

COMMUNITY HANDBOOK 2024-2025

CHAPTER 1

FUNDAMENTALS

1.1 Mission

Gimnasio La Montaña educates individuals who understand reality and commit to the responsible development of their local and global environment, based on Christian and citizen values while fostering the critical, rigorous and plural acquisition of knowledge.

1.2 Mission goals

1.2.1 Academic formation

The School's academic programs nurture the development of the competences needed to face the ethical, social, cultural, scientific, political, and economic demands in a responsible and appropriate manner.

Our work is based on a teaching learning that enables the students to access humanity's cultural heritage and technological and scientific wealth, in a sensitive and critical manner, encouraging them to assume a creative approach vis-à-vis the acquisition of knowledge.

Our team is committed to including this curriculum in the competencies, skills, and attitudes distinguishing the XXI century. Hereunder are a few of the most relevant goals part of our teaching project:

- Communication competences in their mother tongue and a few other foreign languages.
- Scientific and mathematical thinking.
- Fundamental principles, concepts and methods of the knowledge disciplines.
- Critical and strategic thinking, argumentation skills, data management and learning autonomy.
- Work ethic, academic rigor and responsibility throughout the learning process.
- Efficient methodical planning and metacognition.
- Relation with knowledge: moral responsibility, interest, mental openness, flexibility, creativity, innovation and entrepreneurship.
- Ability to use, appropriate, and create using information and communication technologies (ICT).
- Teamwork skills.
- Aesthetic formation.
- Education in scientific concepts and ethical principles towards understanding, using, and the responsible management of the environment.

1.2.2 Citizen education emphasizing cultural identity and global thought

1.2.2.1 Cultural identity

Here at Gimnasio La Montaña we believe that the sense of belonging to a nation and a culture is pivotal to the construction of a person's identity. This, within the context and considering the roots of most of our students, drives us to work toward a serious commitment to Colombia on the basis of the knowledge of and respect for its institutions and cultural values from a critical perspective which will enable our students to contribute to the construction of more inclusive, tolerant, fair and equitable societies. Civility as a binding principle that balances the relations among the members of a community, is also one of our pillars.

The achievement of this purpose is aligned with the development of citizenship competences proposed by the Ministry of National Education, in particular those relating to learning democratic values and promoting identity in a context of plurality and diversity.

1.2.2.2 Global competencies

Here at GLM we understand that geographic and cultural barriers are weakening, while the connections among cultures and people of different origins and different world visions are getting stronger. In this sense, we recognize that education today must respond to the needs of this highly connected, globalized world. This is why we strive to help our students develop global competencies, understood as "a person's capacity to face issues or problems that are relevant locally, globally and interculturally, in order to take into account multiple perspective and thus successfully interact with others, while respecting their rights and dignity with a view to carrying out actions that are responsible vis-à-vis sustainability and wellbeing" (PISA 2018 Orientation Handbook, ICFES).

Our teaching project especially emphasizes the following aspects relating to global competencies:

- Rigorously investigate global problems, going beyond the immediate context.
- Recognizing different perspectives from other cultures, allowing the students to understand and reflect on them in a respectful manner.
- Effective communication of ideas with diverse audiences, with a view to building bridges between geographic, linguistic, ideological, and cultural barriers.
- Reflective participation, understood as participants who may change history in the resolution of problems that will improve humanity's conditions.

1.2.2.3 Catholic formation

GLM educates with a transcendence approach, providing opportunities to cultivate spirituality. In this sense, the School, always faithful to its Christian values, follows the teachings of the Catholic Church. This aspect is an essential part of our project, while complementing the faith instilled by the parents, who are the primary educators in this matter. The achievement of this goal encompasses educating our students in Christian doctrine and morals, as well as introducing and bringing them closer to the Catholic community's culture and traditions.

From a universal perspective, we provide all of the above to go hand in hand with the construction of a profound respect for religious diversity, fostering a permanent, open debate of topics relating to beliefs and spirituality. We also wish to be an option for families who have different beliefs or are non-believers, who recognize the value of a religious education based on an ethical project.

1.2.2.4 Socio-affective development

We are convinced that each student is a unique, one-of-a-kind person, which is why each has his/her

own needs and possibilities, but as a member of society, they also have duties and responsibilities. This makes Gimnasio La Montaña a place that is filled with opportunities to reach a solid, harmonious socio-affective development. Some of the aspects the School works on, include:

- Development of emotional intelligence.
- Moral development.
- Social skills.
- Communication competences that foster interactions with others (empathy and assertiveness).
- Respect for diversity.
- Promotion of gender equality.

1.2.2.5 Social commitment

We are aware of the significant needs of our country and of its inequitable conditions, which have yet to be overcome. It is the School's aim to develop a service-based formation within the context of the particular calling of each one of our students. To do so, we strive to actively bring the School's community closer to the social realities of vulnerable groups, with a view to raising awareness regarding these needs, and instilling a firm sense of social responsibility.

To achieve this goal, we work on the following issues:

- Awareness regarding social problems and topics relating to justice.
- Sensitivity concerning the issues of minority populations.
- Awareness of the ethical use of knowledge to serve society.
- Formation of ethical citizens who are truly committed at a local and global level.
- Ethical conception of the actions of human beings vis-à-vis their natural environment.
- Instilling compassion as a value that makes human beings face another's needs.

CHAPTER 2

COST PLAN

2.1 Cost plan 2024 – 2025

LEVEL	ANNUAL COST	TUITION	MONTHLY FEES
Kinder	50,051,546	5,005,149	4,095,127
Transition	50,051,546	5,005,149	4,095,127
First Grade	50,051,547	5,005,150	4,095,127
Second Grade	50,051,547	5,005,150	4,095,127
Third Grade	50,051,545	5,005,148	4,095,127
Fourth Grade	49,914,048	4,991,401	4,083,877
Fifth Grade	49,474,362	4,947,429	4,047,903
Sixth Grade	48,122,603	4,812,259	3,937,304
Seventh Grade	48,122,603	4,812,259	3,937,304
Eighth Grade	48,122,603	4,812,259	3,937,304
Ninth Grade	47,659,889	4,765,983	3,899,446
Tenth Grade	48,122,603	4,812,259	3,937,304
Eleventh Grade	39,053,344	3,905,330	3,195,274

The foregoing costs were approved by the Bogota Education Secretariat in Resolution no. 110246 issued May 3, 2024.

2.2 Rules on payments

- The return of checks made to pay the tuition automatically voids the enrolment process and authorizes the School to cancel the enrolment and dispose of the corresponding place/seat.
- The payment of the monthly fees must be deposited into the account indicated by the School within the first ten (10) days of each month. Payments made after the tenth day will accrue late-payment fees, which may vary according to what has been defined by the competent authorities.
- The return of checks made to pay any concept entails a 20% fine to be assumed by the drawer, sum that must be paid along with the amount of the respective check in cash, at the School's office (Code of Commerce, Art.731).
- Under normal conditions, the School will not accept payments made at the School.
- The School will not provide school bus services to the students who are not current in their payments by day 11.
- The School will not provide cafeteria services to the students who are not current in their payments of the preceding month by the start of the subsequent month.
- The School will fully cancel transportation and cafeteria services to those who continually and repeatedly fail to make their payments.
- The School will not hand out grade reports or issue any type of certificate to students who are not current in their payments.
- The ongoing failure to make payments will entail the loss of the student's seat/place.
- Both transportation and cafeteria services must be paid in their entirety over the eleven (11) months of the scholastic calendar.

Paragraph:

Only the Board of Directors has the authority to make exceptions to any of the foregoing provisions. To this end, the parents must submit a written petition.

CHAPTER 3

FORMATIVE ASPECT

The cornerstone of our educational process is the conviction that human beings strive to build a better world every day. In order to do so, they must rely not only on a solid intellectual education, but on the unwavering commitment to the personal development of our students, emphasizing the forging of harmonious, committed relationships with others, with a view to contributing to the construction of a society that is capable of facing the challenges of the 21st century.

Considering the importance of achieving the balance of the cognitive, socioemotional and moral dimensions, Gimnasio La Montaña has created a curriculum that is in line with each development phase of our students, which encompasses the following areas: social skills, emotional intelligence, moral development, habits and routines. The purpose is to strengthen the students' principles from a Christian perspective within the context of the School's philosophy, institutionalizing the School's values across all areas, thus fostering the creation of a coherent community in all its aspects.

Our formation takes into account the different phases of school life, such as during homeroom, in conversations with the principal and the vice-principal, heads of each school, and homeroom teachers. Likewise, each teacher and each School employee is responsible for contributing to the students' formation in all interactions.

Gimnasio La Montaña has its own programs, as well as others created by seasoned experts, which enable experiencing the values conducive to self-care, making informed decisions, the peaceful resolution of conflicts, community service, healthy affective development and preventing risk behaviors.

Our programs are the following: *Convivencias* [coexistence and wellbeing outings], *Vigías escolares*, *Guardianes de paz*, *Consentidos*, *Educación sexual*, *días de formación* [formation days], *Cloud9World*, *Conscious Discipline*, *Boletines verdes* and *Cero Trampa*.

We believe that families provide pivotal support, and that if we work together, our processes will have greater impact and coherence; the **learning sessions** in which we discuss current issues and topics relating to the students' lives with the parents, are the perfect occasion to achieve this alignment.

We offer **extracurricular activities** through which we promote the good use of free time for the students' healthy development, cultivating their individual interests in music, art, sports, cultural, scientific, of opinion, and community service activities.

Empowering our students, while encouraging their autonomy and agency, is essential to Gimnasio La Montaña. This is why we support their initiatives, by providing them with all the resources possible allowing them to dream, create, design and direct projects in academic, social, and school interaction areas, such as: *Casas*, *TEDx*, *Democracia Joven*, *CEIF*, *Congreso de literatura*, *Meridiano 74*, Student Council and Senior Committees.

Multiple national and international trips are scheduled over the entire school life, which allow our students to live valuable cultural and social experiences in different contexts.

CHAPTER 4

RIGHTS AND DUTIES

4.1 Rights and duties of the students

4.1.1 Rights

- Be familiar with the School's philosophy and receive guidance for its appropriation.
- Be familiar with the **School's** rules and regulations and their justification.
- Receive a solid value-based formation that is in line with the School's philosophy.
- Receive a competent, high quality academic education.
- Be treated respectfully by all the School members.
- Not be discriminated based on gender, race, beliefs, sexual orientation, political affiliation or physical conditions.
- Receive fair treatment from all of the School's members.
- Have their concerns, questions and suggestions taken into account appropriately and in a timely fashion.
- Express their opinion and have it be taken into account in the decisions pertaining to them.
- Receive the relevant explanations whenever the circumstances so require it.
- Provide the relevant explanations whenever the circumstances so require it.
- Be familiar with the procedures for conflict resolution in a timely and fair manner, and be treated in accordance with them.
- Have access to the learning, psychological, spiritual, and wellbeing support services provided by the School.
- Elect their representatives and be elected as such, as per the School government.
- Rely on the due diligence of this School's authorities in order to enforce all of the rules relating in any way to community activities.
- Timely receive all of the communications issued by the School.

