

SCHOOL HANDBOOK 2025-2026



**COLEGIO
COLOMBO
BRITÁNICO**

We Unite Peoples and Cultures
Through Education

**Corazón
COLOMBO**

we are one

SCHOOL HANDBOOK

The Community Handbook contains the set of criteria, rules, rights, duties, guidelines for behavior, and definitions of procedures that contribute to harmonious coexistence and generate a positive climate of relations among the members of the Colombo Británico educational community.

This Manual essentially represents the ethical and moral values and principles that guide the institution's work, whose main purpose is to promote the full education of students in all aspects of their personal development.

The main purpose of this document is to contribute to the regulation of children and young people and to offer them both limits and rules, as well as the necessary support to accept the consequences of their actions, teaching them practical ways of resolving conflicts through dialogue, so that they can move towards developing the profile of the CCB educational community.

This School Handbook has been developed collaboratively, with the participation of representatives from all levels of the Educational Community.

It is the responsibility of all members of the Educational Community to know and comply with the contents of this Manual.

The following translation was generated using an AI-powered translation tool, Deep-L for reference purposes and it's not legally binding.



**COLEGIO
COLOMBO
BRITÁNICO**

We Unite Peoples and Cultures
Through Education

This Manual is part of:
COLOMBO BRITÁNICO SCHOOL INSTITUTIONAL EDUCATIONAL PROJECT
VALID UNTIL JUNE 2025

This School Handbook supersedes all previous versions and will remain in effect until a new Student Handbook is issued that meets all legal requirements.

1. PRINCIPLES AND FUNDAMENTALS OF THE COLOMBO BRITÁNICO SCHOOL (Guiding Statements)

The Colegio Colombo Británico is a non-profit, bilingual (Spanish-English) and multicultural educational corporation, coeducational, for students from 18 months of age, which complies with national educational standards and the international standards of the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the Career-related Programme (CP) of the International Baccalaureate Organization (IB).

The educational community is made up of students or learners, educators, parents or guardians of students, graduates, teaching staff, school administrators, and CCB employees. All of them, according to their competence, participate in the design, implementation, and evaluation of the Institutional Educational Project and in the smooth running of the educational establishment, in accordance with the law and the school's regulations.

1.1 MISSION

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

1.2 VISION

To be a community whose members transform and positively impact the environments in which they work.

1.3 MOTTO

"Gentes Moresque docendo iungimus" (included in Latin in the school logo). We unite peoples and cultures through education.

1.4 PROFILE OF THE EDUCATIONAL COMMUNITY

We embrace the fundamental goal of the International Baccalaureate (IB) Organization's programs to develop internationally minded individuals who, aware of their common humanity and shared responsibility for the planet, contribute to creating a better and more peaceful world.

The members of the CCB educational community strive to be:

Inquirers

We cultivate our curiosity while developing skills for inquiry and investigation.

We know how to learn independently and together with others.

We learn with enthusiasm and maintain this desire to learn throughout our lives.

Informed and educated

We develop and use our conceptual understanding by exploring knowledge in a variety of disciplines. We engage with ideas and issues of local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and proceed responsibly in the face of complex problems. We act on our own initiative in making reasoned and ethical decisions.

Good Communicators

We express ourselves confidently and creatively in multiple languages, languages, and ways. We collaborate effectively, listening attentively to the perspectives of other individuals and groups.

Integrity

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

Open-minded

We develop a critical appreciation of our own cultures and personal histories, as well as the values and traditions of others. We seek and consider different perspectives and are willing to learn from experience.

Caring

We show empathy, sensitivity, and respect. We are committed to helping others and act with the purpose of positively influencing the lives of people and the world around us.

Risk Takers

We approach uncertainty with foresight and determination. We work independently and collaboratively to explore new ideas and innovative strategies. We show resourcefulness and resilience when faced with change and challenges.

Balanced

We understand the importance of physical, mental, (spiritual), and emotional balance to achieve well-being for ourselves and others. We recognize our interdependence with other people and the world we live in.

Reflective

We carefully evaluate the world and our own ideas and experiences. We strive to understand our strengths and weaknesses in order to contribute to our learning and personal development.

1.5 ETHOS: Distinctive Character of the CCB Educational Community

Excellence: We empower each student to reach their full potential in a holistic way.

We motivate students to take responsibility for their learning and reflect on their successes and challenges so that they always seek ways to improve their performance, whatever field they are learning or involved in.

High-Quality Teaching and Learning

In line with our mission, our purpose is for students to develop an international mindset and global citizenship through a bilingual education that allows them to see the world from multiple perspectives while respecting and celebrating diversity.

To achieve this purpose, we nurture well-rounded, balanced students who become lifelong learners with creative minds. We do this with inclusive, inquiry- and concept-based teaching strategies to provide learning experiences that are flexible, collaborative, holistic, and student-centered. By developing and strengthening their critical thinking, self-management, and agency skills, our students take ownership of their learning and seek knowledge and understanding beyond just having "the answer." We provide learning experiences that promote the development of international-mindedness, social and environmental responsibility. We integrate the learning community profile holistically into all aspects of the CCB student's life: academic, artistic, athletic, and community service.

Throughout their learning process, CCB students become lifelong learners, prepared to face the challenges of the future. We expose them to meaningful learning and experiences in real-world contexts; these authentic experiences allow them to develop the skills to become critical, flexible, and reflective thinkers who become meaningful learners with voice, ownership, and choice.

British Tradition: We maintain links with Great Britain and its representatives in Colombia; we practice House activities, offer students the opportunity to study at private schools and universities in the United Kingdom, and celebrate aspects of British culture.

Holistic Development: We promote a balance between intellectual, physical, spiritual, emotional, social, and artistic development and the good use of free time.

Good Human Beings: We encourage emotional and social development, moral awareness, the strengthening of values, and positive behavior.

We encourage healthy lifestyle habits and care for oneself and others as fundamental pillars of quality of life.

Culture of well-being: A culture of well-being for all members of the educational community is the basis for high-quality teaching and learning.

