplined and respectful learning environment, empowering all learners to reach their maximum academic and personal potential.

Vision: A multicultural school community which through an international education will form continuous learners committed to making significant contributions to society by exemplifying core human values, disciplined work ethic and the ability to adjust to change.

Fundamental Values and Strengths

- Order
- Integrity
- Respect
- Effort
- Perseverance
- Love
- Solidarity
- Patriotism
- Dignity

GOD, HONOR & VIRTUE

“Our school is only the reflection of all the wonderful people who have throughout the years walked its halls, taught in its classrooms and played in its grounds.”

Ms. Maureen Tejeda, Founder Saint George School

DEFINITION OF LEARNING

Learning at SGS is a collaborative experience where student curiosity drives the inquiry process. Learners apply critical thinking to ask questions, conduct research, test ideas and create solutions to real world issues. Taking measured risks, learning from mistakes, reflecting on experiences, and sharing the knowledge and skills gained take precedence in order to emphasize the learning process. Our school community values diversity and respects individual differences, instilling ethics and values to create a safe and respectful learning environment where everyone is a teacher and everyone is a learner.

GOALS

To provide an education with solid values and principles that sustains a personal life project and generates ethical actions that ensure harmonious coexistence.

To provide excellent academic, bilingual (English-Spanish), preparation which facilitates access to national and international educational systems and strengthens the major areas of knowledge, while allowing students to face responsibly and accurately the ethical, social, scientific and economic requirements of a world in constant evolution.

To promote community environmental awareness actions that stimulate and commit students in respecting and preserving the environment.

To generate in the Saint George family, the necessary social awareness and national identity, thus encouraging its members to participate in service activities in a decisive manner, helping the community and partaking in the country's development.

STANCE ON RELIGION

Saint George School is a multicultural educational institution which respects all religions within our educational community. We aim to be a multi-faith school where our students and their families, as well as our staff, can feel welcome and respected.

The citizens of the Dominican Republic are predominantly Catholic and Saint George School honors their traditions in our assemblies and formal events. Nevertheless, we recognize the religious diversity

present in our community and thus encourage students of other faiths to use these moments for their own spiritual connection and reflection.

Our goal is to “welcome and foster diversity in our school community and to respect each other not in spite of our differences but because of our differences, looking always for the common ground”. **1

**1: Ideas and concepts, as well as spirit of this statement, interpreted and rephrased from comments and statement made by Sue Anne Steffey Morrow – Lawrenceville school chaplain and religion master, The Lawrentian magazine, Page 30, Volume 79 Number 2.

SCHOOL ORGANIZATION

Regulation 12.040

The Educational Community of Saint George School is a high standards academic environment, committed to the mission, vision and philosophy of the school. All those with direct responsibilities in the organization, development and evaluation of the Educational Plan of the School, take part in the daily life and academic activities such as: sports, literary, cultural and social interactions and influence effectively the integral formation of our students.

Our School Community is composed of the following:

- Students who are enrolled
- Parents/guardians responsible for the education of the students enrolled.
- The directors, faculty and staff associated with the institution.
- Graduates of the institution.
- The security, maintenance and general services staff.
- The Governance Board, Advisory Board, Academic Management Council, and Parent’s Association.

All according to their competencies participate in the design, implementation and evaluation of the Educational Plan of the School and in the smooth running of the institution.

SCHOOL GOVERNANCE: MANAGEMENT, ADMINISTRATIVE AND TEACHING

ADVISORY BOARD

A group of individuals who have been selected to help advise the school's Governance Board, regarding any number of issues, including marketing, strategic planning, security, expansion and others. The SGS Advisory Board Members advise the Board of Directors in matters of management and/or operations of the School, but does not have authority to vote on business matters.

BOARD OF DIRECTORS

It's conformed by the founder of the school, Mrs. Maureen Tejeda, and its President, Mr. Anton Tejeda. The school also has a Board of Advisors and a Parents' Association

PRESIDENT

The president of the institution's priority is the supervision and application of funds available in the budget to ensure operational long-term financial sustainability, and concurrently providing required investment in the short, medium and long term; ensuring academic and operational excellence in management.

GOVERNANCE BOARD / General Administration

It mainly consists of the School's Founder, School President and Head of School. When deemed necessary, the Chief Financial Officer is included.

EXECUTIVE MANAGEMENT TEAM / ADMINISTRATIVE STEERING COMMITTEE

It mainly consists of the School's Founder, School President, Head of School, Director of International Projects/ College Counselor, Community Relations Manager. When deemed necessary, the School President will include additional staff. This Team's main objective is to facilitate, support and assist in the general management of the school.

HEAD OF SCHOOL

The Head of School is in charge of ensuring effective academic and disciplinary progress of the institution, performing duties according to the policies and guidelines established by the Board of Directors. Encourages, promotes, regulates and takes appropriate measures for the general functioning of the school; leading the planning, implementation and monitoring of the School's Educational Plan according to regulations of the Dominican Ministry of Education. She is responsible for representing the School at all institutions and administrative departments of education under the Ministry of Education.

ACADEMIC MANAGEMENT TEAM/COUNCIL

Chaired by the Head of School, is composed of the Academic Dean, School Principals and/or Coordinators such as: Academic, IB, Language, Preschool, Primary, Elementary, and Upper School, as well as the Department Head of Student Wellbeing. Its functions are: plan, review, analysis and evaluation of all academic activities proposed in the School's Academic Plan, achieving efficiency in the development of curriculum processes in each area, and implementing processes and improvement strategies according to the needs of the School.

ACADEMIC DEAN

The academic dean is ultimately responsible for the planning, coordination, supervision, implementation, and evaluation of the academic area school-wide once these actions have the approval of the Head of School. This position will provide leadership in the areas of curriculum, instruction, assessment, and strategic planning related to academics.

PRINCIPALS

According to the guidelines established by the Governance Board, and with the support and guidance of the Head of School, the Principals should follow the academic, emotional and social development of students at their pertinent level. They should actively participate in the planning, implementation and monitoring of the center's educational plan; ensure the full compliance of the Student Handbook and the definition and development of community, cultural, sports and recreational activities.

LEAD TEACHERS

They are responsible for achieving efficiency in the development of curriculum processes relating to their area / subject: organizes, coordinates, and guides teacher's performance and monitors compliance of the academic curriculum according to the Educational Plan of the School. They have functional authority over the teachers who make up their department.

HOMEROOM TEACHER

Responsible for receiving students in the classroom upon arrival in the morning. In the time available before the first class period, offers them general guidelines on academic, disciplinary and group integration aspects; in areas of the formation of the student and according to the school's guidelines.

TEACHERS

Responsible for the implementation of academic programs and disciplinary rules according to the philosophy of the institution. Provide guidance and deliver curricular activities to achieve a holistic formation of students.

RECORDS OFFICER

Is in charge of keeping the database that contains student's information and registration of report cards, in addition to conducting the due processes required by the Ministry of Education, maintain order on the legal aspects related to the registry and progress of students.

PSYCHOLOGIST / STUDENT WELLBEING

Is responsible for monitoring, analyzing and evaluating the overall emotional development of students in each group level. Will provide necessary assistance to the student, according to their family and school environment, to manage and overcome behavior problems that could affect their learning or their socio-emotional life. If necessary, suggest external professional help and do the follow-up.

The head of Student Wellbeing introduces transformative processes from the evaluation, diagnosis and execution of concrete actions that contribute to the balance of the members of the institution and a

better development and performance of the educational process. Plans and develops all activities of coexistence and attitudinal and / or learning that can be identified, ensuring processes and strategies to improve the level of learning skills, motivation and personal growth. Also responsible for the planning, implementation and regular monitoring of the Community/Student Handbook in order to get the most effective performance from all segments of the school community.

DISCIPLINARY COUNCIL

It is made up of:

- Head of School: who presides and calls meetings when considered necessary,
- Psychologist /Principal,
- Two teachers.
- A member of the Parents' Association,
- The president of the Student Council in representation of the student body.

The functions of this council are to study, evaluate and take decisions regarding disciplinary cases which involve the most serious offenses.

PARENTS ASSOCIATION

Elected by the parents, the Parents Association works and collaborates with the Head of School, Principals, Staff and Board of Directors to build effective cooperation and partnership between home and school. Ensuring quality in the educational curriculum development, school activities and build positive relationships among teachers, parents and administrative staff.

STUDENT COUNCIL

It consists of a president, vice president, secretary, treasurer and three members; elected by popular vote among the students who are attending the last grade (6th Form 12th) in the institution. Its functions: organization that guarantees the participation of the students, monitoring compliance of School and Student Regulations in regards to the duties and rights of students presented in this manual; ensuring an environment of fairness, cooperation, honesty, commitment, ethics and support for the educational community.

The representative and each which make up the council must meet the following characteristics:

- Have a minimum of 2 years in the institution.
- Demonstrate excellent academic and disciplinary performance.
- Have been democratically elected by their peers.
- Be fair, honest, just, participatory and enjoy good relationships.

HEAD OF MEDICAL DEPARTMENT

Responsible for providing primary health care to both students and staff. This department must ensure to have the necessary resources for effective medical assistance.

ADMINISTRATIVE STAFF SUPPORT

Staff designated by the Head of School and/or School President to perform administrative jobs/tasks required for the smooth running of school operations, such as: receptionists, secretaries, accounting assistants and / or systems, etc.

OPERATIONS SUPPORT

Staff designated by the Head of School, School President and/or Administrative Financial Manager, to perform operational tasks in the institution such as: cleaning and maintenance of general facilities, maintenance of the physical plant and equipment, repairs of physical space, gardening, security, etc.

PROFILES OF THE EDUCATIONAL COMMUNITY

Regulation 12.050

As a school pertaining to the International Baccalaureate, we have adopted the IB learner profile. Through our curriculum, we hope to encourage each of these features in our students. The Saint George School student is known for the following:

STUDENT PROFILE

- **Inquirers:** They develop their natural curiosity. Acquire the necessary skills to conduct inquiry and research skills, and show independence in learning. They enjoy learning and this love of learning for the rest of his/her life.
- **Informed:** and instructed. They explore concepts, ideas and issues that have local and global significance and, in so doing, gain knowledge and deepen their understanding of broad and a balanced range of disciplines.
- **Thinkers:** Apply their own initiative and thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Good Communicators:** Understand and express ideas and information confidently and creatively in different languages and forms of communication. They are well prepared to collaborate with others and do so effectively.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of persons, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of views and willing to learn from experience.
- **Solidary:** They show empathy, compassion and respect towards the needs and feelings of others. Personally committed to helping others and act to make a positive difference in the lives of people and the environment.
- **Bold:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They defend what they believe with eloquence and courage.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being and that of others.
- **Thoughtful:** Consideration towards their own learning and experience. They are able to recognize and understand their strengths and limitations, thus contributing their learning and personal development.
- **Environmental Consciousness:** Ecologically conscious; respect, protect and promote environmental conservation.

PROFILE OF PARENTS / GUARDIANS

- Provide their children a positive family atmosphere, which promotes unity and continuity to the principles taught in our school.
- They identify and rely on the School's philosophy and remain alert to the fulfillment of the mission of the school, delivering appropriate recommendations where necessary.
- They remain interested in the performance of their children, encouraging and guiding them to obtain high academic standards, constantly communicating with the school, attending meetings when required, and verifying the activities planned in the school calendar or communications sent to their homes.
- They display a sense of belonging to the educational community, and maintain relations based on respect, dialogue and cooperation with each of its members.
- Meet, support and respect the community rules of Saint George School.

PROFILE OF TEACHERS

- The educator assumes its mission to promote excellence in their professional and human performance. His/her positive leadership makes him/her an example and model towards students.
- Exerts their profession with social projection, forming the young for a more accurate and therefore more just society.
- Is always willing to listen and guide students and / or parents or guardians of the students.
- Constantly searching for innovative learning and teaching strategies, incorporating new technologies and promoting creative thinking.
- Always plans and assesses according to dates agreed.
- Demonstrates support and exemplifies punctuality.
- Is constantly engaged in professional development.
- Exhibits an impeccable personal presentation.
- Their evaluations reflect the individual performance of each student.
- Stimulates the maintenance and proper use of the school facilities.
- Shows great peer relationships and human solidarity.

ACADEMIC INFORMATION

Regulation 12.060

ACADEMIC PROGRAMS**INFANT SCHOOL**

The Infant School offers children between 2 to 5 years old, an excellent preschool education in a safe and stimulating environment. Students are able to acquire and develop skills that will eventually prepare them for their future academic years, and therefore for a successful life.

The Infant School provides carefully selected standards based activities on various areas related to the development stages of our students. The curriculum emerges from the interests of children through an amalgamation of best practices and educational strategies used around the world.

As part of the routine, teachers provide students with challenges and opportunities to strengthen critical thinking and problem solving, and promote the independence and responsibility of every child based on their own learning.

PRIMARY SCHOOL (1st-6th Prep)

In Primary School, the curriculum is also standard-based, offering a values based education, comprehensive and innovative, taking into consideration each of the individual needs of our students and their different learning styles, thus maximizing their potential skills and objectives.

Our program consists of the following subjects: English Language Arts, Math, STEAM (Science/Technology), Social Studies, Art, Music, Spanish Language Arts, Social Studies in Spanish, Physical Education, Orientation, Mandarin starting in 3rd grade and French starting in 6th. Through individual and group work, lectures, projects, use of educational technology, among others, a significant learning experience for our students is achieved.

For our staff, the social and emotional development of our students is essential, so we constantly monitor and communicate with our teachers, who are trained to work all areas of development. The Wellbeing Department also provides ongoing support for our team to help students in any aspect needed.