4.1.2 Duties

- Be familiar with the School's philosophy and make it their own according to the section they in which they are.
- Be familiar with the School's rules and regulations and their justification.
- Assume a responsible and committed attitude vis-à-vis their academic formation.
- Be respectful to all the members of the educational community.
- Not discriminate any member of the educational community based on gender, race, beliefs, sexual orientation, political affiliation or physical conditions.
- Assume a responsible and committed attitude vis-à-vis any improvement process assigned.
- Raise concerns, questions and suggestions in a timely fashion and before the corresponding authority.
- Timely express their opinion before the corresponding authority vis-à-vis the decisions pertaining to them.
- Provide the relevant explanations whenever the circumstances so require it.
- Respect and follow the orders of the School's management.
- Respect and observe the guidance of the School's management.
- Respect and follow the orders of the School's teachers.
- Respect and observe the guidance of the School's teachers.
- Respect and take care of the School's physical facilities and equipment, which must be treated as public property.
- Respect and take care of the belongings of other School students.
- Attend school with all the elements required for schoolwork and refrain from bringing



valuable objects.

- Participate and behave in an orderly, disciplined manner in all academic and formative activities scheduled by the School.
- Participate and display proper behavior in school activities that take place outside the School.
- Participate in the election of student representatives as per the rules laid out by the School government.
- Relay all communications received from the School to the home in a proper and timely manner.
- Attend School and its activities in a timely manner, except in force majeure events, and abide by the rules and procedures relating to absences, tardiness and/or permissions/authorizations.

4.2 Rights and duties of the parents

4.2.1 Rights

- Be familiar with the School's philosophy and receive guidance for its appropriation.
- Be familiar with the School's rules and regulations and their justification.
- Be treated respectfully.
- Not be discriminated based on gender, race, beliefs, sexual orientation, political affiliation or physical conditions.
- Have their concerns, questions and suggestions taken into account properly and in a timely fashion by the School's personnel.
- Receive periodic reports on the overall performance of their children.
- Become a part of the Board of Trustees, if elected.
- Become a part of the Parent Association (Asomontaña) and its administration, if elected.
- Become a part of the Parent Council, if elected.
- Participate in the activities planned and scheduled for parents.
- Be familiar with the School's regular procedures in which the parents and/or their children are involved.
- Express their opinion and have it be taken into account in the decisions pertaining to their children.

4.2.2 Duties

- Be familiar with the School's philosophy and ensure that the families and the students make it their own.
- Be familiar with this Community Handbook, follow it and make sure their children do the same.
- Treat with respect all the community members, both verbally and in writing.
- Not discriminate any member of the educational community based on gender, race, beliefs, sexual orientation, political affiliation or physical conditions.
- Respond for damages or losses caused by their child/children to School property or the property of a member of the community.
- Attend meetings and invitations issued by the School.
- Conform to the dates set in the scholastic calendar for the multiple activities scheduled by the School.
- Assume the sanctions imposed by the School on their children and which involve their parents, directly or indirectly, as they are part of the formative process.
- Timely report any irregularity vis-à-vis the School's personnel, which affects the institution.
- Timely comply with the financial commitments with the School.
- Be informed of their child/children's formative and academic process through the channels provided by the School to this purpose.

4.3 Rights and duties of the teachers

4.3.1 Rights

- Be familiar with the School's philosophy and receive guidance and assistance for its appropriation.
- Be familiar with the rules and regulations and their justification.
- Receive permanent guidance and assistance regarding the procedures inherent to their position.
- Receive the training offered in the different areas.
- Be treated respectfully by all School members.
- Not be discriminated based on gender, race, beliefs, sexual orientation, political affiliation or physical conditions.
- Be treated fairly by all School members.
- Have their concerns, questions and suggestions taken into account properly and in a timely fashion.
- Express their opinion and have it be taken into account in the decisions affecting them.
- Receive the relevant explanations whenever the circumstances so require it.
- Be aware of the procedures in place for the timely and fair resolution of conflicts, and be treated in accordance therewith.
- Have access to teaching, spiritual, and wellbeing support services offered by the School.
- Elect their representatives and be elected as such, as per the School government.
- Enforce compliance with all the rights laid out in the employment contract.

4.3.2 Duties

- Be familiar with and appreciate the School's philosophy, and apply it in accordance with their role
- Transmit the School's philosophy to the students.
- Enforce compliance with the School's rules and regulations.
- Justify the grounds for the rules in accordance with the School's philosophy.
- Abide by and apply the guidance provided by the School regarding their position.
- Put into practice the knowledge acquired during the training sessions in the everyday performance of their duties.
- Treat with respect all the community members.
- Not discriminate any member of the educational community based on gender, race, beliefs, sexual orientation, political affiliation or physical conditions.
- Assume a responsible and committed attitude vis-à-vis the academic formation.
- Assume a responsible and committed attitude vis-à-vis any improvement process agreed with superiors and supervised by Human Resources.
- Raise concerns, questions and suggestions in a timely fashion and before the corresponding authority.
- Express their opinion and have it be taken into account in the decisions relating to them.
- Follow the rules and regulations laid out in the employment handbook.
- Respect and demand the proper use of the resources and materials provided by the educational community.
- Provide an organized and disciplined environment in the classroom and in all of the School's activities.
- Participate in all of the School's activities.
- Participate and exercise oversight and guidance in all school activities held outside the School.
- Participate in the election of the teachers' representative in accordance with the rules laid out by the school government.
- Handle all communications sent by the School appropriately and in a timely manner.
- Attend the School and its activities in a timely manner, except in force majeure events, and



abide by the rules and procedures relating to absences, tardiness and/or permissions/authorizations.

- Promote and enforce all the rights and duties of the students.
- Involve the parents in their children's school processes.
- Encourage the parents' participation in the activities organized by the School.
- Help the parents whenever they so request it, appropriately and in a timely manner.
- Listen to and take into account the concerns of the parents and relay them to whoever is responsible.
- Provide periodic reports to the parents on the performance of their child/children.
- Timely report and follow up with special situations affecting the students' performance to the parents.
- Timely report any irregularity vis-à-vis any member of the community, which affects the institution.
- Carry out the duties laid out in the employment contract.
- Handle with due care the private information of the students. Recur to the assistance and accompaniment of the directors in charge of the matter at hand, if the information received is sensitive in nature and has physical, moral, emotional and social implications.
- Follow the guidelines provided in the Code of Conduct.

CHAPTER 5

LEARNING DEFINITION AND PRINCIPLES

5.1 Definition of learning

Learning is the transformation of brain connections based on the interaction of the person and the natural, social and cultural environment, which results in behavioral changes and the development of new competencies.

5.2 Learning principles

1. **The student is the center of, and responsible for, his/her learning process**, as significant progress is only achieved by putting in the work. The teacher creates environments that facilitate the development each student, catering to their personal needs by applying differentiation. The institution guarantees inclusion, providing the supporting resources and mechanisms to all those who may need them.
2. The **diligent planning** of each step that takes place in the classroom guarantees the quality of the learning process. We follow a **backward design model**, which ensures the horizontal and vertical consistency of the goals, while aligning them with the evaluation and learning plan of each subject. It also provides clarity to the students' learning expectations and the validity of the evaluation.
3. Throughout their school life, students acquire a **profound understanding of the core theories and concepts of the disciplines** as ideas subject to improvement, with a critical and reflective perspective. **Thought processes** are essential tools to a learning process that goes beyond memorizing and repeating outlines, definitions, models or patterns.
4. The **qualitative nature of the evaluation, along with permanent feedback**, are key to cultivating a growth mentality and acquiring autonomy. Feedback is a communication action that makes the students responsible for their improvement. Metacognition is a pivotal tool that enables the students to come up with strategies that are in line with their potential and needs.
5. **Critical thinking, creativity, cooperation and information and communication technologies (ICT)** are cross-cutting elements of the students' academic formation, as they are present across all areas.

Likewise, **communication skills in the students' mother tongue, as well as English and French, are honed in the language classes and in cross-cutting bilingual immersions.**

6. A **safe but strict learning environment** is key to the students' learning process. The teacher makes sure that high expectations and rigor are in line with a friendly environment in which differentiation, permanent support, and controlled risk, will favor better learning levels.

The classroom is a place where students work together to acquire knowledge by raising questions, investigating and having permanent discussions, thus bringing forward their critical and reflective skills in both individual and group work.

7. **Ethics and global citizenship formation** are present across all areas. Our purpose is that the students will see themselves as parties who are able to bring about social development and find solutions that will improve humanity's condition. We are convinced that human beings are intrinsically inclined towards goodness, which blooms in an ethical community.

5.3 Differentiation and inclusion

Gimnasio la Montaña has conceived its learning process based on the principle that each person is unique, and as such, each person's learning process encompasses different structures, forms and characteristics.

Considering this perspective, a classroom in Gimnasio la Montaña is a differentiated place that caters to the diversity within it, so that all students may achieve the goals set in the curriculum, and those with a specific strength may potentialize its development.

In this context the following strategies were defined for the differentiation process:

5.3.1 Differentiated classroom: Universal Design for Learning (UDL)

The classrooms in Gimnasio la Montaña are conceived as a differentiated place catering to neurodiversity based on the structure provided in the Universal Design for Learning model. Differentiation materializes in the way in which each student commits to, processes and manifests what they have learned while they are learning, structuring and making it their own.

5.3.2 Multi-Tiered Support System (MTSS)

This applies to 1st to 4th grade Mathematics, K5 to 8th grade English and K5 to 9th grade Spanish. Testing allows detecting key skills that must be boosted in a group of students. This group will work in the classroom in a specific differentiation context called Tier 1. Once this cycle has been completed, the students are retested; those who continue to have difficulties vis-à-vis the specific skill are classified as Tier 2. The students who fail to achieve the goals in place after having completed these cycles, will be classified to the last intervention instance, Tier 3.

5.3.3 Activities out of class hours

The subjects entailing three hours of class or less per week, except for Music, Art and Physical Education, may define agreements with other teachers to set up special hours for a student that has a specific difficulty which may be resolved in these special hours. A student may not be excused from the same subject more than once over the times set for this activity. The teachers of the upper secondary school section must agree with the students to special additional work hours in order to provide support to specific topics within this leveling initiative.