We seek to create a school environment where personal relationships and learning processes promote and sustain positive effects on the physical, mental, and social health of the members of the educational community.

We have a network of policies and programs that promote student safety. Safety includes protecting minors from the risks of abuse and discrimination while promoting their well-being.

This network that ensures well-being includes inclusion policies (see PEI), child protection policies (see child protection manual), and coexistence policies (see Coexistence Manual, section 3.5), which establish as institutional policy the recognition and appreciation of diversity, the pursuit of equity, and a solid commitment to the prevention of discrimination in all its forms.

In line with our mission as an educational community, we prioritize the relationships that children and adolescents experience at CCB, as this is the foundation for building self-confidence and trust in their environment. We seek to empower members of the educational community to take an assertive stance on safeguarding concerns and promoting well-being.

Our culture of well-being ultimately aims to prepare students to face the challenges of the future and create a better and more peaceful world that values diversity.

Catholic vocation, with respect for other faiths. We promote Catholic values throughout the school year, offer religion classes, preparation for the sacraments of First Communion and Confirmation, and celebrate the most important events of the Catholic liturgical calendar, involving the entire CCB community. We educate students to appreciate and respect the contributions of community members who profess different religions and beliefs.

Global Citizenship: A global citizen is someone who explores and engages with the world around them. We recognize that fostering an international mindset is a lifelong learning process.

We embrace diversity, practice and uphold universal values, the Universal Declaration of Human Rights, and the United Nations Convention on the Rights of the Child. Through a deep understanding of their local context and in connection with global perspectives, we encourage our students to develop and live the attributes of the IB learner profile and the core values of CCB. As global citizens, we demonstrate these qualities in virtual contexts through the application of digital citizenship skills.

We engage our students in ongoing conceptual inquiry, through which they develop skills and explore knowledge by considering and contrasting the ideas and beliefs of others, accepting difference and diversity to enrich their understanding of the world and its

cultures. Through this process, we want our students to find creative solutions to build a harmonious future for humanity.

Instrumental in this ongoing process are the wholehearted and collaborative commitment of the entire community, a coherent curriculum aimed at building sustainable and peaceful societies, the assertive use of English as a second language and French as a third language, and committed memberships in collaborative international organizations, school networks, and educational exchange programs (Roundsquare, LAHC, VHS Learning).

Social and Environmental Responsibility: Members of the CCB community are involved in work and activities with communities in which we show solidarity and empathy. We promote environmental protection through curricular and extracurricular activities. We educate students to appreciate and respect the environment.

Bilingualism and other languages: We experience and promote the use of English and Spanish in the school context. We offer French as a foreign language. We support students who choose to learn other languages. We learn language through language and about language.

Leadership and Collaborative Work: We carry out the training and education process by encouraging collaborative work among members of the educational community. Students have the opportunity to develop leadership skills, understanding that different roles can be assumed in collaborative work.

Lifelong Learners: We strive to ensure that members of the educational community enjoy the learning process so that they retain a desire to learn for the rest of their lives. We involve students in learning activities that encourage research, critical thinking, and initiative. We offer training programs for teachers and employees, and organize workshops and conferences for parents.

1.6 VALUES

Our core values are:

Respect: We recognize and accept differences in how others think, feel, and act, regardless of religious or political beliefs, lifestyle, gender, ethnicity, sexual orientation, abilities, or social and professional status. Respectful people always recognize the right of others to be different. Respect is lived and expressed towards everything around us: other people, the physical environment, material things, and the environment. Respect is nurtured in interpersonal relationships, which opens the way to rational dialogue and calm confrontation of arguments, as well as the recognition that one can be wrong.

All members of our school community are examples of prudence and respect, making wise decisions in everything we say, do, and think. In accordance with this principle, at CCB we

do not discriminate against anyone based on the aforementioned differences in any school processes or in the use of facilities or provision of services.

Honesty: We have a constant commitment to truth in all acts of life. Honesty strengthens people's credibility and allows for the construction of environments where respect and trust are the basis of interaction.

All members of our school community must act in accordance with the principles and values of the school, having the strength to persevere and tell the truth even in difficult situations. Academic integrity is one of the fundamental principles upon which an academic community is built. (See 3.6 and PEI, Annex 5 Academic Integrity Policy ([link](#))).

Responsibility: We are capable of taking on and seriously supporting all of life's actions. Responsibility is shown through the continuous and positive exercise of individual, social, civic, academic, family, and work rights, and through the ongoing evaluation of the results that may come from them.

All members of our school community must choose the right path rather than the easy path, demonstrating perseverance, willpower, and self-discipline.

Solidarity: We are clearly aware of the needs of others, not only in the economic sphere, where members of the community recognize social inequalities and commit themselves to acting to remedy them, but also in a broader sense, identifying with others and with the meaning and purpose they have in common.

Tolerance: An attitude of respecting the opinions, ideas, or attitudes of others even if they do not coincide with one's own. Tolerance is not indifference, but an active attitude that stems from respect. It is the willingness to accept and live with ideas, opinions, beliefs, and behaviors different from one's own, in an environment where diversity is valued as a source of mutual enrichment.

At CCB, inclusion is fostered through diversity, equity, and non-discrimination. This means not only accepting differences, but also appreciating them and promoting intercultural understanding. This value aligns with the IB community profile, which promotes open-mindedness and a willingness to consider different points of view.

Justice: A moral principle that inclines us to act and judge with respect for the truth and to give everyone their due. Expand the concept of justice

All members of our school community support and value justice, equality, and show consideration for others within a context of peaceful coexistence in an international community.

The Headmaster ensures that programs are in place to promote the adoption of the school's fundamental values, and the adults in the CCB community (senior administrative staff,

teachers, administrative and support staff, and parents) demonstrate respect for and commitment to the CCB's fundamental values through their attitudes and behavior.

To ensure that fundamental values permeate the daily lives of students, we encourage and create appropriate spaces for the discussion of common issues and problems that bring values into play. It is the task of everyone—Headss, teachers, and students—to clarify values and bridge the gap between words and actions.