UPPER SCHOOL (1st-6th Form / 7th-12th)

Our program is based on a set of objectives, structure and routines that are consistent at all levels, while responding to individual differences. Our academic programs are in compliance with the Ministry of Education of the Dominican Republic, which are enriched with other international educational programs, such as the IGCSE and the International Baccalaureate. All students have the opportunity to acquire essential academic instruction in both English and Spanish, develop aesthetic appreciation and expression, achieve their full academic and cultural potential, and continue to grow as lifelong learners. As in other levels, values are a fundamental part of our program.

Our curriculum has distinctive and unique special features. The model that makes up all of our courses is designed for students who are highly motivated and committed to their training and it is established upon basic essential values: dedication to work and the pursuit of excellence, both academic and human.

The program includes the curriculum proposed by the Ministry of Education of the Dominican Republic, the IGCSE and the International Baccalaureate, combination which provides the base, content and approaches required to obtain the Upper School diploma, promoting the development of a well-rounded, critical and creative student. When entering 3rd Form (9th), students must decide whether to continue with French or Mandarin as a third language.

To provide our students a solid preparation to take the IB program in 11th and 12th grades, the International General Certificate of Education (IGCSE) courses are taught in 3rd & 4th Form (9th & 10th grades).

In the last two years of high school, students of Saint George join the so-called process of globalization of education: they become student candidates for the IB Diploma, the most demanding and challenging international program available. In that order, six new subjects are studied; these are evaluated externally in different countries.

ADMISSION POLICY FOR IB PROGRAM**Regulation 12.070****INTERNATIONAL BACCALAUREATE DIPLOMA (IB)**

Saint George School encourages its students to participate in the International Baccalaureate Diploma (IB) program, a pre-college course recognized by numerous universities worldwide. The IBO was founded in 1968 in Geneva and Saint George School is a member since 1995. To enroll, students are required to fill in an application as well as submit recommendations written by their teachers. The IB program is a two-year advanced study course leading to either the IB Diploma or Subject Certificates, according to students' academic abilities, preferences, and plans for their higher education.

The IB Diploma program is completed in 5th and 6th Form (11th & 12th), and candidates must take exams for six subjects: Spanish Language & Literature (A1), History Americas, English Language & Literature (A1), Biology or Physics, Mathematics: Analysis and Approaches or Applications and Interpretation, and choose one of the following as elective: French ab initio, Business & Management or Visual Arts. Of the six required subjects, students take three at higher level and three at standard level. Each subject exam is evaluated on a scale of 1 (lowest) to 7 (maximum), and a 4 is considered an approval. To obtain the IB Diploma, students must earn a total of at least 24 points out of a maximum of 45. They must also complete the course Theory of Knowledge (TOK) and present an Extended Essay related to one of the higher-level courses. They should also engage in CAS (Creativity, Action, Service). It is the exclusive right of the International Baccalaureate Organization (IBO) to award the diploma to student candidates.

The policies which direct the IB Diploma program are academically demanding and change periodically. Students in 9th and 10th grades who are considering the IB Diploma are recommended to meet with the IB Coordinator and attend orientation meetings for updates. (see appendix 4 – IB Admissions and Participation Policy)

GRADE LEVEL: EVALUATION PROCEDURES**Regulation 12.080**

The evaluation system used at Saint George School aims to identify and analyze the learning process, values, interests and skills of students in order to stimulate their development and potential as well-rounded human beings.

The main objective is to strengthen in our students the main pillars of learning: acquisition of knowledge, understanding and analysis of concepts, mastery of skills and competency development.

TYPES OF ASSESSMENT AND REPORT CARDS

The academic progress of students is evaluated continuously. The evaluation focuses not only in the results, but on the processes performed by the student. All students are monitored continuously and regularly: homework, tests, projects, activities, exercises and a series of assignments especially designed to demonstrate achievements, development, thought, creativity and individual critical thinking are evaluated. (see appendix 5 - Assessment Policy)

For Infant and Primary School, assessment is carried out using a standards-based system, which focuses on the student's learning and helps improve performance. Instead of having only one grade, each subject has specific learning objectives related to the concepts and skills the student should master. The teacher evaluates the progress of each objective, closely monitoring performance, offering feedback and adapting instruction to satisfy the needs of each student.

All grade levels are assessed in four marking periods per year, two per semester; 1st – 6th Form (7th – 12th) students take end of semester/year exams. Grades per marking period are published on CANVAS, our digital platform, and official Report Cards are sent at the end of the 1st Semester and end of year via email. For Infant School, a report is sent three times a year, as students are assessed per trimester. Parents/Guardians have the responsibility of constantly revising CANVAS to monitor student progress.

There are two General Parents/Teachers Meetings throughout the school year. These are scheduled in the school calendar and their purpose is for parents and teachers to discuss development of student's progress; these may be on campus or virtual. Besides these meetings, parents and / or teachers may request additional meetings when deemed necessary.

GRADING SCALE

- In Infant and Primary students are evaluated using standards and hence do not receive number grades; instead, a rating is given according to the learning progress indicators.

E	Excels	Excels standard achievement
M	Masters	Constant standard achievement
P	In Process	Moderate standard achievement
N	Not Meeting	Limited standard achievement

- In Upper School, 1st to 6th Form (7th-12th) minimum passing grade is 70%.

90-100	Excellent
85-89	Very Good
80-84	Good
70-79	Satisfactory
0-69	Insufficient

As well as receiving a number grade per subject, Upper School students are assessed on skills related to the main learning approaches: communication, interpersonal relations, critical thinking, research skills and self-management. (see appendix 6, Approaches to Learning)

The grades assigned are for: end of marking period, end of semester and end of year.

- Average of 1st. Period = the grades of the two marking periods of the first semester + the end of first semester exam –December- from 1st - 6th Form.
- Average of 2nd Period = the grades of the two marking periods of the second semester + the end of second semester exam –May/June- from 1st - 6th Form.

- The end of year grade is obtained by averaging the final grades of both semesters.

GRADE PROMOTION:

4th – 6th Prep – Subjects in which students obtain 50% or more indicators as achieved (E or M) and 25% or more as In Process (I) will be approved. Students who do not achieve this will need to complete a reinforcement program for the specific subject(s) and be re-assessed upon completion.

In 4th Prep, students who after the above-mentioned reinforcement program are not able to achieve the required levels in Language Arts and/or Lengua Española, and Math, will need to repeat the grade.

In 5th & 6th Prep, students will repeat the grade if after the above-mentioned reinforcement program they are not able to achieve the required levels in any two of the following subjects: Language Arts, Lengua Española, Math, STEAM, Ciencias Sociales.

1st -6th Form (7th-12th) – Students who achieve 70% in all subjects, and who have accumulated an attendance of 80% or more, will be promoted. If this is not the case, the student will be able to take special exams (pruebas completivas y extraordinarias).

Important Reminder: According to the policies of the Ministry of Education of the Dominican Republic, a student with a 20% absence average will repeat the grade.

Parents or guardians of students are responsible for monitoring the academic performance of their children in each of the evaluation periods. We remind you that on CANVAS you can see the updated grades for all subjects. If you need help to access CANVAS, please contact emagee@saintgeorge.do ; canvas@saintgeorge.do.

Similarly, it is the responsibility of parents / guardians to check end of year averages, so that students are able to prepare for special examinations if they do not approve all subjects at the end of school year.

Appointments with teachers or School Management: Any parent or guardian who has a concern regarding the development of a student or has any suggestions, comments or concerns, must request an appointment via the school assistants. Teachers are not permitted to give parents their cellphone or home telephone numbers. The information obtained without consent of the School will not be considered valid or official.

END OF YEAR SPECIAL & EXTRAORDINARY EXAMS

1st a 6th Form (7th – 12th)

-Students can take special exams for an unlimited number of subjects. These exams are administered during the month of June.

-Approval grade for special exams is 70%. If the student fails more than three (3) subjects, he/she automatically fails the grade.

-The student will have the opportunity of taking extraordinary exams for a maximum of three (3) subjects during July/August. The student will also be required to complete reinforcement classes for each failed subject during the month of July, which will have a 10% value towards the extraordinary exam in case of not approving same, allowing a maximum grade of up to 70%. Cost of these classes must be covered by parents.

-If the student does not obtain the minimum of 70% in the extraordinary exams, even in one (1) subject, he/she must repeat the grade level.

Besides achieving the required grades, attendance is important to be promoted to the next grade level: a student who by the end of the year has accumulated more than 20% absence without justification will repeat the grade.

NATIONAL EXAMS: CONCLUSION OF UPPER SCHOOL (12th)

To conclude Upper School and to receive the certification that accredits him/her as a Bachelor before the MINERD, students must participate in the National Exams.

To be eligible to attend the National Exams, students should have approved all required subjects after taking the end of 2nd semester exams. In case the student needs to take special exams, they are eligible to attend the second session for National Exams, once all subjects have been approved.

End of year grades account for 70% of the total grades for National Exams, known as *Nota de Presentación*, and the grade obtained in National Exams have a 30% value. Those students who do not approve all the subjects in the first session, are entitled to attend the second session of examinations. This according to Ord. 3.92 of the Ministry of Education of the Dominican Republic.

The first session is held in June, and the second in August.

Regulation 12.090**GPA & HONORS****1st - 6th Form**

1. Each subject has a specific amount of credits, according to the number of class hours per week in which it is taught.
2. The system uses a formula we have called GPA St. George to calculate the GPA per Marking Period.
3. Honors: To obtain Honors, students need to have obtained an average GPA of 3.60 to 3.83 at the end of each semester. This is the equivalent to an average of 90 - 95 percent. To obtain High Honors, students will need to have an average GPA of 3.84 to 4.00 at the end of each semester. This is equivalent to an average of 96 - 100 percent.
During the school's assemblies of December and end of year, students who obtain Honors and High Honors are recognized.
4. Consecutive High Honors: in the End of Year Assembly, students who in both semesters managed to maintain High Honors (GPA of 3.84 to 4.00) will receive this distinction.
5. Scholarships: During the End of Year Assembly, students who have obtained the highest GPA of their grade level are awarded partial scholarships.

(See Appendix 3, GPA Calculation System)

Honors and Conduct

An Honor student must not only attain the required GPA, but most importantly he or she should represent the school's values.

Considering this, the Conduct assessment will affect Honors. Any Conduct rating below Masters (3) will result in the student not receiving Honor recognition (certificate or pin), though his GPA will not be affected.

If a student has a misbehavior report on their file, they will **not** be eligible for honors on the reported semester.

Special Recognitions

In addition to Academic Honors, SGS has special awards that recognize the positive qualities and values of our students, aspects that we consider extremely important in the formation of our youth.

- **Dragon Award**

This award was instituted in 2009 to recognize those students in 5th Prep through 5th Form who demonstrate the following characteristics:

Determination, Responsibility, Assertiveness, Gentleness, Order, Nobility.

- **Green Gotz Award**

This recognition is given to the student who in one way or another promotes environmental protection and preservation, either within or outside school campus. This award was instituted in honor of Professor Donald Gotz, who initiated the Project Green program in our school, and whose aim is to raise awareness and educate our community about the importance of preserving the environment through recycling.

- **Cristóbal Tejeda Honorary Award**

This award was instituted by the Tejeda Rosario Family in 1984, in memory of their brother, Lic. Cristóbal Tejeda. The goal is to reward a student of 6th Form (grade 12): an academically sound student, but not necessarily outstanding. A student who throughout his/her time in the institution has incarnated the most genuine educational values embedded in Saint George's educational philosophy; someone full of vitality and enthusiasm, with defined goals, and above all, someone full of spirit of service and honesty.

SCHOOL SUPPORT PROGRAMS

Regulation 12.100

COLLEGE ORIENTATION/ COUNSELING

At St. George we understand that the high school years are of transition and growth for adolescents, as they experience cognitive, physical and social changes. The College Counselor along with the Student Wellbeing Department offer services of pre-college orientation in order to give our students the opportunity to explore their vocational skills as well as available educational options, guiding them throughout college admission processes, and helping them to choose the institution that best suits their skills, strengths, personal preferences and career aspirations.

We work together with parents and students to achieve an easy transition between secondary and university education. The decision to choose a career and the university they will be attending, is one of the most important issues for a student, so our doors are always open to guide and provide them and their parents/guardians assistance in filling applications, required admission tests and search for scholarship opportunities. It is the responsibility of students to meet the deadlines for applications. The International College Counseling Department, has a large number of catalogs, magazines, webpage links and guides with information on universities around the world.

DEPARTMENT OF STUDENT WELLBEING

Through the Wellbeing Department, a well-rounded formation of all members of the institution is promoted, creating opportunities for recognition, integration of activities, values campaign, coexistence and community service, instilling in students a sense of belonging and identification, as well as further development of skills and abilities to guide individual and social growth in each of the members of the educational community.

The School has a team of psychologists and therapists available for students, parents and guardians, to help them with any personal, social or academic issues. Students may themselves request an interview with the psychologist, or be referred by teachers, or due to observations by parents or guardians. Some students participate in regular follow-up sessions to deal with situations that might be interfering with their academic performance or personal development and growth. (see appendix 7, Special Needs Policy)

When necessary, psychologists may ask families to seek outside professional help for their children. According to the cognitive, emotional and social development of students, external evaluations may be requested in order to obtain an accurate diagnosis of a student's situation, allowing for adequate and timely support to the needs presented by the child or adolescent. A written request for an external evaluation to parents or guardians may be given. This evaluation must be submitted to the Wellbeing Department to trace a proper plan of action. It is the responsibility of parents or guardians and the outside professional to schedule appointments with the school for feedbacks and recommendations.