5.3.4 External support

In certain specific cases, the School may recommend receiving external support for the development of an academic process. This process may consist of a request resulting from a student's admission requirement.

5.3.5 Inclusion

Gimnasio la Montaña, aided by the KOA team (learning assistance), has designed an inclusion model for students who have specific learning conditions. In this context, adjustments or modifications to the curriculum are suggested according to the needs in each case.

5.4 Testing

Gimnasio la Montaña understands tests as an integral part of the learning process, and as such has adopted a qualitative testing model to this end. However, the School has made certain modifications to the upper secondary section to adjust to external programs, such as the College Board AP courses.

The evaluation and promotion process of Gimnasio la Montaña is governed by Decree N° 1290 issued April 16, 2009.

5.4.1 Grading scale

Hereunder is the grading scale applied from 1st grade to 11th grade, by encompassing in each one of the academic periods the achievements accumulated throughout the scholastic year. This scale is only used at the end of the year for the Transition level. The upper secondary section also uses a numerical scale of 1 to 10 in Advanced Placement courses.

- **Superior**

Students graded with 'Superior' have displayed a constant, consistent and ascending learning process. The students' skills tend to be uniform and show a similar growth pattern, making them outstanding students. Said students also participate in class and are committed to their learning process, fully achieving the goals of the subject and completing the assigned work and projects with excellence. These students also display communication, thought and investigation skills, leading them to explore beyond what is covered in class. This skillset also enables the students to dynamize knowledge acquisition in class.

- **Satisfactory**

The students have achieved all the goals and have consolidated their learning. They may present a few minimal errors in the evaluation criteria, which may easily be corrected. The students' process have consistently led them to achieve their goals and meet the expectations of the subject. These students are responsible and fulfill their duties, while setting significant challenges to overcome the learning difficulties that crop up during the process.

- **In development**

Students in development are students whose process have fluctuated, through which they have managed to gradually achieve some of the expectations and goals of the subject. They are consolidating the learning and have achieved a foundational level across all subjects. The students have made their own most of what they have learned, although it is not always evident. Students classified in this level by year-end cannot be promoted to the next grade.

- **Insufficient**

Students graded with insufficient does not show their appropriation of the knowledge, and as such do not apply said knowledge. Furthermore, their learning process tends not to be permanent, their comprehension is limited, and their skills are not enough to reach the minimum level required. Likewise, their output is not as expected for the level they are in. Do not display an ongoing improvement process conducive to achieving the goals and expectations of the subject. Must strengthen execution skills and autonomy.

5.4.2 Periods and reports

From Kindergarten 4 to 11th grade, the scholastic year is divided into three academic terms. Once the first two terms have ended, an academic report is presented, which describes the learning process evolution to date. The third term reports are submitted once the year has ended.

From Transition to 11th grade, each area presents an accumulated grade for the term. In Transition, the grade is assigned once the year has ended. Considering the qualitative nature of the evaluation, there is no way to give a numerical grade to the evaluations, goals and all other elements of the academic reports.

In Kindergarten 4 and Kindergarten 5, a report is submitted with a description of the progress made during the student's adaptation and learning process across all dimensions. An assessment will be conducted at the end of the year as to whether a student will or will not pass.

High School (Upper secondary) specificities

Advanced Placement: since these subjects are taught pursuant to the curriculum established by the

College Board, the testing programs and strategies take place according to this institution's standards. The subject is graded on a scale from 1 to 10, and the minimum passing grade is 7. The students who choose to take the test and pass it will be promoted with the grade, which will be adjusted to the scale on which the test is graded – usually 4 or 5 – according to the program.

5.5 Promotion

5.5.1 Committees

5.5.1.1 Follow-up committee

This committee is made up by the principal, the corresponding vice-principal, school director, academic director, KOA director and the homeroom teacher. The purpose is to analyze the academic situation of each student by class and establish strategies and action plans in the cases that call for them.

5.5.1.2 Promotion Committee

It is made up of the corresponding vice-principal, the school director, the homeroom teacher, all of the teachers of the corresponding areas, at least one teacher of the practical areas, and the parents' representative of each class. The principal, the academic director, and the KOA director are included in the committees whenever a specific situation requires their presence. This committee convenes at the end of the year to make decisions concerning the passing of the subjects and the students' promotion, recommends reinforcement activities and lays out the requirements for the promotion of the students with difficulties.

The decisions, observations and recommendations of each Committee are recorded in minutes, which serve as a basis for future decisions concerning the students' promotion.

5.5.2 Promotion for preschool (Kindergarten 4 to Transition)

Considering that the learning plan for kindergarten ends once Kindergarten 5 has been completed, at the end of Kindergarten 4, the Promotion Committee convenes to analyze the cases requiring more support for the next year, and if necessary, make recommendations to the parents.

In Kindergarten 5 and Transition, the students are informed whether or not they passed the areas taking into account the goals set for the year and the students' evolution throughout the year. Considering that these are years in which skills and habits are being developed and require a longer time to be consolidated, the Committee may recommend completing a work plan at home over the vacation period, additional to or instead of remedial courses.

The work must be presented the first day of school of the following year, and depending on the evolution, the student must take a test to consider the subject completed. Should the student fail this test, a plan will be devised and the test must be taken again at a future date. All of this is a process that involves the Promotion Committee and the student's parents.

In a few cases in which it is observed that the student would need a year to consolidate the lessons that should have been learned in Kindergarten 5 or Transition, the Promotion Committee will recommend the parents to have their child repeat one year of preschool.

5.5.3 Promotion between First and Eighth Grade

In pursuance of the legal framework provided by Decree 2247/1997 and 1290/2009, the School has decided that:

Students between 1st and 8th grade will not be promoted to the subsequent grade whenever they have failed three (3) or more subjects, even if some or all of them correspond to the same mandatory and fundamental areas laid out in Law 115/1994.

Students between the 9th and 11th grade will not be promoted to the subsequent grade whenever they have failed four (4) or more subjects, even if some or all of them correspond to the same mandatory and fundamental areas laid out in Law 115/1994.

In certain specific cases, the Promotion Committee is empowered to authorize a student to take two or three remedial courses according to the grade they are in or design a plan over the vacation period to catch up with lessons to be learned. This, when the Committee deems that this decision is the most convenient vis-à-vis the student's process.

Once the Promotion Committee has decided that a student must be held back a year, they will define the possibility of repeating it at Gimnasio La Montaña or elsewhere, taking into account whether the student had previously repeated a year and/or if their particular situation makes it possible. In general, a student may only be held back a year once at Gimnasio La Montaña, but there may be exceptions, which must be authorized by the Committee.

5.5.4 High School (Upper secondary) promotion

The students in 9th, 10th and 11th grade who have failed more than three subjects by year-end and prior to the remedial courses, must be held back.

The Promotion Committee reserves the right to authorize a student to take more remedial courses than those established, retake a test, or define the promotion under the same criteria in place for 1st to 8th grade.

As a graduation requirement, the senior students (11th grade) must produce a certificate of the following exams: C1 level in the IELTS or TOEFL, B1 for the DELF.

These exams are not included as part of the subjects taken into account for their promotion. However, the student must complete the remedial courses of failed skills. Likewise, the Promotion Committee may waive the requirement regarding the result of these exams whenever there are special situations in the student's process.

5.5.5 Remedial courses

Participation in a remedial course is voluntary; however, it is mandatory to take the test at the end of said course, and its passing will allow verifying if the goals pending have been achieved.

Once the student has decided to take the remedial course, he/she must attend all the sessions scheduled by the School.

Attending the remedial course does not guarantee the academic promotion of a subject.

If a student between the 1st and the 8th grades fails the exam after a remedial course, he/she may take the make-up test before starting the next school year, according to the school calendar. Should the student fail the test, then he/she has the possibility of preparing to retake the test on a future date. If the student fails this second make-up test, then he/she must be held back. The class's Committee, along with the academic director, the school director, the vice-principal and the principal may establish alternative strategies instead of repeating the year in the cases in which they may deem it convenient.

The promotion of a student is decided when he/she has passed all the subjects of the grade they are in. Otherwise, the promotion will remain pending until such requirement has been passed. If a student fails two subjects after the remedial courses, he/she must repeat the year.

CHAPTER 6

COEXISTENCE AT THE SCHOOL

Gimnasio La Montaña is resolutely committed to the prevention of and care for all situations that prevent its students from experiencing their life at school in an environment that is physically and emotionally safe. In this sense, we are constantly on the lookout for strategies that promote a culture of respect and a friendly, welcoming school environment. The respect for and the protection of each person is the cornerstone of the School's coexistence principle.

6.1 Promotion

- Our students are permanently receiving consistent messages, from the principal to the homeroom teachers, about human and spiritual values, which foster a respectful, enriching and fraternal coexistence.
- The School offers each year sex education workshops for Preschool and Primary, and a formation week in Secondary school, which help create a climate of respect and positive communication and fosters the prevention of bullying or harassment situations within the School.
- The School has a recognition/award system that is described in paragraph 7.1. of this Community Handbook, which promotes the School's value among the students.
- The School has a KOA counseling division that provides the student with a space to receive guidance, in which positive social relations are favored.
- Carries out specialized activities, such as outings and trips, in which healthy coexistence is nurtured.
- In compliance with the provisions of Law 1620 / 2013, the School has carried out a process involving the school community to adjust the Community Handbook and include the provisions relating to the School Coexistence System.
- The School organizes each year the socialization activities defined in the Community Handbook, involving all instances of the educational community with a view to ensuring that the members of the educational community appropriate these rules, and receives suggestions and recommendations on improvements.

6.2 Prevention

- The students of Gimnasio La Montaña participate in institutional programs aiming at strengthening community life and positive social relations. The Guardianes de Paz, Vigías Comunitarios, and the Padrinos are permanent programs that prevent school violence in any form, as they bring the students together around community values such as peace, service and fraternity.
- The School works to form autonomous and responsible individuals who are committed to serve the community and are vigilant of a healthy school climate. Both teachers and managers are constantly supervising to detect and prevent situations that may undermine school coexistence.
- There is permanent dialogue with the families with the purpose of improving the formation of the students and avoiding situations that may affect them.
- The School has identified common conducts that affect coexistence at the school, and has classified them within the definitions provided in Decree 1075 / 2015.
- Likewise, the School has also created protocols to manage appropriately each one of the situations affecting school coexistence, as well as to guarantee the observance of due process in disciplinary processes.
- The School's management supports students' initiatives conducive to preventing bullying, such as the Honor Code and multiple anti-bullying campaigns organized by the Student Council.