1.7 IDEALS¹

Round Square member schools share a commitment to character education and experiential learning built around six themes: our IDEALS: international understanding, democracy, environmental stewardship, adventure, leadership, and service, drawn from the theories of educator Kurt Hahn.

The Round Square IDEALS underpin the discovery framework, which supports us in developing and structuring holistic programs that develop character, competencies, and life skills in our students.

The IDEALS provide a common platform, shared by all schools in the Round Square network, around which we can collaborate, exchange and share learning resources, and participate in joint activities such as conferences, exchanges, and academic projects.

The IDEALS complement and harmonize our principles and foundations.

We encourage our students to develop a spirit of:

Internationalism: Seeking, discovering, and accepting similarities and differences between cultures and nationalities in a way that promotes meaningful and lasting understanding and respect.

- What do we do? We identify and develop, in a variety of settings, the attitudes, understandings, and competencies developed by students through a wide range of activities, including student and teacher exchanges abroad and participation in regional, global, and international conferences.

Democracy: Develop a sense of equality, fairness, justice, and the desire to do what is right for the common good.

- What do we do? We promote freedom of thought and expression, and establish appropriate forums and channels of communication to encourage student voice and debate. We bring democratic principles into the classroom, involving students as

Taken and translated from <https://www.roundsquare.org>

active participants in lessons, activities, and debates that explore and demonstrate both the values of democracy and the importance of participating in democratic processes.

- We capture and disseminate attitudes, understandings, and competencies for positive community participation and active and engaged local and global citizenship.

Environmentalism: Understanding our place in the universe, the forces that shape our environment, and the impact we have on that environment.

- What do we do? Our students learn about the importance of caring for the future of the planet. We demonstrate an active interest and concern for all natural environments.
- We create opportunities, both within and outside the curriculum, for students to explore proven problems and play a practical role in addressing environmental issues.

Adventure: Striving beyond perceived limits, crossing boundaries, and discovering that we are capable of more than we thought.

- What do we do? We create a culture and environment where students are encouraged to take risks and step outside their comfort zone. We understand that adventure is defined by each individual according to their personal limits, and we encourage and celebrate challenge, courage, and tenacity in all contexts.

Leadership: Recognizing that successful leaders are driven by a desire to serve others and to nurture, guide, develop, and help them improve and succeed.

- What do we do? We offer students opportunities to explore leadership concepts, identify role models, and develop and practice a variety of leadership skills in a supportive environment both inside and outside the classroom.
- Student-led initiatives and activities are key features of the CCB.
- We empower students to actively participate in strategy development, problem solving, and team leadership, ultimately understanding their potential to be current and future leaders and the responsibility that role entails.

Service: Celebrating personal development through practical experience that provides support and sustainable benefit to others.

- What do we do? We expect all our students to engage with local and wider communities through voluntary service activities.
- We promote responsible social action based on a deep understanding of the challenges and problems faced by people and communities in need of support around the world.
- We offer service programs and projects, both individual and collaborative, that involve a large number of students and serve as a model of positive and sustainable community partnership both locally and abroad.

1.8 PHILOSOPHY

We base our philosophy on the institutional values and attributes of the IB community profile.

- We recognize, respect, and appreciate cultural, religious, ethnic, intellectual, and social diversity.
- We develop moral, social, and intellectual autonomy as an integrated process through meaningful learning.
- We create the conditions necessary for students to reflect on how they learn.
- We encourage investigative, critical, and analytical thinking and the development of creative abilities.
- We offer diverse settings for identifying and developing student talents.
- We promote healthy lifestyle habits and self-care as fundamental pillars of quality of life.
- We foster a culture of care in which the education, safety, and well-being of students and others are paramount.
- We work as a team with families and the community to educate students.
- We are committed to preserving and caring for the ecosystems that belong to the environment.
- We develop awareness of the condition that unites us as human beings in order to identify social problems and work together to find solutions.

1.9 COMMITMENT TO COMPLIANCE WITH REGULATIONS

We carry out all our educational and administrative activities in strict compliance with Colombian law, and we strive to make this commitment an example for the entire community.

This is without prejudice to the exercise of the resources and other rights granted by law, in accordance with the constitutional right to due process and the right to defense.

The members of the educational community accept the rules established in the Coexistence Manual, understanding that they must be complemented and interpreted in accordance with the rules established in:

- The Colombian Constitution
- National legislation
- The United Nations Convention on the Rights of the Child (Law 12 of 1991)
- The Universal Declaration of Human Rights of the United Nations

In addition, members of the educational community accept the rules established in the following CCB documents:

- Code of Ethics and Good Corporate Governance (See document on the website, www.colombobritanico.edu.co, section About Us, School guidelines)

(<https://www.colombobritanico.edu.co/wpcontent/uploads/2022/11/Co%CC%81digo-de-E%CC%81tica-y-Buen-Gobierno-2022.pdf>)

- The Child Protection Manual (<https://www.colombobritanico.edu.co/wp-content/uploads/2022/09/Manual-de-proteccion-de-menores.pdf>)
- The Biosafety Protocols (<https://www.colombobritanico.edu.co/wp-content/uploads/2021/10/Protocolo-CCB-2021.pdf>)
- The Institutional Educational Project (<https://www.colombobritanico.edu.co/wp-content/uploads/2024/09/PEI-2024-2025-WEB-ES.pdf>)
- The Policy Manual (<https://www.colombobritanico.edu.co/wp-content/uploads/2022/09/Manual-de-politicas-de-la-junta-directiva.pdf>)
- Internal Work Regulations (<https://www.colombobritanico.edu.co/wp-content/uploads/2021/10/2.5-Reglamento-Interno-de-Trabajo-CCB-Version-2-actualizado-09-03-2021.pdf>)
- Individual Employment Contract
- The Statutes of the Colombian British College Corporation (<https://www.colombobritanico.edu.co/wpcontent/uploads/2023/01/Copy-of-CCB-statutes-march-2021.doc-1.pdf>)

Copyright

We promote respect for copyright and intellectual property in general by all members of the community. To this end:

- We obtain licenses for all computer programs ("software") and other forms of intellectual property that are used.
- We take appropriate measures to prevent unlicensed software and files from being installed on school computers.
- We promote respect for intellectual property by all stakeholders and members of the community.
- We facilitate access to legal software for employees and students (through means such as information campaigns and special agreements with suppliers).
- We do not disseminate or use intellectual property without authorization.
- We take appropriate measures to prevent and punish plagiarism and piracy by teachers, students, and administrative staff (see PEI Annex 5 and section 3.6 of this Coexistence Manual: Academic Integrity Policy).