The information shared in counseling and psychological consulting will be considered confidential and results will not be discussed with others except in the case of serious damage to both the student and to others. The Student Wellbeing Department works with teachers, coordinators, managers to facilitate and coordinate appropriate interventions for students who are struggling.

Parents or guardians are encouraged to remain in communication with the Wellbeing Department for any reason they may consider necessary and for any concerns or issues that may affect the normal development of the student, thus enabling said department to provide assistance and support.

DEPARTMENT OF LANGUAGE ENRICHMENT

This department was created to provide additional support to those students who do not speak one of the main working languages of the school, English and Spanish, although support is also provided for French and Mandarin. Depending on the level of language knowledge that the student possesses, a work-plan program is designed in which students receive personal or group instruction from teachers specially trained for this purpose.

Students who are enrolled in these programs should be referred by either the evaluator who performed the assessment for admission to the school or classroom teacher that has identified the need for additional support the student might have. In any case, a referral form must be completed and submitted to the Principal of the area and the student's parents advised of such need. A close monitoring of student's progress and development, together with teachers from their regular school program, is performed.

SCHOOL ENTRANCE & DISMISSAL PROCEDURES

Regulation 12.110

SCHOOL SCHEDULE

Parents and/or guardians constitute the main support in respecting school schedule. Regular schedule will be observed from the first day of class, except in Infant School if deemed necessary.

Level	1 st Bell Students enter classrooms	2 nd Bell Students must be in their classrooms	3 rd Bell Classes begin	Student Dismissal
Infant School		Between 7:30 & 7:45 a.m.	8:00 a.m.	12:30 p.m. <i>1:30 p.m. for Pre- Prep Monday- Thursday, 1:00 p.m. on Fridays</i>
1 st – 4 th Prep	7:15	7:25 a.m.	7:30 a.m.	2:00 p.m. <i>Friday -1:15 p.m.</i>
5 th Prep – 2 nd Form (5th-8th)	7:15	7:20 a.m.	7:25 a.m.	2:25 p.m. <i>viernes-1:30 p.m.</i>
3 rd – 6 th Form (9 th - 12 th)	7:15	7:30 a.m.	7:35 a.m.	2:50 p.m. <i>Friday -1:55 p.m.</i>

Students 5th Prep and up may go to their lockers and classrooms after 7:00 a.m.

1st – 4th Prep students who arrive in school before 7:15 a.m. must wait in the Primary School area, where there are teachers assigned to supervise them. At this time please do not take children directly to

classrooms as Homeroom teachers will not be present until 7:15 a.m. At 7:15 a.m. they will be allowed to go to their classrooms.

In order to ensure optimum development of daily school activities as well as the security of our students, we would appreciate all parents/guardians leaving school premises when or before the second bell is rung, 7:25 a.m. We also ask parents and/or drivers that in the event of having to bring any material or lunch to a student during school hours, please deposit these at the entrance. The receptionist will advise the secretary of the corresponding area to inform the student, who will retrieve this during recess time. Remember however, that students should bring lunch with them in the morning or buy it in the cafeteria (2nd Prep and up).

Parents should not interrupt the daily activities of their children during the school day, including recesses. If for some reason you need to see your child during school hours, please call or come to the corresponding area office where you will gladly be helped.

ENTRANCE

Everyone's collaboration is appreciated in trying to minimize traffic on both streets leading to school gates by not parking if not really necessary. We understand that during the first few days of school parents might feel the need to accompany their child to the classroom, yet after two or three days, students 1st Prep and above may be dropped-off at the gate; plenty of teachers are assigned to supervise the gates and school grounds at this time. For Infant School children there is staff specifically assigned to receive them and take them to their classrooms.

NOTE: PARKING IS NOT ALLOWED ON THE ENTRANCE OF VICTOR GARRIDO PUELLO STREET, NOR DOUBLE PARKING ON PORFIRIO HERRERA; THESE ARE AREAS OF CONSTANT CIRCULATION FOR PARENTS TO DROP-OFF THEIR CHILDREN. THERE ARE AVAILABLE PARKING SPACES IN THE PARKING LOT ON PORFIRIO HERRERA STREET.

DISMISSAL

Infant School – 2nd Prep students must wait in their classrooms to be picked up by their parents or an authorized person. Students 3rd Prep to 6th Form may wait within school grounds.

Parents/guardians are asked for collaboration in order to expedite traffic during dismissal times:

- Coordinate with your children at which door you will be picking them up at so they may wait there, thus reducing the wait time for you and others in the car line,

- If you arrive before dismissal time, you will need to wait in your car thus causing traffic to stall; we suggest you arrive 5 or 10 minutes after the bell in order to allow time for your children to be waiting at the exit door,
- Vehicle transit; wait for your turn, use the lane marked with cones for pick-up at the Porfirio Herrera door, and the left lane on the Víctor Garrido Puello entrance, thus allowing the flow of cars passing through.
- If upon arrival at the door your child is not yet waiting there for you, please move forward and re-enter the line; if you stop to wait for your child, this will cause cars behind you to stall. Parking or waiting with your car engine on in exit areas is not allowed.

Except where special arrangements have been made, such as extra-curricular sporting activities or clubs, students must leave school premises no longer than half-an-hour after dismissal. Although there are teachers on supervision duty after school, the school cannot accept responsibility for those students who are not picked-up at the stipulated time.

ENTRANCE TO CAMPUS

- In order to assure optimum development of daily activities, as well as the security of our students, we require parents/guardians/drivers/nanas to leave school grounds by 7:25 a.m., when the second entrance bell is rung. However, we ask that you do not enter campus unless really necessary as this will minimize traffic jams due to parents/drivers having to park, as well as help us maximize security on campus.
- All parents/guardians/drivers/nanas must wear their SGS ID Card provided by the school to enter campus at all times. If you still do not have yours, please contact the Community Relations Office.
- Visitors entering campus receive a bar-coded label which includes their personal information (name, ID number), the area or person to visit, date and time of entrance, which must be worn visibly during the length of their stay on campus. When leaving, this label must be returned to the receptionist for their exit to be registered in the system.
- This also applies for parents/guardians/drivers/nanas who may enter campus for any given reason at other times besides regular entrance and dismissal; they must also wear their SGS ID Card at all times. See below.

ENTRANCE - OPEN DOOR POLICY

- 7am-8am

SGS ID Card required.

Parents/guardians 5th grade and up should not

enter campus to minimize traffic and visitors.

CLOSED DOOR POLICY

- 8am-12:15pm

Labels and SGS ID Card required for entry.

- 12:30pm-1:00 pm

INFANT I - III DISMISSAL

Free entry with SGS ID Card for Infant School parents only. Labels and SGS ID Card required for other visitors.

- 1:30pm-2:00 pm

PRE-PREP DISMISSAL

Free entry with SGS ID Card for Infant School parents only. Labels and SGS ID Card required for other visitors.

- 2:00pm- 3:15pm

1st-4th/5th-12th DISMISSAL

SGS ID Card required.

Parents/guardians 3rd grade and up should not enter campus to minimize traffic and visitors.

Coordinate with your children at which door you will be picking them up at so they may wait there.

- 3:15pm-5:00pm

CLOSED DOOR POLICY

Labels and SGS ID Card required for entry.

- *If you enter campus during dismissal time, but leave when the label system is active again, you will be required to sign out at the established post.*
- *Please pre-program appointments with school staff; receptionists will be informed of expected visitors on a daily basis.*
- *Entrance to campus is not allowed through the UStore, external bookstore.*
- *Firearms/knives or other weapons are not permitted on campus.*
- *Entrance of all school staff is already controlled with the use of a clock-in/clock-out device which uses fingerprints as access control.*

LATE ARRIVAL

Please be informed that in order to be promoted to the next grade level at the end of the year, the Dominican Ministry of Education requires at least 85% attendance.

Process for tardy students 5th Prep – 6th Form

- Upon late arrival (after 7:25 a.m.), the student's tardiness will be registered by the teacher in charge of supervision of his/her level.
- Students who arrive between 7:25 and 8:00 a.m. will not be able to attend the first class period. The student will be able to make-up missed classwork during reinforcement periods from 2:45 – 3:30; it is the student's responsibility to attend these sessions.
- Students who arrive after 8:15 a.m. will not be allowed in, except those cases in which parents have informed the school in advance of the student's tardiness (medical excuses, etc.). In such cases parents should call reception (ext. 221) early in the morning to inform that the student will be late, and upon arrival the student must hand in a doctor's note. If the student is feeling ill in the early morning and comes in delayed, he or she must present an excuse signed by parent.
- Students who arrive after 10:30 a.m. will be considered absent; the same as those who leave school before this time.
- Tardiness between classes: Students must arrive punctually to their classes. In the event that a student is late for a class because of a teacher, he/she must obtain and submit a late pass containing the justification for the tardiness. If necessary, the late pass may be delivered endorsed/signed by the School Principal and/or Student Wellbeing Department.

We reiterate the importance of punctual attendance to school. We urge you to arrange medical appointments during after school hours.

STUDENT ATTENDANCE AND ABSENCES

- 1) Students must attend and participate in all classes and designated activities, including morning assemblies, PE (unless otherwise indicated by the parent / guardian) or any other scheduled by school classes. Students are expected to be present until the last day of each period and actively participate in all sessions, including our "Prize Day" at the end of school year (Final Assembly).

- 2) Each homeroom teacher is responsible for the supervision of their students in the classroom from 7:15 to 7:45 a.m. It is required that all students are present at the designated time of 7:30 a.m., otherwise, they will be registered as late. Teachers in charge should take note and record tardiness in the PowerSchool system.
- 3) In pre-school to 4th Prep, students can go directly to the classroom if they are late, but the teacher must notify their Principal in cases of recurrence in order to notify parents.
- 4) If possible, the school must be notified in advance of the absence of a student. Parents / guardian must submit a written note to the Principal.
- 5) If the absence is prolonged due to illness, a medical certificate will be required. In this case, the homework assignments can be prepared for the student to complete at home, whenever possible.
- 6) In case of absence during exam periods, they may be given at a later date if the absence is excused by a medical certificate.

EARLY DISMISSAL DURING SCHOOL HOURS

When a child has to leave during school hours for any reason, parents must provide a written notice requesting permission for child's departure, if possible one day in advance, and delivered to the Principal. However, at the time of departure, the parent / guardian must go to the receptionist, where an exit pass is prepared. No student is allowed to leave the school campus before departure time without a pass signed by the Principal and / or the Infirmary Department.

- In the event that someone other than the parent or guardian is to retrieve the child from school, a written permission and a copy of a proper identification card from the parent / guardian, must be submitted.

The school strongly requests that appointments (doctors, dentists, etc.) not be made for students during class hours, we urge that these be limited to times outside of school.

- Authorization for School Field Trips: During the school year, students participate in off campus activities in order to support their academic program. For these purposes, a week before the event, parents or guardians will be sent information together with a permission form for student participation. This form must be returned to school duly signed by the parent or guardian, thus giving authorization for students' participation. Failure to receive this document, the student will not be able to attend field trips.

FORMAL APPEARANCE / PERSONAL PRESENTATION**Regulation 12.120**

Personal appearance is very important for the entire school community. It is the duty of every student, parent or guardian and teachers in general, to ensure that the school uniform reflects a positive image, order, neatness; expressing respect, decorum and dignity.

The uniform is the image of Saint George School, inside and outside of campus; it reflects its values and mission, so this should be the standard of our students' proper presentation. The uniform reflects our dignity and is mandatory for internal and external school activities.

In the event of misuse of the SGS uniform, inside or outside of the school campus, or in activities that go against the integrity and dignity of the educational community and the reputation of the school, appropriate disciplinary actions will result as exposed in this manual.

The use of full uniform during regular school hours and/or activities, is mandatory, including activities with a special schedule. All uniforms must be identical to the model presented by the school, in terms of colors, materials, quality, design and measurements.

NORMS FOR THE USE OF SCHOOL UNIFORMS

All students must necessarily comply with the established norms regarding required measurements, such as: length of skirts, pants, and sleeves; shape and color schemes, footwear and socks, as well as the compulsory use of men's belts for male students, among others.

- Must comply with the proper representation of school's colors and logos.
- Students of Saint George School must present a clean and hygienic image at all times, therefore must meet regular daily grooming habits such as personal cleanliness, wearing clean clothes, polished and / or clean shoes, among others.

- Hair for female students must be well-groomed, should not fall on face; hair color should be conservative. Hair accessories must be discreet and simple, without striking decor, in colors: red, white or blue. Earrings must be discreet and only one on each ear should be worn.
- The hair on the male students must also be well-groomed with a conservative style, natural color, and when applicable, older students should shave on a daily basis.
- Students should not use accessories such as piercings, tattoos, makeup, nail polish with strong and extravagant colors, scarves and pashminas, among others.
- Students who due to a special event on campus must wear a specific kind of clothing different to the school uniform, must change into his/her standard uniform after completion of the activity before returning to the classroom.

INFANT SCHOOL UNIFORM

- **Girls:**

- Regular: White blouse with school insignia, navy blue skirt, black shoes or white tennis shoes, white socks, SGS sweater.

- Physical Education: White t-shirt with school insignia, navy blue sweatpants with school insignia, white tennis shoes, white socks.

- **Boys:**

- Regular: White polo-shirt with school insignia, classic cut jeans (not faded), black belt, black shoes or white tennis shoes, white socks, SGS sweater.

- Physical education: White t-shirt with school insignia, navy blue sweatpants with school insignia, white tennis shoes, white socks.

1ST - 6TH PREP UNIFORM

- **Girls:**

- Regular: White polo-shirt and navy blue skirt, both with school insignia, black shoes and white socks, SGS jacket.