6.3 Care

In compliance with the provisions of Law 1620 / 2013, Gimnasio La Montaña guarantees differentiated

care for Situations Type 1, 2 and 3 as defined hereunder:

- **Situations Type 1:** correspond to << conflicts not managed properly and the occasional situations with a negative impact on school climate, but in no case result in damages to the body or health.>>

The most common situations of this type which have occurred and on which the School has actively focused on, include: (i) insults, (ii) mockery and offenses in the classroom and the school bus, and (iii) occasional assaults resulting from mismanaged emotions.

- **Situations Type 2:** correspond to «school assaults, school bullying and cyberbullying, which do not constitute a crime and meet any of the following characteristics: a) they are reiterative or systematic; b) cause damage to the body or health without this entailing a medical leave for any of the parties involved.>>

The following are a few of the situations of this type that we have encountered: (i) school bullying, and (ii) bullying or harassment resulting from the misuse of social media.

- **Situations Type 3:** correspond to <<school assaults that allegedly constitute crimes against sexual freedom, integrity and education, referred to under Section IV of Book II of Law 599 / 2000, or whenever they constitute any other crime defined in the Colombian Penal Law in force.>>

The School has not reported this type of situation.

Care is given pursuant to the corresponding protocols laid out in [Appendix 1](#) of the Community Handbook vis-à-vis situations arising among students, or among students and other members of the educational community. However, the School recognizes that there are situations that affect coexistence at school and are not classified as any of the aforementioned types of situations. In this case, and as long as the conduct has been defined in Chapter 7 of this Community Handbook, the corresponding disciplinary process must be followed.

With a view to ensuring the proper care is given in situations that may affect coexistence, Gimnasio La Montaña confirms the responsibilities entrusted to:

The School:

1. Guarantee respect for the dignity and physical and moral integrity to its students, teachers, managers and all other personnel in the context of coexistence and human rights at the School.
2. Set up the School Coexistence Committee and guarantee compliance with its duties.
3. Define the prevention, promotion and protection components in the Community Handbook and the application of the Comprehensive Care Procedure for School Coexistence, with the purpose of protecting the students from all forms of bullying, violence and the violation of human rights.
4. Revise and adjust each year the Institutional Education Project, the Community Handbook and the institutional system for student evaluation, in a participative process that involves the students and the educational community in general, applying the rights, competencies and differentiated approaches pursuant to the General Education Law, Law 1098 / 2006 and the laws that complement them.
5. Carry out actions that involve all the educational committee in a teaching reflection process regarding factors linked to school bullying and violence, infringement of rights and their impact, incorporating the relevant knowledge pertaining to the self-care of the body and relations with others, instilling tolerance and mutual respect.
6. Come up with strategies and instruments aiming at fostering school coexistence based on evaluations and following up the most common forms of bullying and violence at school.
7. Adopt strategies to encourage attitudes among the members of the educational community that promote and strengthen school coexistence, mediation and reconciliation, and the dissemination of these successful experiences.

8. Come up with learning strategies to articulate education processes across all areas of study.

The Principal:

1. Lead the School Coexistence Committee.
2. Incorporate the development of the prevention and promotion components into the institutional planning processes, and the protocols or procedures in place for implementing the Comprehensive Care Procedure for School Coexistence.
3. Spearhead and adjust the Institutional Education Project, the Community Handbook, and the institutional evaluation/testing system in a participative process that involves the students and the educational community in general, within the framework of the Institutional Improvement Plan.
4. Report the school bullying and violence cases, as well as those in which the rights of children and adolescents of the School have been violated, as the president of the School Coexistence Committee, in pursuance of the laws in force and the protocols defined in the Comprehensive Care Procedure for School Coexistence, and follow up said cases.

The Teachers:

1. Identify, report and follow up on school bullying and violence cases, as well as those in which rights were infringed, in pursuance of the laws in force and the protocols defined in the Comprehensive Care Procedure for School Coexistence. If the bullying situation occurs via electronic media, it must also be reported as instructed in the corresponding protocol.
2. Transform teaching practices to help create democratic, tolerant, learning environments that bolster participation, the collective creation of strategies for conflict resolution, respect for human dignity, life and the physical and moral integrity of the students.
3. Participate in teachers' refresher and learning courses and concerning the evaluation of the School's climate.
4. Help prepare and apply the Community Handbook.

The Families:

1. Provide their children with spaces and places in their home that bring about trust, affection, care, and protection of the self and of the physical, social and environmental surroundings.
2. Participate in the formulation, planning and creation of strategies that promote school coexistence, participation and democracy, and cultivate healthy lifestyles.
3. Provide active, permanent assistance to their children throughout their learning process at the School vis-à-vis coexistence and sexuality.
4. Participate in the revision and adjustment process of the Community Handbook via the appropriate participation instances laid out in the Institutional Education Project.
5. Assume responsibilities in activities that nurture the development of citizenship competences during their children's free time.
6. Meet the conditions and fulfill the obligations defined in the Community Handbook and respond whenever their child has failed to comply with any rule therein provided.
7. Be familiar with and follow the Comprehensive Care Procedure if a case of school violence, violation of rights, or a situation that calls for it, takes place, following the instructions laid out in the Community Handbook of the corresponding educational establishment.
8. Use the legal mechanisms in place, as well as those defined in the Comprehensive Care Procedure referred to in this law, to restore the rights of their children whenever they have been violated.

In order to guarantee the provision of proper care, Gimnasio La Montaña has created the School Coexistence Committee, which will be made up of the following persons, and have the following duties:

School Coexistence Committee

The School Coexistence Committee will be made up of: (i) the principal, who will serve as its

chairperson, (ii) the corresponding vice-principal, the director of the corresponding school section, (iii) the student representative, (iv) the formation director, who will be appointed as defined in the internal rules and regulations, (v) the KOA director, (vi) the chairman of the Parent Association, and (vii) the president of the Student Council.

The School Coexistence Committee may invite a member of the educational community who is knowledgeable about the subject, with the purpose of providing further information the committee may need. This guest may participate but has no voting rights.

Duties of the School Coexistence Committee

1. Identify, record, analyze and resolve the conflicts arising between students, or among students and other members of the educational community.
2. Steer actions that will incentivize coexistence, the construction of citizen values, the exercise of human rights, and the prevention and mitigation of school violence among the members of the educational community.
3. Encourage participation by the educational establishments in coexistence strategies, programs and activities and citizenship building taking place throughout the region, and which respond to the needs of their educational community.
4. Provide a conciliation forum for the resolution of conflicts affecting school coexistence, at the request of any of the members of the educational community or automatically, whenever it is deemed convenient, in order to avoid irreparable damage to the members of the educational community. The student will be with his/her father, mother, tutor, guardian or a schoolmate.
5. Initiate the Comprehensive Care Procedure for School Coexistence.
6. Guide the creation of strategies and instruments conducive to encouraging and evaluating school coexistence and the exercise of human rights.
7. Follow up on compliance with the instructions laid out in the Community Handbook, and submit the required reports on the cases or situations of which the School Coexistence was made aware.
8. Propose, assess and make feasible the learning strategies that will allow for the flexibilization of the learning model and the coordination of the different areas of study within the educational context, and their relevance among the community, in order to find more and better ways to foster citizenship construction.
9. In furtherance of its duties, the School Coexistence Committee will create its own rules and regulations.

The principles and definitions contained in [Appendix 1](#) of the Community Handbook will guide the interpretation and application of the school coexistence rules and regulations.

In furtherance of the care-related actions, the learning measures deemed appropriate may be imposed. The purpose of said measures is to teach and redress the damages caused; these measures will be defined by directors or teachers, as may correspond. Said measures may entail material reparation, asking for forgiveness, symbolic acts to prevent similar events from happening again, providing accompaniment to those affected, individual or group reflections, educational projects, or improvement plans.

Directors and teachers will have flexibility to set the measures deemed appropriate, considering the following factors, among others: (i) age of the student, (ii) special conditions of the student, (iii) effectiveness of the measure, (iv) purpose of the reparation. Considering purpose and content, teaching measures do not constitute disciplinary measures.

However, when the conducts which were allegedly committed by the student constitute any of those described in Chapter Seven of this Community Handbook, this will entail starting a disciplinary process that must take place guaranteeing due process, as provided in the corresponding protocol in [Appendix 1](#).

When dealing with conducts in which teachers are engaged, the provisions of the individual employment contract and the corresponding applicable laws will apply.

The School has two disciplinary instances which make decisions concerning situations relating to school coexistence: (i) the principal, and (ii) the Board of Trustees.

Principal: the principal will decide in disciplinary procedures against students. To this end, the principal may take into account the recommendations of the Coexistence Councils; each school section has one Coexistence Council, which is made up of the corresponding vice-principals, the directors of each school, the formation director and the corresponding homeroom teachers.

Board of Trustees: its members are those mentioned in paragraph 9.1.9. of this Community Handbook. The Board will be the second instance for decisions previously made by the principal. It will also be responsible as the first instance for serious misconducts (Type III), as defined in the Community Handbook. Should these last-instance decisions be objected, the Board of Trustees will reassess its decision, and may then uphold or overturn it.

6.4 Follow-up

- Teachers, homeroom teachers and directors will follow up on the situations that have occurred, make sure that things go back to normal, and that new situations are prevented from occurring.
- The School offers a Personal Improvement System that is defined in Chapter 7 of this Community Handbook. Its purpose is to help the students achieve the full compliance with the rules, while enhancing their academic performance.
- In certain cases, the Psychology Department aids and monitors students involved in situations that have affected coexistence, identifying the possible causes for such conducts and offering support.
- Parents and guardians must help their children to avoid engaging in conducts affecting coexistence. They must also work alongside the School in the identification of the possible causes that have resulted in these conducts, so they may provide proper support to the child.

CHAPTER 7

PERSONAL IMPROVEMENT SYSTEM, RECOGNITIONS, AWARDS AND SANCTIONS

Gimnasio La Montaña tries to match certain criteria stemming from custom and the moral perspective, which gradually take the individual from heteronomy to autonomy.

On the one hand, we accept that our society has traditionally established ways to recognize and reject the behaviors of private individuals. It is on these grounds that the School has justified proposing a recognition and sanctions system, as a social group with an institutional organization.

On the other hand, Gimnasio La Montaña strives to educate autonomous individuals, whose fundamental motivations are personal and intrinsic. It is for this reason that the system operates with symbolic recognitions that do not bring about effective retributions.

7.1 Recognitions / Awards

Boletines Verdes

Gimnasio La Montaña grants written recognitions in a green recognition card called *Boletines Verdes* with a certain frequency according to the section. These recognitions are granted by the group of teachers to reward values, virtues or habits that reflect, in practice, the appropriation of the School's philosophy.