2. RIGHTS AND DUTIES OF STUDENTS

Being part of an educational community, building healthy relationships with others, and striving for academic success and personal excellence requires each individual to behave in a manner consistent with the duties and rights listed below.

Every student has the:

2.1 THE RIGHT TO	2.2 DUTY TO
Enjoy an environment that promotes learning and the development of their skills, benefiting from differentiation strategies designed by their teachers.	Fulfill their academic commitments and reinforcement and remedial activities, as well as other actions planned to improve their performance, in a timely manner. - Remain on school grounds; if they need to enter another section, they must have the proper authorization.
Participate in learning experiences planned by qualified teachers, with the purpose of promoting inquiry and meaningful and lasting learning.	Behave in a manner that fosters a favorable environment for learning and the development of potential, assuming responsibility for the process. Not affect the process of other students.
Be accompanied by their teachers in the processes of human development and comprehensive education, appropriate to the school environment. Receive support and motivation from school staff for their comprehensive development.	Follow the recommendations suggested by the institution to achieve their comprehensive development and fulfill the commitments made. Participate actively in class.
Be familiar with the educational program and what is expected of each student.	Know, understand, and achieve academic objectives.
Receive meaningful, constructive, and ongoing feedback about their school progress and the results of assessment processes. Receive timely responses to concerns and requests submitted regarding these. Be familiar with the institutional student assessment system: criteria, procedures, and assessment and promotion tools at the beginning of the school year. Be evaluated objectively and in a timely manner in all academic, personal, and social aspects in a continuous, progressive, varied, and reliable manner.	To reflect continuously on their school progress to identify strengths and opportunities. To fulfill the academic and coexistence commitments defined by the school. To comply with the recommendations and commitments made. Demonstrate academic integrity.

Have their self-evaluation recognized as an indispensable element for a complete and fair evaluation. Receive advice and support from teachers to enhance their learning.	
Be recognized for their achievements and receive the incentives offered by the school.	Inform their teachers of extracurricular achievements.
Express and propose initiatives and suggestions for the common good through the Student Council.	Be responsible in fulfilling commitments made to classmates and the institution.
Be informed of behavioral commitments, disciplinary consequences, and due process in disciplinary proceedings, as disclosed in the Student Handbook.	Know and comply with the rules of the school and the classroom, behave in accordance with the provisions of the Student Handbook both inside and outside the school, and accept the consequences of their own actions.
Exercise the right to petition	Follow the established procedures in each section.
Be respected by members of the community for ethnic, religious, ideological, and gender differences. Exercise free and respectful expression.	Respect the differences and rights of community members. Do not discriminate. Respect the ideas of others, taking into account different points of view.
Use CCB facilities and property for the benefit of their learning	Take care of the physical and environmental resources of the School as stipulated in this Manual and be responsible for any damage caused.
Receive support from the professionals responsible for student welfare at the School.	Ensure the well-being of community members.
Participate in CCB extracurricular activities on the condition that they are up to date with their academic commitments.	Comply with the rules established for extracurricular activities.
Be familiar with the biosafety protocols issued by the School. Have a suitable space for learning that complies with all biosafety regulations. Study in an educational environment where all members of the educational community follow biosafety protocols.	Comply with the biosafety protocols established by the school. The Headmaster may make changes to the Biosafety Protocols in accordance with changes in national and local legislation. Once the changes have been adopted, the Headmaster informs the educational community by means of a circular. The changes take effect on the date indicated in the Headmaster's circular. The Headmaster presents the changes to the Board of Directors at

	the next meeting for approval. The biosafety protocols are published on the website.
Study at home with ICT support during periods of remote education or periods of isolation for medical reasons.	Follow all recommendations made by the school when learning at home with the help of ICTs (see section 8.2).
"We have a voice" Whistleblowing Policy	Report any incidents you witness that violate the school's statutes, the school coexistence manual, the PEI, and the instructions given by the institution.

3. BASIC GUIDE TO BEHAVIOR

The members of the educational community commit to behaving in accordance with the rules established in the School Code of Conduct, which are based on the following guidelines:

3.1 COMMUNICATION

Members of the educational community maintain clear channels of communication. We are all responsible for using institutional channels when we have concerns and for responding in a prompt and courteous manner. We must all contribute to improving communication through effective listening.

3.1.1 PRINCIPLES

Adults are role models for students, and the way we handle conflict situations is a life lesson for them. Thus, showing respect and consideration for the school, the people who work there, parents, and students is a clear message that students carry with them in their daily interactions inside and outside the institution.

Recognizing that the school is always willing to respond to parents' concerns, it is important that parents be allowed to express their concerns and receive a response in the first instance, before they become rumors that are sometimes unfounded or require more careful consideration.

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

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

- 1) Protect the image and good name of our institution.
- 2) Be cautious with the messages and posts we send, including what is published on official and social WhatsApp accounts, as well as on different social networks.
- 3) Treat all members of the educational community with respect and cordiality, and ensure that all our comments are respectful and constructive.
- 4) Follow the proper channels in every situation that arises.
- 5) Avoid promoting or validating exclusionary or discriminatory social interactions (see section 3.5).
- 6) Avoid making comments, especially those that create conflict, about politics, religion, and discrimination for any reason.

3.1.2 REGULAR CONDUCT

Regular conduct for students to express their concerns, complaints, or claims:

Teacher, Psychology (if applicable) or "DSL" (Designated Safeguarding Leader, if applicable), Grade Coordinator (if applicable), Coexistence Coordinator, Section Head or Deputy Head, EC and Primary Heads, Deputy Headmaster, Headmaster, Board of Directors (if necessary).