- Physical Education: white t-shirt with school insignia, dark blue sweatpants, white socks with white tennis shoes.

• **Boys:**

- Regular: White polo -shirt with school insignia, classic cut jeans, black belt, black shoes and white socks, SGS jacket.

- Physical Education Uniform: White t-shirt with school insignia, dark blue sweatpants with school insignia, white sneakers and white socks.

1st - 6TH FORM UNIFORM

• **Female students:**

- Regular: SGS white blouse with school insignia, navy blue skirt with school insignia, black shoes and white socks.

- Physical Education: White t-shirt with school insignia, navy blue sweatpants with school insignia, white socks and white tennis shoes.

- Gala: White blouse with school insignia, gray skirt, red tie, black shoes and white socks. From 3rd Form (9th) navy blue blazer with the school insignia is used.

• **Male students:**

- Regular: White shirt with school insignia, navy blue pants, black belt, black shoes and white socks or navy blue dress socks, SGS jacket.

- Physical Education: White t-shirt with school logo, navy blue sweatpants with school insignia, white socks and white tennis shoes.

- Gala: White shirt with school insignia, school tie, gray trousers, black belt, black shoes and navy blue dress socks. From 3rd Form (9th) navy blue blazer with the school insignia is used.

GENERAL CONSIDERATIONS

- Skirt length: Female skirts for 5th Prep - 6th Form must have an appropriate length, that is, to the knee.
- Shoes: School shoes in black are required for females and males. Platform shoes or boots are not allowed. Black tennis shoes are not accepted. Shoes should be kept clean and in good condition.

IMPORTANT

All items of clothing must be identified with the student's name.

It is an essential requirement and mandatory that from the first day of school, students attend in full uniform. SGS reserves the right to determine appropriate dress and appearance for school activities when allowing the use of other clothing than the school uniform.

COMMUNITY SCHOOL POLICIES AND PROTOCOLS**Regulation 12.130**

Having values such as harmony and discipline present reflects in the ability to always be and act oriented towards a positive individual or collective purpose. For this, we must have self-demand and self-control as pillars of our coexistence; these are acquired by developing in each member of the Saint George School family a desire to act in the best way possible, being persistent, conscious to recognize our duties, and sympathetic to the rights of others, generating tangible results rather than just good intentions. In this way we can ensure an environment of freedom, responsibility, tolerance, and a sense of institutional belonging.

Rights of Children and Adolescents

The Article 1 of the Code for the Protection of Children and Adolescents establishes that children and adolescents are entitled to rights, and therefore enjoy all the fundamental rights in favor of individuals, embodied in the Code, the Constitution of the Dominican Republic, the Convention on the Rights of Children and other international instruments. The School assumes, also, the principles of the Regulations of Private Institutions of the Dominican Ministry of Education and share students' rights set out in Art. 7 of the Dominican Education System Standards of July 2013.

These rights are:

- a)** Receive a quality education that promotes that all students learn, respect and claim respect for social norms and resolve their conflicts peacefully.
- b)** Be supported from within the family and from the classroom, through the Parents and Guardians Classroom Committees, in order to achieve self-esteem and autonomy according to each age level and level of learning.
- c)** To participate in building a respectful and tolerant educational community, able to model a non-sexist education that values life, human dignity and rights of others, recognizing the differences in race, culture, gender, religion and social position.
- d)** To elect and be elected in the bodies of student participation, and other legally established.
- e)** Be treated / with dignity, respect and friendliness by faculty and staff.

- f)** To receive regular feedback, along with their parents and guardians, of the results of evaluations in order to ensure the learning process.
- g)** To be listened to when complaints or suggestions are informed to faculty or staff, as well as when defending themselves when offenses are attributed.
- h)** To have information about instances of complaints, threats or violation of rights and be able to address these when necessary.
- i)** To be heard, protected, receive attention and monitoring for any violation, complaint and / or threat of their rights.
- j)** Receive counseling, care and support when needed by the Guidance and Psychology Department before applying any measures, if student incurs in an offense or non-compliance of norms, (if the school does not have the support staff, Parents or Guardians may solicit support from the School District).
- k)** To receive advice and support from the local board of *Protection and Restoration of Rights*, before determining applicable disciplinary measures (Art.465-469, Law 136-03).
- l)** To have full knowledge of these rules of School Community/Coexistence.

STUDENTS' DUTIES

Regulation 12.140

The School also assumes the principles of the Regulation of Private Institutions of the Ministry of Education and shares the duties of students set out in Article 8 of the Dominican Education System Standards of July 2013 and Art. 2 of the Code for the Protection of Children and Adolescents, which are the obligations pertaining to students admitted to the institution and as such have mandatory character.

These duties are:

- a)** To commit responsibly and critically to their comprehensive training, and their integration of knowledge, skills and enriching values.
- b)** Collaborate with the development of the annual plan and standards of the school.
- c)** Participate actively in the activities of individual learning planned by the school for their development, complying with the highest concentration and commitment with the school calendar.
- d)** Complete homework independently and responsibly according to age level, and accepting the guidance and help of school staff.
- e)** Comply with the official evaluation requirements for each educational level.
- f)** Take care, with the support of his/her family, of the school utensils necessary for learning in each grade level.
- g)** Respect and care for school facilities, campus equipment and utensils, as well as personal resources and those of fellow classmates.
- h)** To attend school in the uniform set by the School exhibiting proper physical presence and personal attitude.

- i) Comply with the disciplinary measures he/she might be assigned which are set out in this handbook, in accordance with its procedures.
- j) Comply with other duties and obligations contained in the Student Handbook and/or School's Regulation Policies.
- k) To contribute as an individual member of the community with the construction of a fair and democratic society, according to the level of autonomy and discernment that allows each age.

DUTIES AND RIGHTS OF PARENTS AND / OR GUARDIANS

Regulation 12.150

According to the standards of the Dominican Educational System, families and the school community are natural strategic allies of the schools' efforts, and have the duty to support the rules governing school life, as well as monitoring situations that violate them.

Due to the above, SGS assumes the principles established in the Dominican Educational System Standards, the Code for the Protection of the Rights of Children and Adolescents Law 136-03, the Education Law 66-97 and ordinances issued by the Ministry of Education. Parents or guardians must duly comply with the following criteria:

- It is the responsibility of the parent or guardian to monitor the education of their children. This includes visiting the school to check the progress of their learning, know the rules of the school, guide their children to fulfill school rules, attend school activities, comply with their obligations of tuition payment, provide school supplies necessary for learning in each grade level pertinent to their child or children.
- Parents or guardians of the students of each school have the right to request and receive guidance and support from school staff corresponding to their roles as educators, which contributes to the integral development of their children and/or adolescents.
- It is the duty of parents or guardians to attend meetings/appointments promptly during the first and second quarter in favor of improving the academic performance of their children. The non-compliance of parents/guardians to attend meetings when requested by the School in a

timely manner, entails the loss of the right to make any objection or claims to the School's Administration concerning the child's academic performance.

- It is the responsibility of parents or guardians to ensure the good behavior of their children inside and outside of the school. (See Regulation 12.130 Community School Policies and Protocols).
- It is the responsibility of parents or guardians to provide in a timely manner the uniforms, school supplies and other items required necessary for the development of activities in school and at home, promoting a healthy learning environment.
- It is the responsibility of parents or guardians, to respectfully address each of the members of the educational community, when they have any concerns or suggestions about the education of their children. If you have any comments or suggestions about the school, you can schedule an appointment to visit our offices, while maintaining respect and appropriate vocabulary when addressing our staff. Remember that we must treat others as we like to be treated.
- It is the responsibility of parents or guardians to be informed in a timely manner in regards to school activities and participate in all curricular and extracurricular activities.
- Parents or guardians have the duty to participate directly and in collaboration with the school in the education and whole development of their children.
- It is the responsibility of parents or guardians, to personally fulfill enrollment processes of their child/children during the registration dates set by the school.
- It is the responsibility of parents or guardians, to exemplify ethical and moral values to their children in order to educate them with their own life example.
- It is the responsibility of parents or guardians to control the proper use of communicational media including television, social networks, internet and other audiovisual sources; adequate selection of programs and schedules according to their children's age level.
- It is the responsibility of parents or guardians to provide a good example of their duties and obligations as parents and/or caretakers, coherent and integrated with the Community Manual/Student Handbook of the school.

REFERRALS

Based on the provisions of Article 32 of the Children and Adolescents Code, quote: "The directors, legal representatives or directors of schools ... are required to: Ordinal b) *inform parents and/or legal guardians their children's and/or adolescents' need of examinations such as: medical, dental, psychological or any other attention*". Therefore, if the School refers a child or teenager to a specialist, the parent or guardian must agree to comply with the request as soon as possible, to follow up on the recommendations of the specialist and deliver a copy of the diagnosis to the Schools' Wellbeing Department.

ABUSE

According to Article 14 of the Children and Adolescents Code: "*The directors, staff and any other person in the performance of their duties who becomes aware of or suspects a situation of abuse or violation of the rights of children or adolescents, is obliged to report it to the competent authorities, and is exempt from criminal and civil liability with respect to information that they would provide*". In case there is evidence or suspicion that a child or teen is being abused either physically or mentally mistreated by a parent, guardian, close relative, or any other person, the School will inform the proper authorities, giving faithful compliance with the provisions of the CNNA.

CONFIDENTIAL INFORMATION

According to the provisions of Article 18 of the Children and Adolescents Code, quote: "*All children and adolescents have the right to honor, a positive reputation and self-image, private life, personal intimacy and family life. These rights cannot be subjected to arbitrary or unlawful interference of the state, individuals or corporations*". Parents or guardians are the only persons recognized by the School to discuss any matter related to children and adolescents, as it is considered confidential information of the School and the parents or guardians.

PARENT LEGAL PROCEEDINGS

Article 8 of the Children and Adolescents Code indicates: "*All children and adolescents have the right, on a regular and ongoing basis, to maintain personal relations and direct contact with both parents, even if they are separated, unless this is contrary to their best interests, which must be checked and approved by the competent judicial authority*".

In cases where parents are separated and there is a judgment that determines who has the care or custody of the child or adolescent, that judgment must be notified to the Director of the school.

If there is a situation of separation, court litigation or other problems between parents, of which the School is not aware of, the School is not responsible if the parent or guardian does not approach the School and notify these circumstances in writing.

In cases where there are disagreements between the father and the mother in the exercise of their rights and duties regarding their child, Parents cannot ask the School for their active involvement in said process; the official regulator is the Public Ministry of Children and Adolescents. Art. 71 CNNA.

RESTRICTIONS FOR THE EDUCATIONAL COMMUNITY**Regulation 12.160**

At all levels of the School Community: parents, guardians, school friends, students, teachers, managers, administrative and general services staff are ultimately prohibited the following:

- a)** Attend the School intoxicated or under the influence of hallucinogenic or psychoactive substances, during or after the school work day or in public activities that compromise the reputation of the School.
- b)** Attend the School inappropriately dressed: tight-fitting clothes, pronounced necklines, short skirts, gym clothes, etc.
- c)** Carrying weapons of any kind into the institution; only exception is for the school security guards who carry their service weapon.
- d)** Perform shameful acts within the school or its surrounding area, and in general any act that puts into question the name of the School.
- e)** Denigrate any member of the educational community (parents, guardians, school friends, students, teachers, managers, administrative and general services staff).
- f)** Use of false documents or information in order to enroll students or remain in the School.

GENERAL RULES OF CONDUCT

The school has a Student Honor Code and Academic Integrity Policy, documents that are reviewed with students at the beginning of each school year, and must be signed by them and their parents, reaffirming their commitment to comply with the stipulations included in these. (See Appendices 1-2.).

The school encourages students, and expects from them, cordial demonstrations of friendship and mutual respect as experiences of values; helping to create a pleasant, friendly and decent environment. For members of the Saint George School community the following are unacceptable: screaming and / or using vulgar or offensive words towards their classmates, teachers or anyone in general, lying, spreading rumors, physical or verbal assaults to their classmates, teachers or anyone in general.

BULLYING OR SCHOOL HARASSMENT

Bullying is defined as an action or abuse of psychological, physical, verbal or social nature received by a student from another student or group of students that aims to subdue or frighten, being this produced repeatedly over time. We do not tolerate any manifestation of bullying in our school community, under any circumstances. It is considered a very serious offense and will be punished under the NSED. (see Appendix 8, Anti-bullying Commitment)

RESPONSIBILITY OF PARENT OR GUARDIAN

The acts of a student who causes harm to another, either voluntarily or involuntarily on school campus, must be responsibly assumed by the parent and / or guardian according to the provisions of Article 69 of the Children and Adolescents Code (Law 136-03).

Article 69 of Children and Adolescents Code (Law 136-03), quoted below: *“The father and mother, while they exercise parental authority are responsible for damages caused by their minor children who live with them. For this purpose, it is sufficient that the harmful acts of children be the direct cause of the injury suffered by the victim, regardless of any moral assessment of the behavior of the children or parents. The presumption of liability provided above can only be rebutted by proof of unforeseeable circumstances or force majeure”.*

CARE OF SCHOOL CAMPUS AND PREMISES

It is the responsibility of all members of the educational community to ensure the care of all areas of the campus in terms of its physical structure, general cleanliness, neatness, hygiene and general resources. It is not permitted to alter or modify any element of the School: furniture, teaching resources, architectural elements, etc. Any damage to furniture or campus facilities caused by the student will be repaired at the expense of the parent or guardian as provided by the Rule of the Dominican Educational System effective as of July 2013.

CLASSROOM BEHAVIOR

The classroom is the place where students are formed, learning is guided and students socialize with each other; therefore, the student must show a positive behavior that facilitates learning. Also, at the beginning and end of each class, students should have the room clean and in normal working conditions.