Annual recognitions/awards

At the end of the scholastic year, the teachers elect the students deserving of special awards, such as mentions, medals, plaques or cups, which are given during the closing ceremony. The following are considered qualities worthy of recognition, including their descriptors:

- Gimnasio La Montaña Spirit
- Congeniality
- Academic Excellence
- Sportsmanship
- Artistic Spirit

[Appendix 3](#) describes the indicators of each of these awards.

7.2 Sanctions

7.2.1 Serious misconduct

- Serious and willful disregard of instructions given by School teachers and directors.
- Serious disrespect for a person.
- Serious physical, verbal, gestural, electronic or relational assault against another member of the educational community or a third party, as long as said assault has taken place on School premises, the school bus, during an activity promoted by or in which the School is participating, or outside School, it involved at least two (2) members of the educational community, and the attacker was a student.
- Bullying at School or School cyberbullying.
- Fraud or attempted fraud.
- Plagiarism or presenting the work of another as their own, without duly referencing the corresponding author.

- Forging signatures or documents.
- Consumption, sale or possession of psychoactive substances.
- Use or sale of vapes.
- Damage or theft of property belonging to the School, members of the educational community, or third parties, as long as the action has taken place during an activity promoted by or in which the School is participating.
- Failure to meet the conditions established to continue enrolment.
- Possession, use, sale, or marketing of any type of weapon or element whose main purpose is to harm the body or health.
- Possession, sale, or marketing of pornographic material.
- Possession, sale, or marketing of material on the sexual abuse of minors.
- Urge another to engage in serious misconduct.
- Engage in conducts that constitute a serious attempt against their own integrity or that of others.

7.2.2 Sanctions applicable to serious misconducts

Taking into account the materiality of the conduct, intent, the student's age and their particular conditions, the disciplinary instance may decide to impose any of the following sanctions, except in the case of failure to comply with the conditions established to continue enrolment, in which case the student's enrolment will be canceled:

- No participating in any school activity.
- No participating in the graduation ceremony.
- The student will be immediately put on disciplinary probation for a period ranging from three (3) months to one (1) year, considering the gravity of the conduct, period that will start on the definitive imposition of the sanction.
- Cannot enroll for the subsequent year.
- Immediate enrolment cancellation.
- The decision to be made will depend on the assessment of the conduct made by the principal. If the principal decides that the seriousness of the conduct requires recurring to the Board of Trustees, then the principal may refer this decision to the Board.

In order to ensure compliance with the procedural guarantees, all disciplinary processes concerning assaults must follow the protocol laid out in [Appendix 1](#).

7.2.3 Specific procedure

The following specific procedures have been established for the following conducts:

7.2.3.1 Cheating

• From 1st to 8th grade°

First offense:

1. A meeting with the homeroom teacher, the teacher of the subject during which the offense took place, and the student, will be arranged to shed light on the event, identify whether or not there was an offense, and make a short reflection on this. They will discuss decision-making and propose actions conducive to avoiding the recurrence of this event.
2. A document stating their moral commitment is signed by the student and the parents.
3. As for the academic work during which the offense was committed, it must be remade in order to check whether or not the student is learning. The student must prove his/her knowledge in a more rigorous manner, under special conditions, and outside class hours.
4. The Coexistence Council must be informed.

Second offense:

1. A meeting with the homeroom teacher, the teacher of the subject during which the offense took place, and the student, will be arranged to shed light on the event, identify whether or not there was an offense, reflect on the steps taken and the new offense. The previous strategies will be revised.
2. A moral Personal Improvement Plan (PMP, for its initials in Spanish) will be created with the active participation of the parents.
3. A document setting the conditioning of rights will be signed, stating that the student cannot be elected as a representative.
4. The Coexistence Council must be informed.

Third offense:

1. The student is summoned by the Coexistence Council, during which the case will be analyzed and the student will be put on disciplinary probation.
2. The moral PMP continues to apply.

Fourth offense:

1. The student is summoned by the Coexistence Council, during which the case will be analyzed, and it will be referred to the Board of Trustees to proceed to cancel the student's enrolment.

• **From 9th to 11th grade**

First offense:

1. A meeting with the homeroom teacher, the teacher of the subject during which the offense took place, and the student, will be arranged to shed light on the event, identify whether or not there was an offense, and make a short reflection on this. The purpose is that the student admit and realize the wrongdoing
2. As for the academic work during which the offense was committed, it must be remade in order to check whether or not the student is learning. The student must prove his/her knowledge in a more rigorous manner, under special conditions, and outside class hours
3. A document setting the conditioning of rights will be signed, stating that the student cannot be elected as a representative.
4. A moral Personal Improvement Plan (PMP, for its initials in Spanish) will be created with the active participation of the parents.

Second offense:

1. The student is summoned by the Coexistence Council, during which the case will be analyzed, and the student will be put on disciplinary probation.
2. The moral PMP continues to apply.

Third offense:

The student is summoned by the Coexistence Council, during which the case will be analyzed, and it will be referred to the Board of Trustees to proceed to cancel the student's enrolment.

7.2.3.2 Regarding vapes

Possession and consumption of vapes and cigarettes

First time: the Formation Director will summon the student and will intervene at least 4 times, during which the parents will be present. The purpose is to get to know what the student did, and why he/she did it, in order to help and give him/her tools.

Second time: the student is called by the Coexistence Council and referred to an external specialist.

Third time: the student is called by the Coexistence Council, who will deliberate on the sanctions to be imposed.

Sale and supply of vapes, cigarettes, alcohol and other substances

This is a serious offense, and the student must appear before the Coexistence Council, body that will decide the sanction to be imposed.

7.3 Personal improvement

The School has defined a set of actions and programs focusing on the overall development of the students, as mentioned in Chapter 3. Keeping in mind the students' individuality and the specific needs of each one for their personal development, the School has made available a series of actions that will aid and create strategies and tools that will enable the student to grow and be an active participant of their personal development.

The students can rely on the dedicated participation of a team of teachers who, being aware of their role, model and encourage the students' overall development. Whenever there are special needs, the homeroom teacher guides and provides initial strategies to match these specific needs. If the difficulties persist, the education department, the vice-principals, the school directors and the committees will provide the spaces and assistance required by coming up with specific plans, and the actions and resources for meeting these needs.

PMP – Personal Improvement Process

One of these assistance strategies is the Personal Improvement Process, which encompasses a set of learning, systematic, organized actions that were conceived by the teachers of the committee, which guide the students who have encountered difficulties in their learning development. These processes include reflective and persuasive dialogue and are conceived as a duty that demands the commitment of the student, his/her parents and the teachers, in order to achieve the goals set.

A student must initiate a PMP when difficulties are detected, which affect his/her academic performance or social and moral development. This assistance is provided when there is a reasonable chance of improvement by using the tools offered by the School. The following are the different types of PMP:

1. Academic: classroom and study routines and habits.
2. Attitudinal: disciplinary offenses and misconduct.
3. Socioemotional: social difficulties and emotional management.
4. Responsibility: failure to comply with duties.
5. Moral: plagiarism, theft, lies and other conducts.

CHAPTER 8

REGULATORY PROCEDURES

8.1 Enrolment

Definition: “the act whereby the student becomes a member of the educational service. It takes place once, when the student enrolls in an educational institution and is able to renew it for each academic period”. (General Law of Education, Art.95). This act constitutes a contract, which will be governed by private law and by the provisions of Article 201 of the General Law of Education.

Enrolment must be made in compliance with all the requirements set by the School and within the deadline to do so. Without the fulfillment of these conditions, enrolment will not be completed and the School may use up this student’s seat.

Type of enrolment:

- Ordinary: enrolment that takes place within the deadline to do so and without any further commitment of any of the parties.
- Extraordinary: enrolment which, due to a special reason, is authorized after the deadline set for ordinary enrolment. A 20% surcharge is applicable on the ordinary enrollment fee.
- On probation: enrolment which, due to any reason, and in agreement with the student and the parents, takes place conditioned to fulfilling certain commitments which have been expressly laid out in writing. Failure to fulfill said acquired commitments result in the loss of the right to renew the enrolment for the subsequent scholastic year.

8.2 Attendance

- Whenever a student misses class, his/her parents or guardians must load the permission/leave to the corresponding platform within three days of the student’s return to school. It is the student’s responsibility to catch up with the contents and work produced while he/she was absent.
- Absences must be justified by the vice-principal. The justification of absences due to personal reasons must be requested to the vice-principal with the prior authorization or excuse sent by the parents within three business days of the student’s return to school. The parents’ excuse or the medical leave must be deposited in the class’s mailbox at the beginning of the school day.
- Whenever a student misses a test, they must always present a written justification, which must be accepted by the vice-principal of each section. It is the student’s responsibility to request that he/she be authorized to take the missed test within three (3) days of the student’s return to school.
- The absences of students of the Primary, Middle School and Upper Secondary sections are classified at Gimnasio La Montaña, thus:

8.3. Tardies

Students who arrive late to school, by 10:00 a.m. at the latest, must report to the Academic Secretary and wait to be authorized to go to class. After the third tardy or arrival after 10:00 a.m. the student will be sent home, and his/her absence will be considered unjustified.

Students must arrive on time to all their classes throughout the day. Tardies are classified as absences and are counted as a half absence.

8.4 Permissions / Authorizations

All permissions/authorizations must be requested via the MiGLM platform under "Permissions" and must be authorized by the corresponding vice-principal.

(See [Appendix 2](#))

8.5 School bus

The school bus service is provided by an external contractor, but the rules and regulations applying to them are the rules of the School.

8.5.1 Rules and regulations

- Students must wait for the bus at the bus stop, on time. For security reasons, the bus drivers will neither use the horn nor wait for anyone.
- Students will be dropped off in the afternoon at their bus stop. As for Preschool and Primary buses, if no one is waiting for the students, they will be returned to the School.
- The bus attendant/monitor is the authority in the school bus. Students must respect her and follow her orders.
- While on the school bus, students must behave properly under any circumstance.

Paragraphs

- Standing up, leaning out the window, and preventing or making it difficult for the driver to concentrate, are considered offenses.
- Addressing the persons who pass by the school bus in an inappropriate manner is considered disrespectful and against the School's good name.
- It is considered bad manners to eat on the school bus and make a mess or damage the bus. Damages caused to the vehicle must be paid.
- An outburst or any type of mistreatment of any person on the bus is considered a serious offense.
- Getting off the bus at a place that is not the authorized bus stop is considered a serious disciplinary offense.
- The student who breaks the rules pertaining to the school bus will be verbally reprimanded by the deputy rector of his/her section, only once. After that, he/she will be temporarily or permanently suspended from using the school bus service, according to the nature of the offense.
- The School reserves the right to exclude from the bus transportation service the students who fail to observe the rules in place for any reason.
- The belongings left by the students on the bus are handed by the attendant/monitor to the School, but they are the responsibility of the students.