Extracurriculars: Teacher, Extracurricular Activities Coordinator (ECAs) or their Assistant, Head of Sports, Headmaster, Board of Directors (if necessary).

The adult who receives the student's request will guide them according to the previously established procedure.

Students may request support from the Student Representative in formulating concerns, complaints, or claims regarding their rights or duties.

Regular channel for parents to raise concerns, complaints, or claims:

Request an appointment through the Academic Management System (Phidias), the institutional email, or the department secretaries, keeping in mind that educators have assigned schedules for this purpose so as not to interrupt the teaching process. Parents should not show up and interrupt school activities or work. Nor should they approach them informally, through unofficial channels, or in hallways, cafeterias, or green areas. Parents must behave with due respect at all times. The meeting must be recorded in minutes.

Teacher, Psychologist (if applicable) or DSL (Designated Safeguarding Leader, if applicable), Grade Coordinator (if applicable), Coexistence Coordinator (in High School), Head of Section or Deputy Head, EC and Primary Heads, Deputy Headmaster, Heads, Board of Directors (if necessary)

The Head of Section, Section Assistant, Extracurricular Coordinator, Director of Sports, Head of EC and Primary, Deputy Headmaster or Headmaster requests a copy of the

minutes of the meeting between the parent and the above authorities prior to meeting with the family. In the event that parents consider that they should not meet with the teacher involved beforehand, they must write an email explaining their reasons to the authority to which they are appealing.

In accordance with the Work Disconnection Law (Law 2191 of 2022), unless it is a situation of force majeure or unforeseeable circumstances, parents should refrain from contacting CCB staff outside of working hours (7:20 a.m. to 3:50 p.m., Monday through Friday). Only the Extracurricular and Transportation team works until 5 pm Monday through Friday and Saturdays from 9 am to 12 pm.

In the event that parents do not receive an initial response within three business days, they may submit a request to the Headmaster. If they do not receive a response within three business days, they may submit a request to the Board of Directors.

Recriminatory intervention at the school is strictly prohibited, especially by a parent in a conflict situation with a student who is not their child (see section 8.2 Parents' Duties).

NOTE: In order to support the management of situations, students and their families may seek psychological assistance to raise their concerns, complaints, or claims, even if they have already been expressed through the regular channels.

Regular Channel for Teachers: The procedure for raising concerns, complaints, or claims is as follows:

- In the event of a situation involving two or more teachers, the teachers involved are expected to talk to each other first to reach an agreement based on their analysis of the situation. They may seek the support of a grade or area coordinator.
- If no agreement is reached or if previous agreements are not fulfilled, they should seek the support of the Deputy Head or Head of Section.
- You may also file your complaint with the Workplace Relations Committee, whose form can be found on the CCB website.
- The Head of Section will refer the case to the Headmaster if deemed appropriate.
- The Headmaster will refer the matter to the appropriate School Government body if deemed necessary. It is the Headmaster's responsibility to inform the appropriate parties of the decisions made by the various School Government bodies.

It is the responsibility of each of the governing bodies to ensure strict compliance with the regular procedure.

3.1.3 MEANS OF COMMUNICATION

We use visual and written means of communication, such as: the school's website, social networks (Facebook, Link, YouTube, and Instagram), emails, the academic management system (Phidias), Toddle, phone calls, bulletin boards, and in-person or virtual meetings.

Teachers in the different sections may use the WhatsApp messaging service, but only for urgent last-minute logistical matters.

In the case of international or local educational trips with overnight stays that are operated directly by the school, the teacher leading the trip must create a chat with the students and a parent from the same group of students will be selected as the supervisor for this chat. The parent supervisor will not have a voice in the group and should not share any information with the other parents. Their role is to supervise in accordance with child protection policies. This chat should be closed once the educational trip has ended.

Similarly, for international trips, the teacher leading the trip creates a chat with the group of parents of the students traveling to keep them informed of important aspects of the trip. Parents must respect the teacher's working hours and take into account the time difference when applicable.

Aware of the care we must take of our planet, we have a policy of prioritizing digital media. Members of the educational community are responsible for keeping their contact information up to date, ensuring that addresses, phone numbers, and email addresses are always current in the academic management system and in the directory on the website (Phidias). All members of the educational community must check their emails daily, the website weekly, and other means of communication established by the section, such as the Weekly digital newsletter, in order to receive important information in a timely manner. To change their contact information, parents must do so through Phidias, and collaborators with human resources (Tel: 602555386 - rrhh@ccbcali.edu.co).

3.1.3.1 Early Childhood: The daily means of communication between teachers and parents is:

Toddle: Through the Toddle learning management system, EC teachers publish:

- newsletters and periodic announcements,
- information about transdisciplinary units and projects,
- weekly work schedules, homework, and activities that teachers propose for children to work on independently,
- extension and enrichment activities for children who need additional exposure or development in certain areas of learning,
- photographs of the children's daily activities,
- academic information of general interest so that parents can stay informed about daily events at school.
- Welcome Notes, Progress Reports, and End-of-Term Reports

At the parent orientation meeting, information about the use of Toddle is provided.

Phidias is used for two-way communication about issues concerning each individual child. Remote meetings are held via Zoom or Google Meet.

3.1.3.2. Primary: The means of communication used between parents and teachers are emails, the Phidias academic management system, and Toddle. It is always preferable to have face-to-face meetings with parents. When this is not possible, remote meetings are held via Zoom or Google Meet.

3.1.3.3 Secondary: Official communication is primarily through institutional emails, the academic management system (Phidias), or the official WhatsApp group for each grade level. Through Phidias, you can request in-person and/or virtual appointments (via Zoom or Google Meet).

In addition, meetings, circulars, and videos are generated. Teachers post assignments on Toddle, which is accessible to students and parents. High school students can use Toddle to view unit plans and consult Destiny for everything related to the academic resources available to them in the school libraries.