Classes begin and end when the teacher determines taking into account the time or when school bell rings, reason why no student should leave the classroom during class hours without permission from the teacher. Students must take into account their behavior in the classroom, the instructions given by the teacher at the start of the school year and at the beginning of each class, observing the provisions of the Student Handbook.

Any activity including visits to the infirmary, request documents, going to the bathroom, talk with other teachers, telephone, etc., should be done only during breaks, except in special cases or an emergency.

USE OF ELECTRONIC DEVICES

Phones, tablets, laptops and other electronic devices must remain in the lockers until school dismissal and under no circumstances the student must carry them, unless their use is allowed by the teacher for a class activity. In the case of the cell phones, if necessary, the student can receive authorization to make a call in the School Office. The School is not responsible for electronic devices.

In case of violation of the previously established rules, the School will proceed to confiscate the device from the student for two (2) consecutive days, and parents will be notified. If there is a recurrence with a student, the device is confiscated again for two (2) days and parents will be summoned in order to proceed with the return of said device.

BEHAVIOR DURING RECESS

During recess time, students must remain outside the classroom, unless there is a special situation.

At recess, students must maintain their personal presentation without additional accessories to their uniform, such as sunglasses, hats, etc.

All game or activity carried out on the sports fields at recess should be characterized by compliance of rules and mutual respect, culture, good manners and healthy recreation.

The first sound of the whistle indicates that all activities must be completed, including visiting the school store, cafeteria, bathrooms and the library, interviews, etc., and at the second sound of the whistle all students must be in the places allocated for line formation, ready to go to the corresponding classroom. Areas used during recess must be left clean and tidy.

BEHAVIOR IN THE BATHROOM

The sanitary services must be in perfect hygienic conditions after each use. The elements must be used correctly and without waste.

Students should make use exclusively of their corresponding grade level bathrooms. The school bathrooms are also used for students to change clothing in order to participate in special activities and / or sports; in these cases, students should maintain proper order, limiting the number of students at a time in these spaces. As a general rule, bathroom operations should not be used for other purposes than those of its own nature.

BEHAVIOR IN THE BOOK STORE, (USTORE), LIBRARY AND CAFETERIA

The school store and library are only available for students during scheduled recesses established by the school and the end of the school day. Users must respect the rules of courtesy established by the school.

In the cafeteria, the available turn must be respected as well as the guidance provided by teachers and service employees. Consider and apply all the rules of etiquette at the table.

Students in Kindergarten and First grade do not make use of the cafeteria.

BEHAVIOR DURING SCHOOL ACTIVITIES OUTSIDE OF CAMPUS

The behavior of students in or off-campus activities, should maintain the same guidelines established regularly during the school day, always abiding to respect and decency.

AUTHORIZATION FOR THE ORGANIZATION OF ACTIVITIES BY PARENTS AND / OR STUDENTS

For the organization of activities related to the School and / or carried out using the name of the School that are extracurricular, whether on or off campus, will require a written authorization from School's Management/Community Relations Department. Some examples of school activities are: senior promotion activities, activities related to Parents' Association, etc.

It is not allowed to mention or use of the name, logo and credentials of the Saint George School in any broadcast medium (paper or electronic) without prior written authorization from the Head of School and/or Community Relations personnel.

The School is not responsible for acts or any situation that would involve students of the School if the event takes place off campus and outside school hours established, even if it is in nearby or neighboring areas of the campus.

EDUCATIONAL MEASURES AND DISCIPLINE

Regulation 12.170

The School assumes the established standards of the Dominican Educational System issued by the Ministry of Education of the Dominican Republic, dated July 2013.

In a broad sense, the aim of all educational activities must be directed to the formation of values in children and adolescents. Consequently, each director, teacher, parents, guardians and students must be faithful followers of our philosophy and principles of: peaceful coexistence, good behavior, responsibility, dialogue and respect governed by this Student Handbook, which has been developed according to the guidelines of the Rules of the Dominican Educational System of 2013. The non-compliance of the duties and regulations mandated in this Community Manual/Student Handbook, either voluntary or involuntary, is considered a lack of discipline, a conduct that harms a person, or others, building or school furniture, available teaching material or the basic rules of respect and coexistence, and that, while not being explicitly by their nature, be incorrect.

CLASSIFICATION AND SERIOUSNESS OF OFFENSES

- Misconducts will be classified as *minor*, *serious* and *very serious*, and will give reason to disciplinary actions that could affect the academic performance, behavior grade and the personal file of the student, and in some cases the future permanence of the student in the institution.
- The consequences applied to minor, serious and very serious offenses, will take into account the development level and evolution stage of children and adolescents. Before any decision or consequences affecting the students is taken, the "Best Interests of Children and Adolescents" (Principle V, Law 136-03) will prevail.

In order to qualify the seriousness of an offense, in addition to its nature and consequences, the existence of aggravating and mitigating circumstances should be analyzed.

CAUSES OF ATTENUATION

- Age, mental and emotional development; personal, family and social circumstances.
- Having maintained good conduct and discipline prior to situation.
- Recognize and admit the fault in a timely manner.
- Intend, by own initiative, to repair the damage or compensate the damage caused.

CAUSES OF AGGRAVATION

- Recurrence of the offense that resulted in disciplinary action previously.
- The performance of the act in complicity with other students, and or involving students in lower grade levels.
- Commit a fault by taking advantage of the trust of teachers, administrative staff and other members of the educational community.
- Commit a fault to hide another.
- Not assume responsibility and attribute responsibility someone else.

In order to objectively evaluate each disciplinary situation that violates the duties of students included in these regulations, and under the disciplinary system defined, consequences and circumstances are established according to the nature of the fault, liable to disciplinary actions, for minor, serious and very serious offenses.

MINOR OFFENSES

Are those that go against duties and not seriously affect others and / or school community, even though committed for the first time.

The following are considered Minor Offenses:

1. Unexcused delays (See Regulation 12.110 Attendance and Punctuality).
2. Incorrect uniform. (See Regulation 12.120 Formal Appearance- Personal Presentation).
3. Attend School with poor personal hygiene, sloppiness and inadequate personal presentation. (See Regulation 12.120 Formal Appearance- Personal Presentation).
4. Disrupting classes and/or their classmates:
 - Issuance of individual or collective onomatopoeic sounds.
 - Unnecessary comments that do not match a students' particular condition or health.
 - Activities that alter the internal order established, such as throwing objects or papers.
 - Leaving the classroom without permission from the teacher.
 - Change place assigned by his homeroom without authorization.
 - Walking and / or running in the hallways without authorization (passes)
 - Provide information and seek or provide teaching materials in other classes
 - Assume correction functions of the teacher in his/her presence.
5. Assume attitudes of disrespect that can cause conflict inside or outside of the classroom.
6. Staying in classrooms or entering other classrooms, unauthorized areas during recess periods, during class dismissal, walk around school facilities, offices, bookstore, library and/ or cafeteria during unauthorized times.
7. Eat chewing gum within the School.
8. Eat food in the classroom or in other areas in which this is not allowed within the institution.
9. Throwing objects, papers and / or waste materials, not maintaining hygiene and cleanliness within the school.
10. Use of manners considered inadequate by the School.

- 11.** Call by nicknames or use an inappropriate tone of voice towards classmates, teachers and staff or any member of the educational community.
- 12.** Use and / or display of electronic devices (cell phones, iPods, MP3 players, calculators, electronic games and other electronic devices) that do not conform to the guidelines established in this manual. (See rules for using electronic devices).
- 13.** Attend school without the necessary school materials/resources needed to develop their educational process (classes or assessments).
- 14.** Expressions of amorous behavior, whether public or private within the campus.
- 15.** Use of unsuitable jackets and accessories. (See Regulations 12.120 Personal Presentation and 12.160 Behavior at Recess).
- 16.** Possession of medicine without proper authorization and which has not been taken to the medical department of the institution.

Paragraph I. In order to prevent minor offenses becoming serious, school staff must exhaust all possible measures of guidance and support to students and families, involving all stakeholders in the system, to ensure that the process of teaching and student learning is not interrupted.

PROCEDURES FOR MINOR OFFENSES

First Time Offense: The teacher talks to the student who must undertake a change of attitude and commitment of non-repetition of the offense. If the offense has affected their peers, a reflection meeting will be held with those affected.

Second Time Offense: The Principal will perform a verbal warning. If the failure has affected their classmates, a reflection meeting will be held with those affected. A written report will be processed and on a regular basis the student will be observed for monitoring their behavior.

Third time Offense: If a student commits an offense for a third time, he/she is referred to Principal's Office along with a written report by the Teacher, conduct grade is reduced in the subject where the offense occurred (up 20 points). Monitoring and development of improvement strategies will be carried out through the Student Wellbeing Department and measures for serious offenses could be applied.

EDUCATIONAL AND DISCIPLINARY MEASURES FOR MINOR OFFENSES

The educational and disciplinary measures that may be applied for minor offenses, in a differentiated manner and depending on each individual case will be as follows:

- a) Reflective dialogues with the student, from a support perspective focused on solutions and logical consequences.
- b) Verbal reprimand in private and / or apology in private.
- c) Assignment of extra work.
- d) Retention of distracting objects such as (cell phones, electronic tablets, etc.) and held in Principal's Office for up to three (3) days.
- e) Establishment of agreements and written commitments with the student, following up on the agreements and recognition of his/her positive achievements and progress.
- f) Written communication and / or verbal with the family in order to implement strategies to support the student achieve a positive change in behavior. Within possibility, the counselor or psychologist will accompany teachers in this process.
- g) Analysis and reflective dialogue with the group of students, trying to generate with them supportive solutions for healthy coexistence and strengthening their learning process.
- h) Taking into consideration the nature of offenses, the application of specific consequences mentioned previously is contemplated.

SERIOUS OFFENSES

Recurrence and/or accumulation of three minor offenses without showing any positive changes, as well as those stated below, even though it is a first time offense.

The following are considered Serious Offenses:

1. Aggressive manifestations and disrespectful treatment of words, gestures, throwing objects, hitting against his/her desk, against a fellow classmate, faculty, staff or any member of the school community as well as the defamatory attribution of serious offenses towards others.
2. Bullying harassment as defined in these regulations

- 3.** Deterioration of furniture and building facilities either voluntary or involuntary.
(scratching walls, cracks, desks, tinted glass, lockers, toilets, destruction of green areas and other spaces)
- 4.** Usage of toxic chemicals intended to cause disturbances.
- 5.** Negative use of social networks for intentions of defamation through rumors, photographs, documents, letters; therefor undermining the integrity of their peers or any member of the school community.
- 6.** Student leaving campus without permission during school hours.
- 7.** Inappropriate use of whiteboards, walls, desks, placing obscene images or words that threaten the moral integrity of the educational community.
- 8.** Inappropriate conduct for fraudulent purposes during assessments, workshops, practices, projects, among others. Unauthorized use of academic materials, calculators or other equipment; annotations on the desk and classroom facilities, body parts, hemlines of skirts, pants, and others.
- 9.** Plagiarism or copying of work and / or exams.
- 10.** Violating the Honor Code and / or the Academic Integrity Policy of the School.
- 11.** Inappropriate or immoral acts/behaviors, inside and/or outside of the school which transcend and undermine the integrity and dignity of the educational community and positive image of the school.
- 12.** Inappropriate behavior on educational outings, social activities and cultural activities.
- 13.** Excessive demonstrations of affection between couples which attempt against the moral or the proper development of activities in general.
- 14.** Irreverence to the national symbols.
- 15.** Discrimination and stigmatization against members of the educational community by race, nationality, religion, disability, among other differences.

- 16.** Misuse of school uniform, outside of the school or in activities that undermine the integrity and dignity of the educational community and the good name of the school.
- 17.** A recurrence of minor offenses with no correction, despite processes undertaken.

PROCEDURES FOR SERIOUS OFFENSES

a) The teacher should write a behavior report.

b) The student will be called to the Principal's Office or the Department of Student Wellbeing in which he/she will be heard and write a report of their actions. Feedback is performed and the situation presented will be evaluated. The Principal will fill a disciplinary report describing the incident and appropriate disciplinary actions to take place, previously approved by the Head of School. This report must be signed by the parent or guardian and returned the following day before the official initiation of classes, and delivered to the Department of Student Wellbeing and/or the Principal's Office; if necessary, the parent's presence may be requested.

EDUCATIONAL AND DISCIPLINARY MEASURES FOR SERIOUS OFFENSES

The following measures apply to Serious Offenses:

a) All those set for minor offenses.

b) Public or private apology.

c) Three-day after school detention, in which the student will develop activities and / or reflection work proposed by the school Principal and/or the Department of Student Wellbeing.

d) Discussions with parents or guardians in order for student to make a commitment and ensure a positive change in behavior, and to guarantee a positive follow-up of the process.

e) In case of plagiarism or other fraudulent conduct, the regulations indicated in the Academic Integrity Policy, will be enforced. (See appendix 2).

f) Prohibition of use of electronic equipment such as computers, cellphones and others, due to recurrence of their misuse.

g) Replacement of damaged or destroyed furniture or equipment. When a sanction includes the repair of physical damaged school assets, it should be discussed with families and agreements established with

them concerning opportune replacement. They should also talk to look for alternatives that promote a change in behavior of the students.