8.5.2 Special cases

8.5.2.1 Changing school buses

- The authorization to change school buses depends on the number of seats available on the bus to which the student wishes to change. These changes must be submitted at least 24 hours prior by using the MiGLM platform under "Permissions".
- Permanent changes to another bus, either for a few or all the days of the week, must also be requested via the MiGLM platform, at least one week prior. These changes are conditioned to the availability of seats and the buses' routes.

8.5.2.2 Changes due to non-use of the school bus

Whenever a student will not go home on the school bus, his/her parents must report this via the MiGLM under "Create" and edit a permission slip at 24 business hours prior. Should there be force majeure reasons that do not allow making the request within this timeframe, they must contact the corresponding vice-principal, who may or may not authorize the request. The student must be picked up at the

administration building's parking bay.

8.6 Rules for students who do not use the school bus

- Arrival and departure times for students who do not use the school bus are informed at the beginning of each year and depend on the overall organization of this procedure.
- Private vehicles must arrive and leave using the gate in place for this purpose.
- Any change or request relating to the regular pick-up time must be informed via the MiGLM platform before 12 m.

8.7 Personal presentation

- The School does not have a uniform, with the purpose of avoiding massification and fostering autonomy. However, the School reserves the right to ban clothing implying ideologies or attitudes that are against the School's philosophy.
- Students' clothing must not be used as grounds for competition or any type of discrimination.
- Students must come to School in clean, comfortable, and straightforward clothing, respecting the School's philosophy. In no case the students are allowed to wear torn or worn-out clothing.
- Uniforms for certain classes, such as Physical Education or Natural Sciences (laboratory coats) must always be complete, in good condition, and marked. Without them the student may not participate in the class.

8.8 Meals

8.8.1 Students who use the cafeteria service

- Students must display proper etiquette in the cafeteria.
- Students must adjust to the type of food offered by the School, which is governed by the generally accepted nutrition standards of our culture.
- The School reserves the right to exclude from the cafeteria service those students fail to abide by the rules in place for any reason.

8.8.2 Students bringing their own food

- Students who bring their own food must abide by the same etiquette expected from those who have lunch at School.
- Glass containers and lollipops are forbidden for safety reasons.

8.8.3 Midmorning snack

- Preschool and Primary students must bring their midmorning snack from home. We suggest this snack be light.
- The School has a store for the Middle and Upper Secondary school students. However, the availability of this service does not exclude the possibility of the students bringing their own snack from home. The food available at the store also follows the nutritional standards used by the School.

8.9 Withdrawing from School

Whenever a student withdraws from School during the scholastic year the following procedure must be observed:

- Parents must notify the decision in writing to the School's principal. This communication must provide sufficient explanations on the reasons for requesting the withdrawal. This will be evaluated by the Board of Directors, in order to determine whether there are grounds for sanction due to

breach of the enrolment contract.

- The student must hand his/her desk and chair to the Academic Secretary, as well as any other resource or material rented out or loaned by the School.
- Once all the foregoing steps have been complied with and the sanction has been paid, the School will issue a good standing and current status certificate, along with any school certificates required.

CHAPTER 9

SCHOOL GOVERNMENT

The School Government encompasses the steering bodies responsible for the management, organization, development and evaluation of the Educational Project to the benefit of the community. They are made up of students, parents, teachers, administrators, managers and all other workers. (Article 68 of the Political Constitution, as per paragraphs 2 and 3 of Article 142 of Law 115 / 1994).

9.1 Governing bodies

The governing bodies of Gimnasio La Montaña are the following:

9.1.1 Principal

The principal will be appointed by the Board of Directors and approved by the High Council for two (2)-year periods. The principal has the following duties:

- Serve as legal representative of the Corporación.
- Attend the meetings of the High Council and the Board of Directors, with voice but without voting rights.
- Submit the annual budget and income and expenses draft, as well as the activity report and the Corporation's accounts and balance sheet, to the High Council and the Board of Directors.
- Call the Board for special meetings whenever deemed necessary.
- Freely appoint and remove the officers who are not appointed by the High Council or the Board, according to the bylaws.
- Enter into acts and contracts required for the proper achievement of the Corporation's purpose, observing the limits set by the Council and the Board.
- Ensure the preservation of the spiritual, legal and economic property of the Corporation.
- All other duties assigned by the Board.
- Follow the orders and instructions given by the Board within the limits set in the bylaws or which have been imposed by the Board.
- Carry out all acts conducive to the optimal achievement of the Corporation's purpose.

9.1.2 Vice-Principal

There will be two of them, who will be appointed by the Board.

Duties:

- Advise and support the principal to comply with his/her duties. There is one for Preschool and Primary, and another for Middle and Upper Secondary.
- Replace the principal in his/her temporary or absolute absences.

9.1.3 School Management and Planning Team

Its members are the principal, the vice-principal, the academic director, the bilingualism director, the KOA Learning Support Center, the formation director, the communications director and the section directors.

Duties:

- Plan the School's overall operation; this includes weekly, monthly and yearly planning.
- Coordinate internal and external activities that involve more than one academic department.
- Coordinate extracurricular programs that do not depend on a specific department, such as: social

work, class trips, outings, formation days, sex education, learning sessions for parents, etc.

- Study and decide on the extracurricular proposals submitted by the different sections, schools and department.
- Study and decide on invitations and offers of programs, advisory services and other external proposals relating to the students' formation.
- Study and decide on the proposals submitted by the School students, including the student representative, the Student Council, the classes, the special groups and independent students.
- Permanently review the Community Handbook and the specific rules that are not included therein.

9.1.4 Academic Council

This is a body that is called on and presided over by the Principal. Its members include the academic director, the bilingualism director and the department directors. It convenes once a week.

Duties:

- Serve as a consulting body of the School Management and Planning Team for the revision of the Institutional Education Project proposal
- Foster the permanent revision and ongoing improvement of the curriculum.
- Study the institution's general academic issues and come up with strategies for their proper management.
- Assess the specific academic issues of certain groups, as forwarded by the corresponding committee and create the strategies for their proper management.
- Design and supervise the overall evaluation process.
- Receive and decide on the claims of students regarding evaluations.
- Create and manage the special academic programs.
- Guide the cultural activities carried out within the community of Gimnasio La Montaña, as well as those that take place in interactions with other institutions.
- Participate in the selection of new teachers, evaluating their academic competence.
- All other duties that are similar or supplementary to those previously mentioned, which may be attributed by the Institutional Education Project.
- Define criteria for evaluating the academic competences of candidate teachers.
- Permanently revise the Community Handbook and the specific rules not included therein.

9.1.5 Coexistence Councils

The purpose of the Coexistence Council is to oversee the disciplinary processes, coming up with steering strategies, giving warnings, encouraging the students to reflect, and proposing actions conducive to changing attitudes vis-à-vis any offense, and if necessary, to sanction said offense when deemed necessary. This instance also strives to influence the moral development of the students by providing a school environment of care and safety for all.

There are two coexistence councils: one is in charge of Preschool and Primary sections, and another of Middle and Upper Secondary sections.

Their members are the corresponding vice-principal, the director of the corresponding section and the homeroom teacher of the student involved.

Duties

- Study and decide on cases involving students which exceed the scope of the class commissions regarding overall compliance with the Schools rules and regulations.
- Study and decide on the disciplinary issues of the classes.
- Permanently revise the Community Handbook and the specific rules not included therein.

9.1.6 Board of Trustees

This is a participative body whose members are the principal, two representatives of the teaching staff

(elected in a teachers' meeting) two representatives of the parents, (elected in the Parent Association meeting), an alumnus of the School, and two 11th grade student representatives.

In the School's organizational chart, it serves as an advisory committee to the Board of Directors on certain issues.

Duties:

- Aid in the resolution of conflicts arising between the institution and students or families, once all the prior procedures laid out in this Community Handbook have been exhausted, and as an instance prior to the Board of Directors.
- Review the matters requested by the Board of Directors.
- Review and approve the rate increase for the subsequent scholastic year.
- Assume the defense and guarantee of the rights of the entire community.

9.1.7 School Coexistence Committee

Refer to paragraph 6.3 of this Community Handbook.

CHAPTER 10

PARTICIPATORY BODIES

10.1 Student Council

“It is the highest governing body, which ensures and guarantees the permanent participation of the students.” Law 115. Decree 1860, Chapter II, Art.29.

10.1.1 Its main characteristics include:

- It represents all the classes and the different School committees.
- The participation of the students in the permanent improvement of the School by achieving its purposes and applying its philosophy.
- It is created within the first four weeks of the scholastic calendar via secret ballot and implementing a simple majority system.

10.1.2 Its members include:

- One student of each class, from second grade to eleventh grade.
- Three Upper Secondary students, each one representing one preschool section. They are elected by the students in those sections.

10.1.3 Duties

- Represent the students before the Board of Trustees through the eleventh-grade students.
- Support the student activities proposed by the different student organizations, such as the school newspaper, the ecologic committee, the radio station committee, among others.
- Promote and organize student participation in institutional projects and activities which allow or require it.
- Foster the application of the main rules laid out in the Community Handbook across all levels and in all school life circumstances.
- Act as mediator in conflicts that call for it, either because a student or a School authority has requested it.

10.2 Student representative

“This will be a senior student who will be in charge of encouraging the exercise of duties and rights of the students enshrined in the Political Constitution, the laws and the rules and regulations of the Community Handbook”. Law 115. Decree 1860, Chapter II, Art.28.

The representative is elected during the first academic term using the secret ballot and simple majority system. All of the students at the School participate in this election.

10.3 Asomontaña – Parent Association of Gimnasio La Montaña

Its active members are the parents and/or authorized guardians whose children study at the School.

Duties:

- Steer family and school education and participate in the integration of the educational community, which includes the students, teachers and parents.
- Help their children's academic and disciplinary performance by providing a solid family education and forging true understanding and cooperation bonds with the teachers.
- Organize cultural and social promotion activities that will elevate the cultural level of the parents and lead to instilling among them a steadfast attitude vis-à-vis change and participation in the fate of society. This is managed through periodic conferences and all other actions that will foster a greater awareness of the educational community and of society in general.
- Serve as representative of the interest of the community regarding the protection of the teaching elements and equipment, a high academic level, the search for resources of other similar institutions, and all others required by the community.
- Permanently monitor factors that are against the moral integrity of the educational community.
- Facilitate the coordination between parents and teachers in order to discover and become familiar with the vocational inclination and skills of the students and guide their full development.
- Offer the staff the intellectual and moral tools needed to handle the issues that affect the comprehensive formation of the student.
- Ensure compliance with the Institutional Education Project and its ongoing evaluation. To this end, specialized consulting services may be engaged.
- Promote parent formation programs so they may fully carry out their task as educators.