3.1.3.4 Communication between parents and other areas of the school is as follows:

- Transportation: transporte@ccbcali.edu.co 6025555334 and 6025555323
- Treasury: tesoreria@ccbcali.edu.co 6025555310 and 6025555301
- Administrative management: admin@ccbcali.edu.co 6025555307
- Reception: 6025555385

3.1.3.5 Extracurricular activities: Teachers and parents communicate via email and the academic management system, Phidias.

3.1.3.6 Academic management system: The Toddle or Phidias academic management system is the tool used to manage communication between parents, students, and teachers in all sections of the school. It also allows for attendance monitoring, grade entry, report generation, disciplinary and academic follow-up, etc.

3.1.3.7 Email: The school email address allows for personalized, two-way communication between parents and teachers or the psychology team to discuss matters of individual interest to each child and their family. It is also an appropriate means of communicating with the Head of EC and Primary, the Head of Section, or the Deputy Head in High School. The deadline for responding to emails from parents is three working days during school hours.

3.1.3.8 Electronic Newsletters: The School issues the following electronic newsletters: Headmaster's Letter, CCB News, College Counseling News, Alumni Association Newsletter.

3.1.3.9 Communication Channels: The communication channels that can be used to disseminate news by the School are: email, newsletters, the Phidias or Toddle academic management system, the official WhatsApp group for each grade, the website, social media, institutional bulletin boards, digital screens (Administration and Cafeteria), circulars, letters from the headmaster, meetings (group or individual), and assemblies. Official school

information should not be circulated on social media chats so as not to undermine the official communication channels.

3.1.3.10 Parent Council Chat.

Each year, the following will be created:

a) A chat group in which the Head of Section, Deputy Head, and the main representatives of each grade participate, in order to have more effective communication. An official one-way informational chat group for the Parents' Council, to which parents of the entire grade are invited. This chat group is administered by main and alternate representatives and moderated by the main representatives of each grade.

- The topics discussed must be relevant to an official school parent chat (i.e., they must be informative in nature). Anyone who uses the chat inappropriately may be removed for a period of time to be determined by the Parents' Council as a whole. The official parent chat should not be used as a substitute for the school's official channels.
- No photos of students or information that could damage the image of the institution, members of the educational community, or any other person should be posted in the official parent chats.
- Parents who do not belong to the grade should not remain in the chat.

c) Once elected, the President of the Parents' Council will create two chats: one with the main representatives and their alternates elected in the different grades. These chats will be administered by the President and Vice President elected by the representatives. The topics to be discussed must be relevant to an official school parent chat (informative in nature). Anyone who uses it inappropriately may be removed for a period of time to be determined by the Parents' Council in its entirety. In the event of the absence of the main representative due to travel or an emergency that prevents them from being active in the chats or performing their duties on a temporary basis, they must inform the president or vice president of the Parents' Council so that they can be replaced by their alternate for that time.

In order to strengthen the bonds between members of our community through the proper use of communication channels, we invite all members of the educational community to send news, information, photos, and videos about various activities of interest to comunicaciones.ccb@ccbcali.edu.co, who will include them in the school's various communication channels, subject to approval by the Headmaster or their delegate.

3.1.4 CONFIDENTIALITY

All members of the educational community have the right to privacy in their communications. This right is limited by the need to share information with those persons who need to know, except in reports given to the family of a student who has been the victim of a disciplinary situation, without the need to report the names of those involved. In disciplinary proceedings, a confidential report on the corrective action taken will be provided. Teachers, psychologists, parents, students, and administrators share the duty of confidentiality. Members of the educational community must notify parents and

department heads or the Headmaster when they become aware of situations that may affect the health, safety, or cause harm to any individual. In these situations, community members must provide relevant information to the educational authorities and/or parents. When defining disciplinary or restorative processes, the School will not provide information to parents and students about consequences and sanctions applied to other members of the community. This is in accordance with the Student Safeguarding Policy.

3.1.5 TRUTH

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

3.2 ACCEPTABLE USE POLICY FOR TECHNOLOGY

All members of the community must comply with the policies set forth in this manual, which were designed to help ensure the acceptable and responsible use of technology, information, and communication at the institution.

3.2.1 POLICIES FOR THE PROPER USE OF THE INTERNET AND EMAIL

All members of the educational community and visitors may use the wireless internet connection through the CCB WiFi network and must ensure that it is used as an institutional tool for academic and work purposes entrusted by the school, complying with and respecting the policies in force.

For security reasons, the CCB restricts the use of network services other than those required for browsing (VPN, FTP, P2P, Telnet, etc.). In addition, due to bandwidth rationing and to ensure the proper functioning of the network infrastructure, access to websites defined by the ICT department as high-demand websites, streaming, social networks, TV, radio, music, and others that significantly affect the proper functioning of the network and are not related to work or academic activities is restricted. Therefore, the use of software or hardware that may violate the aforementioned restrictions and jeopardize the IT security of the institution and the community at large is prohibited.

In accordance with the provisions of Article 60, paragraph 8 of the Substantive Labor Code, the institutional email account is a work tool. This tool is provided by the CCB to its employees to facilitate communication between members of the community and interested

third parties. It must be used responsibly, appropriately, and rationally for the purposes and interests of the Institution, respecting the principles of confidentiality, privacy, authenticity, and freedom of expression. For this reason, the CCB reserves the right to monitor and inspect the content of institutional email accounts assigned to employees when there are reasons that justify doing so.

The assigned institutional email account is individual and non-transferable; therefore, under no circumstances should anyone use an email account that has not been explicitly assigned to them. When a member of the community terminates their relationship with the school, their institutional email account is deactivated on the date of termination. Grade 12 students may keep their email account for a maximum of 6 months after graduation.

The Online Etiquette Guidelines apply to all members of the Educational Community. See Policy at:

https://drive.google.com/file/d/1YernvM_lw1LBbUggOvtpIx8M795FZIP0/view?usp=sharing

Essential Internet and Chat Agreements: Members of the CCB educational community use social media responsibly, refraining from disseminating written or graphic information that could jeopardize the safety, integrity, or good name of the institution, its members, or external individuals.

We use ICTs with respect for others, respecting ourselves and ensuring that we are respected.