- h)** The conduct grade may be affected with a reduction of up to 40 points in his/her average.
- i)** Sending student to the Principal's Office. This measure must be previously agreed with the Head of School, Principal and the Department of Student Wellbeing, in order to have an appropriate place for the student to comply with this sanction, performing the assigned tasks under close supervision.
- j)** The student will not be able to participate in extracurricular activities, competitions, during the period of suspension. Reinstatement of student in such activities will be approved after a behavioral monitoring by the Department of Student Wellbeing and Principal has been performed.
- k)** If a student repeats a serious misconduct offense, it will automatically become a Very Serious Offense, and disciplinary measures pertaining to this type of offense is undertaken.
- l)** The student will sign a conditional contract where standards, policies and protocols are established and enforced. According to the nature of a case, outside professional assistance might be required as a condition for remaining at the School, and will involve close monitoring by the Department of Student Wellbeing.

VERY SERIOUS OFFENSES

Recurrence of serious offenses without showing any change of behavior despite consequences.

The following are considered **Very Serious Offenses** even if committed for the first time:

- 1.** Make signs, drawings and insulting publications against peers, authorities and members of the school in public places inside and outside of the school.
- 2.** Committing acts of physical, verbal, or written aggression to peers, principals, teachers or others who are part of the educational community.
- 3.** Threaten, retaliate to cover up the acts of fellow classmates that are against the rules and regulations of the school.
- 4.** Dispose of or irregularly appropriate money, school supplies, or any other item.

5. Carry, use, sell or distribute in the school any kind of alcohol or psychoactive substances (drugs, cigarettes, electronic cigarette, etc.), which threaten the integrity, health, life and prevent the normal learning process and development of students.
6. Falsifying or using documents, signatures, stamps and stationery belonging to the school or parents in order to commit fraud.
7. Violation of safety protocols of the computer network of the institution with the intention to damage files, install unauthorized programs, affect the schools' confidential information, etc.
8. Touching without consent and intentionally, intimate body parts of any member of the school community.
9. Disrespect and defiance towards authority, attention calls; not following school rules, and instructions for the normal development and safeguard of the integrity of school life and the educational community.
10. Attending another location/activity rather than attending school without parental permission, including programmed activities outside the school campus.
11. Recurrence of serious offenses, despite the monitoring and support of the school in coordination with families.

PROCEDURES FOR VERY SERIOUS OFFENSES

- a) The teacher should write a behavioral report.
- b) The student will be called to the Principal's Office or the Department of Student Wellbeing, in which he/she will be heard and write a report of their actions. Feedback is provided and the situation presented will be evaluated. The Principal will fill out a disciplinary report describing the incident and appropriate disciplinary actions, previously approved by the Head of School, will be carried out.
- c) If necessary, the intervention of the Community Wellbeing Council will convene the presence of parents or guardians at the school who will be informed of what happened and the signing of the conduct report will be required. The student must withdraw from school only and exclusively with their parent or guardian on the day that the offense is committed. On a later date, parents will be convened at the school to receive the appropriate disciplinary measures determined by the Community Wellbeing Council, due to the offense committed by their child.

EDUCATIONAL AND DISCIPLINARY MEASURES FOR VERY SERIOUS OFFENSES

The following measures apply to **Very Serious Offenses**:

- a) All educational and disciplinary measures imposed for serious offenses.
- b) Internal suspension of student in a space outside the classroom for a maximum period of two days; must perform the tasks set by the teacher. The student will have specific tasks and will commit to render advances every day under the supervision of teacher and family. The parents or guardians must review and sign the tasks assigned to students.
- c) The conduct grade will be severely affected, up to 60%, at the discretion of the Community Wellbeing Council or the Governance Board of the school.
- d.) According to the magnitude of the offense, and careful study and evaluation of the Community Wellbeing Council, not accepting the student's enrollment for the next school year is contemplated. If the student is at the Senior grade level, (12th grade), he/she may be forbidden to participate in the graduation ceremony.

**FACTORS AFFECTING THE PERMANENCE OF STUDENTS
IN THE SCHOOL****Regulation 12.180**

The behavioral aspect of our students is a prerequisite for permanence in our school community; if the student does not achieve the expected behavior during the school year or has difficulty to adapt and respond to the demands of our educational system, (academic and behavioral), the case will be assessed on a specific and timely manner by the School, and parents or guardians will be informed of the decision to maintain or not the enrollment of the child, while respecting above all their rights under the CNNA and the objective of ensuring the welfare of the child.

Remember that the school has the right to observe the student's registration for the next school year and possesses the faculty to suggest to the parent or guardian other educational systems that meet the needs presented by the child or adolescent, in order to ensure the welfare and integral development of the student, which is sustained in Article. 45 of Law 136-03, Code for Boys, Girls and Adolescents, of the Dominican Republic.

GENERAL SCHOOL SERVICES

Regulation 12.190

COMMUNICATION WITH PARENTS

The school uses email as its main communication channel with parents to send information related to their children or school activities. These messages may be sent via Constant Contact (an email marketing software), using our Canvas LMS, or directly by our school staff to specific parents.

Our school webpage www.saintgeorge.do contains general information regarding all school areas, for both actual and prospective parents, including an updated school calendar. We also use social platforms (Instagram, Facebook, You Tube, LinkedIn, Twitter) to post everyday information and activities.

Managed by the Parents Association, each class group has a parents' WhatsApp group through which the association receives suggestions and/or queries from parents, as well as using this channel to communicate relevant information to parents. The school takes advantage of this by using it to reinforce any important information sent via the regular school channels, such as emergency situations or other information required to be communicated with urgency.

Canvas, our Learning Management System, enables parents and students to check the online grading system to see the status of assignments, grades and attendance and to communicate with teachers at any time during the school year.

Periodic newsletters (school wide or specific) from the school will be distributed to all families via email. The newsletter will contain notification of important dates and events, as well as pertinent school news and academic information. There is also our AGORA magazine, distributed twice per year, December and June, which compiles the most relevant school events as well as interesting articles related to school topics.

A Parent Survey is applied each year for families to have the opportunity to express their level of satisfaction with all aspects of the school.

Added to all the above, the school has a Community Relations Department. The main objective of this department is to keep constant and open communication with parents (face to face, phone or email) in order to resolve any issues that might arise as quickly as possible, or to receive any comments or suggestions they might wish to offer.

AFTER SCHOOL ACTIVITIES

Saint George School offers the following activities in the afternoon from Monday thru Thursday beginning at 2:15 pm. These activities start during the second or third week of classes. Details of these are offered during the first week of the school year through an electronic communication to parents or guardians, as well as being available on the school's website.

ACADEMIC AND EXTRACURRICULAR COMPETITIONS

The participation of students in academic or sports contests, both internal and external, is regulated by the rules established by teachers or grade level coordinators responsible for such events. The outstanding results of these participations have a tremendous positive stimulus for students, recognized at assemblies and receiving special mentions. Students representing SGS who wish to participate in extracurricular activities outside of the school, (championships etc.), must maintain good academic and disciplinary performance throughout the school year. (See Afterschool Sports Policy attached.)

MEDICAL SERVICES

The school has a full-time medical staff who are responsible for providing primary care services to our students and staff.

Protocol for referral to Infirmary Department

- 1.** The teacher will send the student, with a pass to the infirmary department; depending on the health status of the student, he/she will be accompanied by a classmate or a teacher.
- 2.** In the event that the student is able to return to class, the student must bring a signed pass as proof of their visit to the infirmary.
- 3.** If the student is not in a condition to stay in school, the parent or guardian will be notified to pick up their child.

Medical Requirements: At the beginning of each school year, the parent or guardian must present a physical, medical evaluation ordered by their family doctor where any special conditions that the student may present is indicated.

Special Conditions: If the child or teen has any special conditions such as (habit breakers, special apparatus, orthopedic apparatus, etc.) or is recovering from surgery, strokes or accidents, the parent or guardian must notify the school in writing, regarding the special care needed.

Health Conditions:

- A)** Allergies or other medical conditions: If the child or adolescent is allergic to any food or medicine or presents any specific medical condition, the parent or guardian must specify this at the beginning of the school year. If such condition develops after the initiation of the school year, the parent or guardian must notify the School in writing. Otherwise, the School, does not have any responsibility for the events that may arise as a result of this negligence.
- B)** Students are not allowed to come to school if they are presenting the following conditions: fever, tonsillitis, conjunctivitis, diarrhea, vomiting, amoebas, nasal congestion, persistent cough, asthma, skin rashes or any other contagious disease.

Use of Medicines: The school does not manage drugs without permission from a parent or guardian. In case the student must follow a medical treatment prescribed by an external health professional whose administration matches school hours, this must be submitted to the Head of School and/or Infirmary Department, along with a copy of the medical prescription, displaying the following information: name, date, name of medication, at what time it should be given, dosage, responsible person to contact in case of any problems.

Accidents in the School: It is important to clarify that the campus is a place whose population is composed of children and adolescents and that is completely normal that among these accidents occur, (bites, falls, bumps, scrapes and shoving, etc.), due to their different ages and daily friction. The school is obliged to ensure the care of children and adolescents, but there are certain incidents that escape from our hands, because of the ages of these, which are proper for their development and a continuous exploration and learning process, we urge parents and / or guardians to be consciousness of these facts and understand that they are normal day by day situations.

Minor accidents occurring within the school and that are within its competence, such as: minor falls, bites, scratches, among others. For major accidents, family will be informed by telephone so that together we are able to determine appropriate measures to be taken. The parent or guardian must cover all medical expenses.

Emergencies: An emergency that warrants attention in a clinic or medical center, the parent or guardian will be contacted to arrange their child's transfer. If parents or guardians cannot be contacted or are not able to transfer their child, to the center of their choice, the school will arrange to take the student to the nearest clinic where they will obtain first aid. The parent or guardian will be obliged to go to medical clinic and be responsible for authorizing any procedure additional to the first aid.

Returning to School after a Health Condition: Children or adolescents who return to school after suffering an infectious disease such as (dengue, measles, typhoid, chickenpox, mumps or other), must present a medical certificate stating that his/her state of health is not contagious to other members of the school community. This medical certificate must mention what activities the child or adolescent should not perform and what care must be taken with him / her. If the parent or guardian does not report to the School on the restrictions or care, the School will not be responsible for any problems that may occur.

PROVISION OF SCHOOL LOCKERS

The school will provide a locker for each student from the 4th grade and up, for storing their books and school supplies. The locker shall have a padlock, provided by each student for the safety of their belongings. If a student forgets the combination or loses their padlock keys, they must request the School Office to break the padlock and say padlock must be immediately replaced the following school day.

The school reserves the right to request, at any given time, and in the presence of student, to open their locker in order to verify the content in the event of any situation that warrants it arises.

It is the responsibility of each student to ensure the good condition and care of the assigned locker; in case of damage, the parent or guardian of the student shall cover the costs of repair or replacement. The locker should only be used during the school's academic schedule.

II. APPENDICES
(1-9)

APPENDIX 1

STUDENT HONOR CODE

Aware of the responsibility of maintaining an atmosphere of truth, justice, and fairness in the Saint George family, I promise to conduct myself in an honest, correct and respectful manner.

I will be truthful with my words, deeds and intentions. I will be honorable in the pursuit of knowledge and will work independently and consciously to maintain a level of achievement that matches my skills. I will honor my commitments and maintain my personal equity and integrity as standards of my behavior.

I will respect the property of others and the individual differences of each of my colleagues and the staff of the St. George School. I will be considerate and sensitive to the needs and rights of others. I will encourage academic and personal development of all members of the school community.

I will comply and support the rules that the school has decided are integral to the spirit and the quality of community life based on the highest standards of respect, trust and solidarity.

Student Name

Student Signature

Date

APPENDIX 2

ACADEMIC INTEGRITY POLICY (7th-12th Grades)

Students must produce their own work, as committed to by signing the **SGS** Code of Honor, which includes in its content that: *I will be truthful with my words, deeds and intentions. "I will be honorable in the pursuit of knowledge and will work independently and consciously to maintain a level of achievement that matches my skills. I will honor my commitments and maintain my personal equity and integrity as standards of my behavior".*

Students who engage in academic misconduct will be subject to academic and disciplinary consequences. Academic dishonesty includes, but not limited to:

1. Copy assignments, completely or partially, and present them as their own.
2. Allow others to copy your work to present it as their own.
3. Exchange information with other students (or try to) during a test or exam.
4. Use or possess unauthorized materials, equipment or devices on a quiz, test or exam, or other academic activities for which they are not required.
5. Interrupting a test or exam, or distract another student by creating a disturbance; failure to follow the instructions of the teacher in charge and responsible for the conduct during a test or exam.
6. Plagiarize all or part of another person's work (classmates, internet, books, magazines, etc.) and submit it as their own. If the work or ideas of another person are used, they must be properly cited.
7. Provide work for another class or a class from a previous year; duplicating the same work for various assignments.
8. Invent or fabricate information or data for an assignment.
9. Falsifying grades.

The following process will be used to apply the established consequences for violations of the Academic Integrity Policy:

- The teacher in charge shall inform the student of the violation.
- The teacher in charge will notify, verbally and in writing, the School Principal.
- The Principal will contact the parents to inform them of the incident and explain the disciplinary consequences.
- The Principal will hold a meeting with the parent and student.

The following are the possible consequences of disciplinary actions for violations of a student to the Academic Integrity Policy:

- The student will receive a zero in the assignment, quiz or test; no recovery work is assigned.
- Detention may be considered and the student will be asked and motivated to complete an assignment where he/she reflects on the inappropriate behavior presented.
- The use of computers and other equipment can be temporarily prohibited.

- The student may be suspended from extracurricular activities such as sports, MUN, and others, for a limited time.
- The student may be barred from receiving awards or positions of honor.
- Violations will be recorded in the student's file.

I have read and understand the **SGS Academic Integrity Policy**. I'm aware and understand the consequences involved if I fail to comply.