10.4 Parent Council

This is a participatory body made up of a representative of every grade, from kindergarten to 11th grade, to ensure that all levels are represented at all times. Each representative has an alternate.

Both the principal and alternate members are elected by the parents of the grade to be represented during the first meeting with the parents scheduled by the School's management.

Duties:

- Serve as a consulting body for the programs proposed by the School's management.
- Propose programs that will boost the ongoing improvement of Gimnasio La Montaña.
- Serve as a consulting body whenever the School's management so requires it to make decisions, carry out reforms or handle specific situations.
- Participate in the promotion committee through the representatives of each grade.
- Serve as communication channel to convey the community's concerns to the School's management, as long as said concerns do not pertain to a specific case.

APPENDIX 1

PROTOCOL TYPE 1 SITUATIONS

1. What is a Type 1 situation?

Paragraph 1 of Article 2.3.5.4.2.9. of Decree 1075 / 2015 defines Type 1 situations as << conflicts not managed properly and the occasional situations with a negative impact on school climate, but in no case result in damages to the body or health. >>

A few examples of this type of situation are mockery, insults, blows/hits, and assaults (physical, verbal, gestural, relational) which do not entail harm to the body or health.

In order to determine whether a Type 1 Situation has occurred, the intent or awareness that the conduct would lead to said effect must be assessed. Age, maturity and common treatment accepted among students and between students and teachers, are factors that must be taken into account as well. Likewise, that certain common blows or assaults occur during sports or games, and their occurrence must not be classified as a Type 1.

2. What to do when a Type 1 situation has occurred?

All of the members of the educational community (management, teachers and all other workers, students, parents and guardians) must actively participate in the promotion of a healthy school climate. This is why if any of them are made aware of events that may be classified as Type 1 Situations, they must report them to the homeroom teachers, teachers or school bus attendants/monitors, as may correspond, so they may lead the mediation process and the solution proposed for the Type 1 Situation. When these situations involve teachers, then the corresponding homeroom teacher must be informed; if the situation involves the homeroom teacher, then the situation must be reported to the corresponding director.

2.1 Protection of the person reporting the occurrence

Considering how important it is that all the members of the educational community actively participate in the maintenance of a healthy school climate, whenever someone informs a director or teacher of the occurrence of a Type 1 Situation, the person who reported said situation must be protected. This will entail the confidential management of the information.

On the other hand, the person reporting the occurrence must state who or how they were made aware of the facts, in order to avoid inexistent situations or situations with a different connotation from that being handled.

2.2 Meeting of the parties involved

The homeroom teacher, teacher or school mediator, as may correspond, must summon the parties involved in the alleged Type 1 Situation to be informed of the event. It is convenient to ask each party involved what occurred exactly. Each party must state the truth regarding the event. Should the versions contradict one another, the person in charge of coming up with a solution may request the testimony of third parties to shed light on the event.

It is possible that the person in charge of coming up with a solution (homeroom teacher, teacher, school bus attendant/monitor, or school mediator, as may correspond) may decide that a Type 1 Situation has not occurred, or that the situation at hand is more serious, in which case he/she must apply the corresponding protocol.

2.3 Educational mediation

Once the event is clear, the person in charge of coming up with a solution (homeroom teacher, teacher, or school mediator, as may correspond) must mediate in order to find a solution to the Type 1 Situation that occurred. This mediation must be mainly educational and contribute to the formation of those involved.

2.4 Steer the solution

Furthermore, an agreement or decision must be reached by the parties involved to avoid the occurrence of a similar event.

2.5 Restoration of rights and reconciliation

The purpose is that the parties involved reconcile, and the rights of the affected party are restored. This restoration may entail apologizing, a commitment to avoid the same events from occurring, carrying out an action that will redeem the person, among others that may be deemed appropriate.

2.6 Consequences applicable

Since Type 1 Situations are not classified as sanctionable offenses in the Community Handbook, engaging in this type of conduct will not entail opening a disciplinary process or imposing a sanction. However, educational measures may be imposed to achieve the aforementioned learning goals, the restoration of rights, and reconciliation.

2.7 Follow-up

The person in charge of coming up with a solution must keep a record of the process. If said person is not the homeroom teacher, the latter must be informed. The homeroom teacher must follow up with the parties involved to make sure the restoration measures have been effectively applied, as well as the non-recurrence of these events. The class committees will serve as follow-up forums.

Note: since Type 1 Situations must be handled within the School, it is not necessary to bring in external entities, as is the case with other situations. The phone book will be included in the other protocols.

PROTOCOL TYPE 2 SITUATIONS

1. What is a Type 2 situation?

Paragraph 2 of Article 2.3.5.4.2.9. of Decree 1075 / 2015 has defined Type 2 Situations as *<< school assaults, school bullying and cyberbullying, which do not constitute a crime and meet any of the following characteristics: a) they are reiterative or systematic; b) cause damage to the body or health without entailing a medical leave for any of the parties involved. »*

A few examples of Type 2 Situations include school bullying or cyberbullying, regardless of the reasons behind it, insults, blows, assaults (physical, verbal, gestural, relational), as long as they are reiterative or cause harm to the body or health, without entailing a medical leave for any of the parties involved.

In order to determine whether a Type 2 Situation has occurred, the intent or awareness that the conduct would lead to said effect must be assessed. Age, maturity and common treatment accepted among students and between students and teachers, are factors that must be taken into account as well. Likewise, that certain common blows or assaults occur during sports or games, and their occurrence must not be classified as a Type 2.

2. What to do when a Type 2 situation has occurred?

All of the members of the educational community (directors, teachers and all other workers, students, parents and guardians) must actively participate in the promotion of a healthy school climate. This is why if any of them are made aware of events that may be classified as Type 2 Situations, they must report them to the homeroom teachers or directors, so they may lead the corresponding actions pursuant to the Comprehensive Care Procedure.

2.1 Protection of the person reporting the occurrence

Considering how important it is that all the members of the educational community actively participate in the maintenance of a healthy school climate, whenever someone informs a director or teacher of the occurrence of a Type 2 Situation, the person who reported said situation must be protected. This will entail the confidential management of the information, while guaranteeing the privacy of those involved. A record must be kept of the measures adopted to protect the person who reported the event.

On the other hand, the person reporting the occurrence must state who or how they were made aware of the facts, in order to avoid inexistent situations or situations with a different connotation from that being handled.

2.2 Immediately inform the parents of the students involved

The homeroom teacher or director must inform the parents of the students involved, so that they may provide support to the children and to the processes resulting from the Type 2 Situation.

This communication may coincide with the notice informing them of the opening of a disciplinary process, whenever the event corresponds to any of the sanctionable offenses laid out in the Community Handbook. As a consequence of the disciplinary process, and as long as the student's responsibility has been confirmed, the sanctions defined in the Community Handbook will be applied depending on the gravity of the situation.

2.3 Immediate care in case of harm to the body or health

If it appears or it is confirmed that there has been potential harm to the body and health, the homeroom teacher or director must decide, along with the parents, the type of immediate care to be given to the student. If a teacher is an affected party, the School must provide the means for his/her immediate care.

2.4 Adopt protection measures for those involved

Considering the nature and gravity of the events, the homeroom teacher or director may implement measures aimed at protecting the rights of those involved in a Type 2 Situation. This protection encompasses safeguarding the right to privacy and integrity, among others.

It is essential to keep confidential the events and to warn those who may have been aware of this situation to not reveal them or damage the persons involved.

2.5 Create spaces so that the parties, their parents and guardians may report the events, while protecting confidentiality and privacy

Unlike the meeting arranged for Type 1 Situations, in the event of Type 2 Situations, the homeroom teacher or director must set up a proper space so that the parties involved, and their parents and guardians, may report the events. Should the versions contradict one another, the person in charge of coming up with a solution may request the testimony of third parties to shed light on the event, always protecting the confidentiality and respect for the privacy of those involved, and of those who provided the

information.

2.6 Establishing the restoration actions

The Coexistence Council may propose the corresponding restoration actions to take care of the matter. These restoration actions may be educational measures to ensure not only the protection of those affected, but the overall prevention of similar situations.

2.7 Inform the School Coexistence Committee on the events and the measures adopted

At the same time restoration actions are adopted, or whenever the principal may deem it convenient, the School Coexistence Committee must be summoned to inform them of the events and the measures taken. The information must be provided duly protecting the confidentiality of the personal information of the students or persons involved.

The members of the School Coexistence Committee will give their opinions on the measures taken and will make the suggestions they deem appropriate. Based on these suggestions, further or alternative actions may be proposed to safeguard the people involved and are conducive to the proper restoration and resocialization process.

Furthermore, the School Coexistence Committee, must come up with prevention actions to avoid the recurrence of these types of situations. These actions must be implemented as soon as possible.

2.8 Analysis of the events and following up on the applied solution

After the occurrence of these events, the homeroom teacher or director must spearhead the follow-up actions to prevent the parties involved from engaging once again in these conducts, or the same events from continuing or escalating.

The follow-up information on the situation may be addressed in the class committees, and even in the School Coexistence Committee.

2.9 Recording the event

A record must be made of all the events, even the follow-up actions, in the media and manner decided by the homeroom teacher or director. This record must keep confidential the personal information of those involved in the events.

2.10 Recording the information in the system

The principal of the School must report the Type 2 Situation to the School Coexistence Unified Information System, pursuant to the orders of the Ministry of National Education for these cases. Said record must keep confidential the personal information of those involved in the events.

PROTOCOL TYPE 3 SITUATIONS

1. What is a Type 3 situation?

Paragraph 3 of Article 2.3.5.4.2.9. of Decree 1075 / 2015 defines Type 3 Situations as <<school assaults/insults that constitute crimes against sexual freedom, integrity and education, referred to under Section IV of Book II of Law 599 / 2000, or whenever they constitute any other crime defined in the Colombian Penal Law in force. »

Unlike Type 1 and 2 Situations, Type 3 Situations constitute crimes, which by definition are enshrined in a law under the principle of legality (*nullum crimen sine lege*). Under no circumstance an action or omission not corresponding to a conduct or a typical outcome may be classified as Type 3.

If there is any indication that a criminal conduct has occurred, the principal must obtain immediate judicial confirmation to ascertain whether said conduct must be reported to the competent authorities. A Type 3 Situation will not be reported, even if the conduct has been confirmed as such, whenever the materiality of said conduct is nonexistent (e.g. theft of a pencil).

2. What to do when a Type 3 situation has occurred?

All of the members of the educational community (directors, teachers and all other workers, students, parents and guardians) must actively participate in the promotion of a healthy school climate. This is why if any of them are made aware of events that may be classified as Type 3 Situations, they must report them to the School principal.