In the Internet and Chat community, the same rules of courtesy that are used on a daily basis with colleagues and friends apply.

Members of the CCB community contribute positively, knowing and promoting our principles, philosophy, pedagogical model, and regulations.

There are some specific rules that must be taken into account:

- Write a relevant subject line in the subject field (email).
- Use clear language and follow spelling and grammar rules.
- Avoid using capital letters, underlining, bold type, or red ink extensively in your messages unless necessary; in electronic code, this is equivalent to raising your voice.
- Do not send mass messages to people you do not know or who have not requested your information.
- Only reply to messages that have been sent directly to you.
- Respect intellectual property and licenses.
- Do not use academic networks for commercial purposes, advertising, marketing, or product sales.

- Refrain from sending chain letters of any kind.
- Guide communication according to principles such as: "If you can't say it face to face, don't write it." "What goes online never disappears."
- Do not use false identities or impersonate others in ICTs.
- Protect your personal integrity and safety and that of others.
- Be responsible with your privacy and that of others.
- Do not share images or videos without authorization or with content that violates the privacy of students or staff associated with the school.
- Make responsible and ethical use of artificial intelligence tools.

3.2.2 SOFTWARE GOOD USE POLICIES

All members of the community must ensure compliance with legal software licensing and copyright requirements. For this reason, changes to the configuration settings established for CCB technological devices and network devices may only be made by the ICT department.

The ICT department has established a standard for installing applications and configurations that ensures the proper functioning of technological devices to support academic and work activities. For this reason, community members must not uninstall, modify, or install applications/programs without the prior authorization and assistance of ICT department staff. Collaborators may update authorized programs.

3.2.3 HARDWARE GOOD USE POLICIES

The technological devices provided by the CCB to the educational community are exclusively for the development of activities related to the school and the work entrusted to them. For this reason, these resources must be used appropriately and efficiently, only by authorized personnel and/or those responsible for them. In addition, it is the duty of each individual to notify the ICT department of any incident that occurs with such equipment.

The ICT department is the only department authorized to move or assign the school's technological devices. Members of the community must ensure that these devices are cared for and used properly, and must not modify or physically dispose of peripheral devices or technological devices without the prior authorization and assistance of ICT department staff, even if they are responsible for the device.

Whenever a member of the community ends their relationship with the CCB, they must return the technological devices in their possession to the ICT department, which will determine whether the return is acceptable after reviewing the devices.

3.2.4 ICT SECURITY POLICIES

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

It is not permitted to disseminate confidential school information externally or to electronically transfer software licensed by the school to third parties without the appropriate authorization. These violations may result in administrative or criminal penalties in the event of a violation of laws or copyright and intellectual property protection. Users should only download attachments from known sources, visit secure websites, and refrain from promoting unofficial communications to prevent electronic contamination and the spread of false news within the community. Users should not copy or reproduce files, articles, images, songs, works, programs, etc. protected by copyright.

It is prohibited to take actions aimed at infiltrating, damaging, or attacking the school's computer security through physical or electronic means, unless these intrusion attempts are duly authorized for the purpose of finding security flaws in the related system and only with the authorization and direct supervision of the Head of ICT. Likewise, the installation of any service or device that directly interferes with corporate communications and data is not permitted.

All members of the educational community and visitors who access the school's wireless network and technological devices are obliged to continue protecting information by complying with security policies, both during and after their relationship with the school.

3.3 PRESERVATION OF THE SCHOOL ENVIRONMENT

Aware of the importance of protecting and preserving the environment for ourselves and future generations, we have defined and implemented the following principles:

1. Declare environmental sustainability as a daily practice through the rational use of natural resources.
2. Provide the best possible education in knowledge, respect, care, and protection of the environment.

3. Implement good environmental practices to minimize potential negative effects on the environment.
4. Continuously improve the institution's environmental performance.
5. Promote the culture of the 6Rs at every stage of education.
6. Ensure compliance with all environmental regulations applicable to the institution.

3.3.1 COMPREHENSIVE SOLID WASTE MANAGEMENT PLAN – PGIRS

All members of the CCB Educational Community must contribute to the separation of solid waste at source by making proper use of the recycling points provided in offices, classrooms, auditoriums, cafeterias, green areas, and more.

The recycling points are color-coded as stipulated by the Ministry of the Environment (Resolution 2184 of 2019).

White bin: recyclable waste: plastic, metals, cardboard, glass, paper.

Green bin: recyclable organic waste: fruit scraps, fruit peels, dry leaves, sweepings.

Black bin: non-recyclable waste: food scraps, , napkins, paper and cardboard contaminated with food, metalized paper , face masks.

3.4 TOBACCO, E-CIGARETTES, ALCOHOL, DRUGS, AND PROHIBITED SUBSTANCES-FREE ENVIRONMENT

We are committed to creating a tobacco, drug, and alcohol-free environment for the educational community.

The possession, distribution (providing or selling), consumption, or being under the influence of alcoholic beverages, drugs, or psychoactive substances (not medicated), traditional or electronic cigarettes ("vapes") or "hookahs" on school premises, on buses, or at any activities organized, promoted, or sponsored by the school in which members of the educational community participate. They are also not permitted in the immediate vicinity of the school.

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

The possession, distribution, or consumption of energy drinks containing caffeine in combination with other ingredients such as taurine, guarana, and vitamin B, such as Red Bull, Monster, Vive 100, and similar products, is not permitted in any activities organized,

promoted, or sponsored by the School in which members of the educational community participate.

Note: As a basic rule of civility, respect for others, and personal safety, chewing gum is not allowed on school premises or buses.

3.5 COEXISTENCE

"School coexistence can be understood as the action of living in the company of other people in the school context in a peaceful and harmonious manner. It refers to the set of relationships that occur between people who are part of the educational community, which should focus on the achievement of educational objectives and their comprehensive development.

School coexistence sums up the ideal of living together among the people who are part of the educational community, based on the desire to live together in a viable and desirable way despite their diverse backgrounds (Mockus, 2002). Likewise, it is related to building and obeying rules; having mechanisms for social self-regulation and systems that ensure compliance; respecting differences; learning to celebrate, fulfill, and repair agreements; and building relationships of trust among people in the educational community (Mockus, 2003).