Student Name

Student Signature

Grade Level _____

Name of Parent _____

Parent's Signature _____

Date _____

APPENDIX 3

GPA CALCULATION SYSTEM

The type of GPA system currently used is quite complex because the subjects with longer hours and more complexities in nature, are those that provide greater value.

Steps to follow for GPA Calculation:

1. Grades are presented on the basis of 100 points, converted to 4 points because it is the highest value in the GPA.

It is necessary to multiply the grade by 0.04

Example $95 * 0.04 = 3.8$

2. Expressed based qualification is weighed by 4 points

It is necessary to multiply the grade expressed based on 4 the number of credits of the subject.

Example $3.8 * 3 = 11.4$

3. After all the main subjects are calculated, grades are added together and divided by the total number of credits taken during the academic period.

APPENDIX 4

IB ADMISSION/PARTICIPATION POLICY

The IB admission policy is influenced by characteristics of the IB Student Profile, which describes the future attributes of a student in said program: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.

In our school the vast majority of students embody one ... two ... three ... or all of these attributes, and of course, the previous years of schooling, from Infant to 10th grade, contribute significantly to the overall ownership of this profile.

The academic committee of Saint George School established the following policies for admission and permanence in the IB program. Please read carefully the aspects taken into account:

1. Every student is entitled to apply to participate in the IB program. However, applications will be evaluated by the teachers in conjunction with the academic committee, who will take into consideration performance and attitude shown in 4th Form (10th grade). If, during this time the student's attitude and results related to the subjects to be studied in the IB Program have not been optimal, failing to comply with the inherent responsibilities repeatedly, the academic committee will reserve the right of acceptance. Students must have a minimum exam grade of 80% in subjects selected for IB program. Also, in August, the IGCSE examination results are reviewed to confirm the IB selection.
2. At the end of the first semester of 5th Form (11th grade), grades obtained by the student in the December exams will be carefully monitored by the IB Coordinator. If a student obtains a grade lower

than 80% (exams) in any of the subjects of the IB program, participation of the student in the program may be reconsidered. Also, at the end of the second semester (11th grade), the

student's performance and results will be evaluated to determine if it is necessary to make changes in the IB program selection.

3. Once enrolled in the IB Program the student must strictly respect the deadlines of assigned tasks and must agree to follow the program guidelines as directed by their teacher and follow the subject guide.
4. IB Predicted Grades: Most foreign universities require IB Predicted Grades to students applying for admission; this is usually requested during the 1st semester of 6th form (12th). These grades are an estimate of the grades the student is expected to obtain and are calculated according to results of semester exams and tests administered 5th Form (11th) and first semester of 6th Form (12th). This is so because the IB grades are mainly based on the results of the IB examinations. Below the comparative scale of SGS vs. IB Points used; SL pertains to Standard Level Subjects, and HL to High Level Subjects.

SGS	SL IB
97 - 100	7
90 - 96	6
83 - 89	5
77 - 82	4
70 -76	3
41 - 69	2
0 - 40	1

SGS	HL IB
97 - 100	7
88 - 96	6
79 - 87	5
70 - 78	4
51 -69	3
21 - 50	2
0 - 20	1

The school is committed to support students in this great challenge of pursuing an IB education, and it is important that both they and their parents understand the commitment it requires. We appreciate the trust placed in us and count on your cooperation to achieve these goals.

We have carefully read this document and agree on the policies established.

Student's Signature

Parent's Signature

Date

APPENDIX 5

ASSESSMENT POLICY

Primary School

Assessment is an essential part of teaching and learning in primary school. Having a high standard of assessment plays a major part in providing feedback and guiding learning to help students achieve significant levels of progress. Primary School teachers use a range of strategies and tools to assess student learning. Teachers use both formal and informal assessment techniques to measure learning including:

- Diagnostic assessment implemented at the start of each unit.
- Formative assessment that is consistent and ongoing, to make informed changes of instructional methods, meet student's needs and inform future planning.
- Summative assessment is usually implemented at the end of the unit or marking period. Its main purpose is to measure the level of proficiency reached by students using specific criteria. The retake of this type of assessment will only be authorized by the Principal.

The formative and summative assessment may include, but it is not limited to:

- Reflective evaluation
- Self-assessment
- Peer assessment
- Quizzes
- Projects and/or Portfolios
- Classroom tasks
- Teachers' observations and discussions
- Written assessment
- Oral assessment

Formative and Summative Assessments per Category

- High-frequency classes: a minimum of five (5) formative and one (1) summative assessment per marking period.
- Low frequency classes: a minimum of four (4) formative and one (1) summative assessment per marking period.

Upper School

Formative Assessments

Students will be allowed a five calendar (5) day window to submit formative assessment after the due date, yet penalized with deduction of points. The only exception to accept it after the five days would be a valid excuse approved by the Principal's office (medical or other considered valid). If the student cannot comply with the five-day window, the assignment will be graded with a 0, and this also negatively affects the student's Academic Responsibility Assessment.

Revision and resubmission of formative assignments will be allowed for students according to each subject's specific policy. The teacher will decide if submission is optional or mandatory for the student.

Summative Assessments

Retakes will only be allowed under a valid excuse approved by the Principal's office (medical or other considered valid).

Number of Activities per Category

- High-frequency classes: A minimum of two (2) summative and three (3) formative activities per marking period.
- Low frequency: Two (2) summative and three (3) formative activities per marking period with flexibility.

APPENDIX 6

APPROACHES TO LEARNING

The development of skills has been identified as a crucial element in preparing students effectively for life beyond school: oral and written communication skills, critical-thinking and problem-solving skills, professionalism and work ethic, as well as teamwork and collaboration skills are some of the most relevant. Without these skills, students would most probably not be able to use acquired knowledge and apply it to their learning process and eventually in the workplace.

The school's Definition of Learning, as well as the IB Learner Profile, clearly prompt us to promote the acquisition of these skills in our students. Without them, the objectives outlined would not be attainable.

Definition of learning

Learning at SGS is a collaborative experience where student curiosity drives the inquiry process. Learners apply critical thinking to ask questions, conduct research, test ideas and create solutions to real world issues. Taking measured risks, learning from mistakes, reflecting on experiences, and sharing the knowledge and skills gained take precedence in order to emphasize the learning process. Our school community values diversity and respects individual differences, instilling ethics and values to create a safe and respectful learning environment where everyone is a teacher and everyone is a learner.

IB Learner Profile

Each of the IB's programmes is committed to the development of students according to the IB learner profile. The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Developing students' ATL skills is about more than simply developing their cognitive skills. It is also about developing affective and metacognitive skills, and about encouraging students to view learning as something that they "do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching" (Zimmerman 2000: 65). By developing ATL skills and the attributes of the learner profile, DP students can become "self-regulated learners" (Kaplan 1998). Self-regulated learners have learned how to set learning goals, ask good questions, self-interrogate as they learn, generate motivation and perseverance, try out different learning processes, self-monitor the effectiveness of their learning, reflect on achievement, and make changes to their learning processes where necessary (Zimmerman and Schunk 1989, de Bruin et al. 2011, Wolters 2011). The term "skill" is therefore used in a broad sense to encompass cognitive, metacognitive and affective skills.

Cognitive skills include all the information-processing and thinking skills, often called "study skills" in a school environment.

Affective skills are the skills of behaviour and emotional management underpinning attitudinal factors such as resilience, perseverance and self-motivation, which often have a large role to play in educational achievement.

Metacognitive skills are the skills that students can use to monitor the effectiveness of their learning skills and processes, to better understand and evaluate their learning. Although these skills may be in use when manifesting a certain natural ability or talent, they are different to both of these because proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge. Skills are therefore highly teachable.

Although these skills areas are presented as distinct categories, there are obviously close links and areas of overlap between them, and it is intended that these categories should be seen as

interrelated. It is also the intention that these ATL skills should be seen as linking closely with the attitudes and dispositions identified in the SGS Definition of Learning and the IB learner profile.



With the objective of ensuring these skills become an essential part of our students' learning process, teachers will promote their practice and assess each one as part of their subject area instruction. In order to make this a mainstream process for our teachers and students, we have designed the Approaches to Learning and Behaviour Form.

PRIMARY SCHOOL

Criteria	Ratings				Pts
<p>☺ Attitude Towards Learning / Actitud hacia el aprendizaje</p> <p>Interest in learning is evident in posture and behaviour. / El interés por aprender es evidente en la postura y el comportamiento.</p> <p>threshold: 3.0 pts</p>	4 pts Excels (E)	3 pts Masters (M)	2 pts In Process (P)	1 pts Not Meeting (N)	4 pts
<p>☺ Collaboration with Peers / Colaboración con compañeros</p> <p>Works well with others, and is a positive and active team member during group work. / Trabaja bien con los demás y es un miembro activo y positivo del equipo durante el trabajo en grupo.</p> <p>threshold: 3.0 pts</p>	4 pts Excels (E)	3 pts Masters (M)	2 pts In Process (P)	1 pts Not Meeting (N)	4 pts
<p>☺ Follows instructions / Sigue instrucciones</p> <p>Listens to and follows oral and written instructions. / Escucha y sigue instrucciones orales y escritas.</p> <p>threshold: 3.0 pts</p>	4 pts Excels (E)	3 pts Masters (M)	2 pts In Process (P)	1 pts Not Meeting (N)	4 pts
<p>☺ Homework / Tarea</p> <p>Completes homework and hands it in on time. / Completa las tareas y las entrega a tiempo.</p> <p>threshold: 3.0 pts</p>	4 pts Excels (E)	3 pts Masters (M)	2 pts In Process (P)	1 pts Not Meeting (N)	4 pts
<p>☺ Participation / Participación</p> <p>Participates and/or makes a positive contributions in class discussions and activities. / Participa y / o hace contribuciones positivas en las discusiones y actividades de la clase.</p> <p>threshold: 3.0 pts</p>	4 pts Excels (E)	3 pts Masters (M)	2 pts In Process (P)	1 pts Not Meeting (N)	4 pts
<p>☺ Time Management / Gestión del tiempo</p> <p>Manages time well by being on task and completing classwork on time. / Maneja bien el tiempo al estar concentrado y completar los trabajos de clase en el tiempo estipulado.</p> <p>threshold: 3.0 pts</p>	4 pts Excels (E)	3 pts Masters (M)	2 pts In Process (P)	1 pts Not Meeting (N)	4 pts

Total Points: 24

UPPER SCHOOL

Approaches to Learning and Behaviour Rubric- Upper School	
	Description // Descripción
Communication Skills / Habilidades de Comunicación	<p>Reading / Lectura Writing / Escritura Speaking / Expresión Oral Listening / Escuchar Communicating Information /Comunicación de Información</p> <p><i>Uses these skills in an appropriate and effective manner during class and homework activities and assignments./ Utiliza estas habilidades de forma apropiada y efectiva durante las actividades y asignaciones de clase y tareas en la casa.</i></p>
Social Skills / Habilidades Sociales	<p>Working with Others / Trabajando con Otros</p> <p><i>Is able to positively participate and collaborate with others, while respecting differences in culture and points of view. / Es capaz de participar y colaborar con otros, respetando diferencias culturales y de puntos de vista.</i></p>
Self-Management Skills / Habilidades de Autogestión	<p>Managing Time / Manejo del Tiempo Managing Required Materials/ Manejo de Materiales Requeridos Managing Tasks/ Gestión de Asignaciones Managing State of Mind / Manejo Emocional Reflecting on the process of learning / Reflexión del proceso de aprendizaje</p> <p><i>Effectively manages time to comply with academic responsibilities, sets goals, self-reflects and manages motivation and emotions./ Maneja efectivamente su tiempo para cumplir con sus responsabilidades académicas, se traza objetivos, y auto reflexiona y gestiona su motivación y emociones.</i></p>
Thinking Skills / Habilidades de Pensamiento	<p>Exploring Ideas / Exploración Ideas Reasoning / Razonamiento Open to New Perspectives / Abierto a Nuevas Perspectivas Applying Knowledge in Multiple Contexts / Aplicación de conocimiento en contextos múltiples Applying Skills in Multiple Contexts / Aplicación de habilidades en contextos múltiples</p> <p><i>Is creative and critical when analysing and reasoning about concepts and information to be applied towards the solution of problems, including ethical considerations. / Es creativo y crítico al analizar y razonar sobre conceptos e información para aplicarlos a la solución de problemas, incluyendo consideraciones éticas.</i></p>

Research Skills / Habilidades de Investigación	Finding Information / Búsqueda de Información Interpreting Information / Interpretación de Informació Judging Information / Evaluación de Información Construction of Information / Construcción de Información Applying Media Literacy Skills/ Aplicación de Habilidades Mediáticas <i>Is able to effectively find, identify, compare, analyze information, as well as organize and validate sources to contrast data. / Es capaz de encontrar, identificar, comparar y analizar información de manera eficaz, así como de organizar y validar fuentes para contrastar data.</i>
Conduct and Ethic	Respect to others Appropriate and polite behaviour Honest <i>Shows respect towards teachers and peers, is polite, demonstrates appropriate behaviour and integrity in all situations.</i>

Assessment procedure

Ratings - Excels (4), Masters (3), In Process (2), Not Meeting (1)

Teachers will assess these areas on the 4th week of each corte and update evaluation at the end of the corte if the student improves or decreases performance. This information will be available to students and parents continuously through Canvas.

Subject areas such as PE, FH, Music & Art (7th & 8th), and Technology, will have a modified form only including Social, Self-management and Conduct aspects.

The report card will include an average rating which includes a summary of each teacher's appraisal of the rubric.