2.1 Protection of the person reporting the occurrence

Considering how important it is that all the members of the educational community actively participate in the maintenance of a healthy school climate, whenever someone informs the principal of the occurrence of a Type 3 Situation, the person who reported said situation must be protected. This will entail the confidential management of the information, while guaranteeing the privacy of those involved and of the person who reported the event.

Likewise, the person reporting the occurrence must be certain about the occurrence of the event, in order to avoid inexistent situations or situations with a different connotation from that being handled.

2.2 Immediate care in case of harm to the body or health

Whenever there are indications or it has been confirmed that there are potential damages to the body or health, the principal, or whoever the principal may appoint to this end, must decide, along with the parents, what type of care must be immediately be given to the student. If the event involves a teacher, the School must provide the means for his/her immediate care.

2.3 Immediately inform the parents of the students involved

The principal must inform the parents of the students involved in the alleged Type 3 Situation. A record must be made of the situation, ensuring the respect for the rights and the information of the persons allegedly involved.

2.4 Inform the competent authorities

The principal will request the corresponding evidence to ascertain the degree of certainty about the occurrence of an alleged criminal conduct. Based on the information received, the principal may directly inform the authorities by using the Electronic Report Line - *Te Protejo*.

However, if the principal has doubts as to whether the conduct is indeed a Type 3 Situation, he/she must make the corresponding judicial verification. If said verification confirms that the conduct is indeed an alleged criminal conduct, the principal must inform the competent authorities as previously indicated.

2.5 Summoning and informing the School Coexistence Committee, maintaining the confidentiality of the information

The principal must call the School Coexistence Committee to inform them of the event. This information must be provided duly maintaining the confidentiality of the personal information or the students or

people involved.

The members of the School Coexistence Committee may make the suggestions deemed suitable to protect the rights of the persons involved and of the persons who have provided the information.

The School Coexistence Committee must also propose prevention actions so that similar events never occur again. These actions must be implemented as soon as possible. The record made by the School Coexistence Committee must be signed by all of its members and those who participated in it.

2.6 Adopting protection measures for those involved and for the persons who reported the event

According to the suggestions made by the School Coexistence Committee, and whatever the principal deems convenient, protection measures will be adopted to protect the rights of the persons involved and of the person who reported the alleged Type 3 Situation.

2.7 Recording the information in the system

The principal of the School must report the Type 3 Situation to the School Coexistence Unified Information System, pursuant to the orders of the Ministry of National Education for these cases. Said record must keep confidential the personal information of those involved in the events.

2.8 Follow-up

The principal must steer the follow-up on the alleged Type 3 Situations in order to ensure compliance with the measures conducive to protecting the rights of the persons involved and of those who reported the event. The principal must also follow-up on the evolution of the reports submitted to the competent authorities.

The alleged Type 3 Situations will also be followed up on by the District Committee on School Coexistence.

Without prejudice to the foregoing, the principal is encouraged to use the Electronic Report Line - *Te Protejo*.

APPENDIX 2

PERMISSIONS AND AUTHORIZATIONS

High School Section

- Permissions must be requested using the Mi GLM platform, respecting the schedules for doing so: Monday through Thursday before 10 am, and Fridays before 7 am.
- Permissions to get on a different school bus are subject to the availability of seats in the bus on which the student wishes to ride. These permissions must be requested at least 24 hours prior using the MiGLM platform - *Permissions*.
- Permissions for scheduled or planned activities (medical exams, processes, appointments, etc.) must be requested 24 business hours prior to the event, not on the day of the event or after it. It is mandatory to attach or send a document supporting the request. If the permission was not requested, or it was untimely submitted, then the absence will be considered unjustified.
- For absences due to illness or other force majeure event, they must be reported within three (3) business days of the return of the student to the School, at the latest. Once this period has elapsed, permissions will not be authorized, and the absence will be considered unjustified.
- The School does not grant permanent or extended permissions/authorizations over the scholastic calendar.
- Whenever a permission request has not been authorized, academic leveling/preparatory courses are not conducted, works or homework cannot be submitted, nor is extra time granted for performance or activities that took place during class.
- As long as a student has a justified absence, he/she will be responsible for catching up with the topics covered, requesting updates and scheduling with the teachers the submittal of work or tests.
- Permissions entailing the change of dates for specific tests, remedial courses, retakes or remedial course tests, or for early departures for vacations, will not be authorized.
- As of the 9th grade, parents may give their children a permanent permission to leave the School on their own at the end of the day. This permission only applies to regular schooldays and does not apply to special events or situations or extraordinary events, such as the early departure of a student for an appointment. In the latter cases, the parent must send a specific permission for this situation.

Permissions to go to games or events taking place on School premises after school hours

Students who stay will only be the responsibility of their mother or father, except for special cases, in which the following must be observed:

- The parents of students wishing to stay at school for a game taking place on School premises must fill out a permission on the MiGLM platform (by 10 a.m. at the latest) indicating that the child will remain at school and will be under their care, or in a special case, with a parent.
- In a special case in which the students remains with the mother or father of a friend, the adult who will be responsible for the student must send an email to the vice-principal (leopoldogarcia@glm.edu.co), by 10 a.m., naming the student or students that will be under his/her responsibility, and that said parent will leave with the named children once the game has ended.
- If a student remains at School without permission, then the student must be collected by his/parents at the School's administration. He/she may not use the buses for extracurricular activities.

APPENDIX 3

CRITERIA FOR RECOGNITIONS AND AWARDS

ARTISTIC SPIRIT

The following are the criteria to be nominated and/or deserving in the areas of art, music, literature, video or design:

1. Creativity in the preferred area of artistic production.
2. Dedicated and constant work in the preferred area of artistic production. This may be evidenced in extracurricular activities or external projects.
3. Reflective attitude to appreciate and critique in the preferred area.
4. Meet the basic requirements of the other artistic activities.
5. Respectful activities vis-à-vis other artistic manifestations.
6. Commitment to school activities relating to the arts, specifically in their preferred area.
7. Having been nominated in any of the areas in the sensitivity bulletin vis-à-vis the arts.

*** *At least 5 of the criteria other than the bulletin requirement.*

SPORTSMANSHIP

1. Fair play: loyal, honest, correct behavior; fraternity vis-à-vis the opponent; respect for the referee and of those in attendance. This also entails not cheating and behaving properly with other team members and rivals, not insulting or engaging in similar conducts, or raising arguments or starting fights. (Wikipedia, s. f.).
2. Team working in sports: commitment, responsibility, solidarity, sense of belonging.
3. High performance in sports or be a high-performance athlete.
4. Commitment to the School's sporting activities.
5. Proper management of emotions in sports.
6. Having been awarded the fair play bulletin.

*** *Must meet all the criteria.*

CONGENIALITY

1. Makes positive contributions to the class's environment.
2. Assumes benevolent, generous and empathetic attitudes with his/her schoolmates. ***
3. Manifests openness and universality in the interaction with schoolmates. ***
4. The solidarity with his/her schoolmates is authentic and does not devolve into complicity in misconduct. ***
5. Shows willingness to listen to his/her schoolmates' interventions.
6. Always acts recognizing the existence of others and their dignity. ***
7. Reliable regarding the secrets and needs of his/her schoolmates. ***
8. Never participates in mistreatment or in intimidating conducts against any member of the community. ***
9. Is respectful, kind and protective in interactions in the online world (insofar as we are able to observe). ***
10. In high school, having been nominated for the congeniality bulletin.

*** *Mandatory*

ACADEMIC EXCELLENCE

1. Academic contributions: participates in the different academic, scientific, cultural or technological activities, standing out thanks to the quality of his/her input. ***
2. Interest in knowledge: shows interest in knowing more than what his/her condition as a student demands. ***
 - a) Makes significant contributions in classes in which he/she is especially interested or stands out.
 - b) The student studies topics he/she is interested in.
 - c) Has an investigative spirit (scientific or academic curiosity and a permanent and rigorous search attitude).
 - d) Shows consistent interest in the area of knowledge (sufficiently broad) and does not dismiss other areas of knowledge.
3. Critical spirit: his/her attitude vis-à-vis knowledge is characterized by the raising of questions, the ability to dispute ideas based on facts, data or analysis in accordance with the student's age, and maintaining a propositional attitude regarding knowledge. ***
4. Global thinking: interested in understanding global issues, approaching the local reality from a global perspective.
5. Communications: expresses his/her ideas effectively and appropriately in academic contexts ***
 - a) Consistently uses the language required for each context.
 - b) Listens actively to and respectfully of the ideas of others.
 - c) Makes use of the different communication media.
6. Technology: makes proper use of the technology and the information available to potentialize his/her skills and knowledge. ***
7. Academic integrity: uses morally correct methods to access knowledge, share it, and show it. ***
8. Consistency and quality of output: submits the work in line with the formal and content requirements in place. At the end of the year, the student shows significant progress in his/her academic processes. ***
 - a) Is aware of and recognizes his/her weaknesses and works permanently on overcoming them.
 - b) Is aware of and recognizes his/her strengths and works permanently on boosting them.
 - c) Works on the achievement of personal goals.
 - d) Fulfills his/her school duties.
 - e) Carries out his/her work based on the careful planning of his/her time and activities.
9. Independence: the student showed over the year that he/she is capable of managing his/her learning process according to the expected development level.
10. Cooperation ***
 - a) Works effectively and respectfully in diverse teams. (NEA, s. f.)
 - b) Assumes responsibility for collaborative work and values the contributions made by each team member. (NEA, s. f.)

*** *Mandatory*

Boletines verdes: the following *boletines verdes* will be taken into account: interest in knowledge, work persistence and efficiency, and punctuality.

The descriptors of each criterion (organized in lower case) help understand him/her, but do not need to be fully used.

GLM SPIRIT

1. The work shows discipline, motivation and attitudes to tackle academic challenges. He/she may not have achieved this at some point during the year. ***
2. Empathetic and conciliatory.
3. Shows compassion and solidarity in school life situations ***
4. Appraises comprehensive and critically the different cultural manifestations and celebrates their diversity. ***
5. Values and defends the dignity of everyone vis-à-vis their individuality (gender, preferences, characteristics, beliefs). ***
6. Acts and reflects on what is right and wrong in line with the moral development phase he/she must be in. ***
7. Manifests a search for meaning and connection beyond himself/herself and the empirical world (spirituality).
8. Acts in consonance with his/her beliefs regarding others.
9. Has a socially sensitive, responsible attitude concerning the different areas in which he/she interacts. ***
10. Shows commitment to the wellbeing of his/her community (class, School, Colombia, humanity). ***
11. Actively participates in school life initiatives and activities. ***
12. Uses the multiple communication media honestly, respectfully, assertively and thoughtfully.

*** *Mandatory*