Follow-up

If a student does not meet the minimum requirement for the ATL and Behavior, and passes onto the next marking period as **In Process**, the teacher must notify the Principal. The teacher and Principal will discuss this with the student and agree on next steps in order to promote improvement. Parents will be involved if deemed necessary.

Honors and Conduct

An Honor student must not only attain the required GPA, but most importantly he or she should represent the school's values.

Considering this, the Conduct assessment will affect Honors. Any Conduct rating below Masters (3) will result in the student not receiving Honor recognition (certificate or pin), though his GPA will not be affected.

If a student has a misbehavior report on their file, they will **not** be eligible for honors on the reported semester.

APPENDIX 7

SPORTS POLICY

Saint George School is an institution which offers a comprehensive, innovative and challenging education to students at the Preschool, Elementary, Middle and High school levels. Through our commitment to values and ethics, based on community service and international understanding, we promote student solidarity, open mindedness and critical thinking, global diversity, an environmental conscience, and pride of their identity. In addition, our sports program and student physical activities, also help develop leadership skills such as integrity, equality, responsibility and self-discipline.

At Saint George School athletics is an integral part of the emotional and physical formation of our students, and therefore the school promotes their participation in our sports activities. For this reason, SGS offers a wide variety of sports according to the general interest of our student body. Furthermore, when possible, we are willing to include other sports which may be of interest to our international community. Currently, our athletic programs include Soccer, Basketball, and Volleyball, sports for which we have the adequate infrastructure.

In addition to promoting sports activities as a means of developing the students emotional and physical well-being, the school also actively encourages competitiveness through its involvement in different activities throughout the school year. However, the main objective of the school's athletic program is to instill in our students the importance of discipline, positive attitude, team work and self-esteem.

Saint George School has been recognized in the local community for its outstanding participation and achievement in athletic programs. We have a high percentage of students who are part of our selected teams and many more awaiting to be integrated into these. Therefore, the school found it necessary to develop this Sports Manual to clearly state its athletic policies and practices regarding the after school sports programs, and to guide the selection of students for our competitive teams.

I. Characteristics of Sports Practice

Recreational Sports Activities

The above mentioned sports activities begin as of Pre-Prep (only Soccer offered at this level) and take place Monday – Thursday from 2:15 – 4:30 pm. Each group practices twice a week for *one hour*. These programs are for recreational purposes only with the objective of including a great number of students in sports activities. However, please be aware that there is a limited number of students who can participate in these activities due to time and space limitations.

The activities in grades Pre0 Prep – 2nd grade are for recreational purposes only.

Team Sports/ Competitions

Team sports begin as of 3rd grade and will be chosen from students actively participating in the afternoon sports activities. These teams will have additional practice hours, especially before a competition.

II. Coaches

In order to provide the best athletic supervision and instruction and in line with the schools Guiding Principles, qualified coaches are assigned to each sport. Depending on the number of participants in each group activity, there will also be assigned an Assistant Coach.

III. Responsibilities of Coaches and Assistant Coaches

Motivate students to have a positive attitude towards training and having them understand the benefits of a healthy life style while reaching their athletic goals

Assure that the students understand the rules of conduct and discipline established by the school during practices and competitions.

Evaluate the students' performance and apply strategies to improve their abilities.

Take into account the parents suggestions/comments and follow through on these.

IV. Types of Activities

Recreational Sports - Participate in internal school competitions, friendly sports exchanges with other schools, intercollegiate tournaments selected for different levels of participation.

Competitive Sports – Participate in internal school competitions, friendly sports exchanges with other schools, intercollegiate tournaments, amongst others.

Students belonging to both recreational and competitive sports programs are eligible to participate in international sporting events. The schools participation in sporting events will be chosen by the Physical Education & Sports Department and the Community Relations Department, and approved by the Head of School, according to the athletic level of the event, the performance shown by the team in previous events, the benefits offered to athletic development of teams by a specific event, convenience of date of the event, and the possible beneficial cultural experience the team will experience during its participation.

V. Communication Policy for Sports Activities

The Coordinator of the Physical Education & Sports Department is responsible for sending all communications to parents concerning any sporting event.

- Details of sporting events will be sent to parents 2 weeks before the event and will include: date, time, place and uniform to be used. If necessary, this information will be confirmed a few days before events due to unforeseen circumstances beyond the school's control.
- In addition to emails sent to parents concerning sporting events information, if the event is off school grounds and a signed consent form is required, a physical (paper) copy will be sent home with the student for / guardians to sign and return to school.
- In case a sporting event requires international travel, information will be sent 2 months in advance and an informative meeting will take place for parents/guardians and student athletes. International events are organized through the Community Service Department and Physical Education & Sports Department with the services of a travel agency. The incorporation of a travel agent assures that all travel requirements and logistics, while at the event, are fully covered.

VI. School's Organizational Structure

The Physical Education & Sports Department is responsible for the planning and execution of sports programs and events. This department is composed of a Coordinator and Coaches of each sport. They count with the collaboration of the Community Relations Department and the Head of School.

The school's Athletic Committee is made up of parents, administrative personnel and the Coordinator of the Physical Education & Sports Department, and is responsible for periodic revisions of procedures and policies indicated in this manual. In addition, it is available for support in special cases in which the Coordinator asks for their input in helping resolve sports related issues.

Policies for Participation in After School Recreational Sports Activities

1. All students have the right to participate in after school sports activities as long as there is available space.
2. Parents/ guardians must officially register the student in the activity before the student is allowed to attend practices.
3. Students are required to wear appropriate clothes/uniform for each sport. The use of the school's physical education sweatpant is not allowed in any sport.
4. The norms of behavior, established in the Student Manual must be strictly followed during any after school sports activity. Likewise, sanctions established in the manual will be enforced .
5. The school reserves the right to suspend any student from further participation in any sports activities due to academic or behavioral problems.
6. Those responsible for after school recreational sports will coordinate tournaments and activities to ensure that all students participating in these be given an opportunity to participate in events.
7. Participation in sport exchanges or other activities will be notified to parents via written communication, paper or digital. If the activity is to take place outside of school campus, the parent/guardian must authorize the student's participation and transportation on the school bus by completing the form that will be provided.

8. The registration/participation of a student in the after school sports activities does not assure them that they will be part of the school team.
9. Within the after school sports activities, there will be intramural events in all categories and sports. Besides from recreational purposes, these events will also be used for selection of official school teams.
10. We appreciate the presence of parents/tutors as spectators during after school sports activities. However, we ask that you refrain from interfering with the normal course of the activity.
11. If a parent/guardian needs to speak to the coach, this must be done at the appropriate moment, always respecting class time.
12. Parents/tutors should always behave appropriately and in accordance with the values and principles that govern the school.

Policies for Participation in Competitive Team Sports

1. Competitive team sports begin as of the 3rd grade. (However, the school reserves the right to include players from 2nd grade in cases where there is a missing team member.)
2. The selection of the members of the official school teams is the sole responsibility of the coaches, who will take into account sports skills, participation, attitude, and record of student attendance.
3. To be selected as a member of a team, in addition to what is mentioned in point no. 1, the student's disciplinary history will be considered taking into account that the sports practice must comply with the rules of behavior established in the Student Manual.
4. The students selected for the teams must acquire the official SGS uniform, which will be personalized with their name and an assigned number.
5. The team uniform should only be used in matches or competitions in which the school is represented. If the student does not appear in full uniform to a match or competition, he/she will not be able to participate.

6. The student selected in any of the different sports, agrees to:

Regularly attend team practices. Each coach may request extra practices before a major sporting event. *(In the case of a student enrolled in an external sports academy to which the practices of this and those of the school coincide, an exception will be made to allow him/her to attend the school team practice at least once a week.)*

Participate in the tournaments in which the school decides and comply with the established schedule for the competition. *(If the student does not comply with the aforementioned, he/she would lose the right to play in an upcoming competition.)*

7. The student who arrives late to any sporting event, without timely justification, is subject to losing the right to participate in that game or competition.
8. The student who is absent, without prior notice, to an official game, competition or practice, is subject to losing the right to play in the next event. .
9. The student who is absent from competition two consecutive times, without previous valid justification, is subject to be suspended from the team for as long as the Coach and Sports Coordination deem necessary. *(Only the absence of a student for medical reasons, or others previously reported and considered relevant, will be taken as a justified excuse.)*
10. During the school year the different teams will have the opportunity to participate in international events. These events will have an additional cost and participation in them will be optional.

In order to belong to a team it is essential to have a minimum academic average of 70 points; if a student does not comply with this condition, the school reserves the right to decide whether or not he/she should participate in the various invitational or competitive sporting events on behalf of the school until he/she increases grade average. For these purposes, the Sports Coordinator will send a list of athletes to the corresponding Principal one week beforehand to indicate if he or she objects to the participation of any of them for academic and /or behavioral reasons.

12. The rules of behavior established in the Student Manual must be observed by students during their participation in the After School Sports Activities. The sanctions established in the Manual are applicable to issues related to these activities.
 - The student must apply the values learned in the school to the practice of sports.
 - The student should maintain exemplary conduct on and off the court, always respecting the coaches and teammates.
13. We appreciate the presence of parents/tutors as spectators during practices and competitions. However, we ask that you refrain from interfering with the normal course of the activity.
14. If a parent/guardian needs to speak to the coach, this must be done at the appropriate moment, always respecting class time.
15. Parents/tutors should always behave appropriately and in accordance with the values and principles that govern the school.

The school reserves the right to suspend a student's participation in sports activities in case of academic and / or disciplinary situations.

Monetary Awards

In the event in which the school receives a monetary award as a result of its participation in sports competitions, these funds must be managed according to the following guidelines:

- 50% of the total amount must be destined for donation of sports resources to a pre-selected organization working with low income children.
- The School's Sports Committee will determine the use of the remaining 50% of these funds, which could be used towards sports utilities, training for coaches and/or athletes, or others.

APPENDIX 8

ANTI-BULLYING POLICY

We, as part of the Saint George School Family, are united to prevent any manifestation of physical and/or emotional abuse inflicted in person or through social networks to any student belonging to our school community.

We believe that each of our students should have equality, must feel safe, respected and accepted regardless of color, ethnicity, religion, level of popularity, athletic ability, intelligence, personality, nationality, or any other aspect that could distinguish them from a particular person or group.

Bullying is characterized by repeated pushing, hitting, nicknaming, teasing, and exclusions that occurs between students regardless of their grade level. Cyberbullying occurs when defamatory information is sent through media such as email, social networks and websites to harass an individual or group through personal attacks or other means. This can cause emotional pain and stress on victims and cannot be justified with excuses like “kids are kids”, “teens are like that”, “that’s how we get along”, “we were just kidding”, or any similar explanation. The victim should never be held responsible for being the target of teasing or abuse.

By signing this document, parents agree on the following:

1. Keep ourselves and our children informed about corresponding school policies. (These policies are clearly stated in the Student Handbook published on the school web page).
2. Team up with the school to encourage positive behavior, valuing differences and promoting sensibility among our children.
3. Reflect regularly with our children about their feelings regarding school work, friendships and social relationships.
4. Inform the school of changes in behavior and/or circumstances that our children could have at home and that could affect student discipline in school.
5. Report any case of bullying which could be detected.
6. Be a model of respect and tolerance for my children when relating or referring to other members of the SGS community (parents, administrators, teachers, support staff and students in general).
7. If necessary, seek help from the school and outside professionals to support my children, according to situations that may arise.

Name of student:

Name of Father/Mother/Tutor:

Signature: _____ Date: _____

APPENDIX 9

SPECIAL EDUCATIONAL NEEDS POLICY

A student has educational needs when he or she has difficulty following a "normal" school learning rhythm that cannot be solved through the ordinary curriculum. It refers to those students that require special support and attention, due to the fact of having certain conditions or presenting some difficulty.

Specific educational needs for educational support may be transitory or permanent.

School admission criteria for students with special needs:

1. The school will admit students with specific educational needs related to learning pace, learning difficulty, attention deficit, physical, motor, sensory, cognitive disability, or health conditions.
2. The family must submit a certificate or report from external specialists together with the application for admission, which will be carefully evaluated by the Well-being Department and Principal of the grade to determine level of support required.
3. The family must sign a commitment to support the student and the school.
4. The permanence of the student in the program will be progressively evaluated during the duration of this, by external psychologists, the psychologist in charge of Well-being Department, Council of Teachers, and Principal.
5. The adaptation of each curriculum will be carried out by the teacher of each subject after approval of Well-being Department, Coaches and Principal.
6. The student's admission to the program will be subject to the available places in the corresponding grade level.

Support:

The Student Well-being Department aims to provide support and follow-up to students.

Topics worked on aim to achieve a balanced development of the personality of each student that helps them to systematically build their life project.

Human Resources:

Psychologist:

- a. Provides special attention and presents strategies and recommendations to help students who present alterations in their psycho-affective, cognitive, social, and motor development.
- b. Provides students with personalized attention in case of any difficulty, helping them to develop their skills and abilities.
- c. Maintains communication with the family by providing them with information about the evolution of the student, suggesting specific actions to solve any behavioral and/or learning problems.
- d. Works to maintain a balance between family and school to achieve adequate emotional and academic growth.
- e. Inform teachers about the special needs of students.

Teachers:

- a. Upon detecting any difficulty in the teaching-learning process, they will send the Well-being Department a report highlighting the student's areas of strength and weakness.
- b. They prepare different assessments for those students who have special educational needs and who were referred by the Well-being Department following the precise instructions to the case.
- c. Maintains regular contact with the Well-being Department to communicate the student's achievements or setbacks.
- d. Provide extra-class tutoring in those topics that merit it or that the student requests it.
- e. Consider the adjustments suggested by the Well-being Department for the completion and presentation of assignments.