Learning to live together is a process that must be integrated and cultivated daily in all school settings (Pérez-Juste, 2007). Democratic learning environments where participation and identity building based on difference are central should therefore be encouraged.

A positive school climate cannot be improvised; it is built by listening to the voices of students, teachers, guidance counselors, administrative staff, families, and school administrators.

These learning processes must take into account that coexistence does not imply the absence of conflict. Such situations arise in all social groups due to the presence of diverse points of view and multiple interests; differences that can become drivers of transformation and change.

It is necessary to use these conflicts as opportunities for all members of the educational community to use dialogue as an option to transform relationships; critical thinking as a mechanism for understanding what is happening; the ability to put oneself in another person's shoes and even feel what they are feeling (empathy) as an opportunity for recognition; and consensus-building as a tool for resolving differences (Ruiz-Silva & Chaux, 2005).

In this way, the problem does not lie in the conflict itself, but in its inadequate management. In this case, schools need to have concerted actions in place to manage conflict, which becomes a challenge for the educational community to develop strategies that enable it to resolve conflicts appropriately and build learning from what has happened." (Taken from Guide No. 49. Pedagogical Guidelines for School Coexistence from the Ministry of Education, p. 25)

3.5.1 WELL-BEING AND PROTECTION.

We are committed to providing a safe environment in which all members of the community, including students and their families, alumni, administrators, teachers, and all school employees, interact with the highest standards of courtesy and respect. We must observe good behavior, use good language, and excellent standards of courtesy at all times, in accordance with our core values: respect, honesty, solidarity, responsibility, tolerance, and justice.

3.5.2 INCLUSION, DIVERSITY, EQUITY, AND NON-DISCRIMINATION

At CCB, we recognize, respect, and defend the dignity of all human beings and promote policies, procedures, and practices that oppose any type of discrimination based on age, ethnic or racial origin, gender, sexual orientation or identity, marital status, political affiliation, religion, exceptional abilities, disability, physical, social, or cultural condition, or health reasons.

Members of the educational community commit to not discriminating against others. Article 134A of the Penal Code establishes acts of discrimination as a crime, and Article 134B establishes acts of harassment as a crime.

We respect and recognize gender equality and equity and diversity of sexual orientation of all members of the educational community through:

- The promotion of respect for attitudes, interests, and abilities in relation to emotions, the cultural construction of sexuality, cultural gender behaviors, gender identity, diverse gender expressions, and sexual diversity in the educational community.
- Equal opportunities for participation and leadership in school government bodies for children and adolescents without discrimination on the basis of gender identity or sexual orientation.

The members of the educational community are attentive to promoting and fostering strategies to prevent discrimination and violence against children and adolescents based on gender and sexual orientation or identity.

Members of the educational community do not discriminate against pregnant adolescents. The CCB provides support through educational strategies to promote school retention.

The CCB's Inclusion Policy promotes compliance with regulations regarding the attention to barriers in the learning process and guarantees the required pedagogical support and accompaniment. (See PEI - Inclusion Policy).

3.5.3 GUARANTEE OF RIGHTS AND APPLICATION OF PRINCIPLES OF THE NATIONAL SYSTEM OF SCHOOL COEXISTENCE AND TRAINING FOR HUMAN RIGHTS, SEXUALITY EDUCATION, AND THE PREVENTION AND MITIGATION OF SCHOOL VIOLENCE

Compliance with rules and commitment to common principles and values are the foundation of the educational community, and the school coexistence system is based on the following principles (Law 1620 of 2013 and Decree 1965 of 2013, Articles 35 and 41):

1) **Participation:** We guarantee the active participation of representatives from different sectors of the educational community in the coordination and harmonization of actions, in the exercise of their respective functions, to enable the fulfillment of the objectives of the National School Coexistence System.

We guarantee the right of children and adolescents to participate in the development of strategies and actions carried out within the school within the framework of the System.

Participation allows for the inclusion of restorative practices as part of the discussion and decision-making process.

2) **Autonomy:** Individuals, territorial entities, and educational institutions are autonomous in accordance with the Political Constitution and within the limits established by laws, regulations, and provisions.

Autonomy allows students to take ownership and become aware of their responsibility for all their actions, both positive and negative, and the consequences they entail. This principle also allows students to develop skills related to making correct decisions as a result of a process of reflection on what has happened.

3) **Joint responsibility:** This is the responsibility shared by two or more people for the conditions in which a particular situation develops. It implies the recognition of obligations shared by different people in relation to coexistence, the promotion and protection of their own rights and those of others, both in maintaining the desired conditions for well-being and in generating adverse conditions and the effects this has on people's quality of life. (Guideline 49 of the MEN).

The family, the school, society, and the State are jointly responsible for the formation of civic skills (including socio-emotional skills), the promotion of school coexistence, and education for the exercise of human, sexual, and reproductive rights of children and adolescents from their respective spheres of action.

4) **Comprehensive protection:** Establishes four actions:

1. Recognize children and adolescents as subjects of rights.
2. Guarantee their fulfillment.
3. Prevent threats or violations of these rights; and
4. Ensure their immediate restoration in accordance with the principle of the best interests of the child.

Comprehensive protection includes the right not to be revictimized. Revictimization occurs when a person who has been abused is exposed to new abuses or situations of vulnerability

by the people who should be providing care or support (Guideline 49 of the MEN). (Article 7 of the Code on Children and Adolescents)

We adopt measures to prevent the dropout of children and adolescents who are victims of any form of violence.

5) Comprehensive approach: Children and adolescents have the right to receive education and training based on a comprehensive understanding of the person and human dignity, in peaceful, democratic, and inclusive environments. Systematic training based on knowledge of the principles of coexistence, the effective and consistent transmission of values, the exercise of conciliation, the clear establishment of rules, and the anticipation of their consequences are fundamental to framing relationships within the school.

The philosophy of the system of coexistence is comprehensive and oriented toward promoting education for self-regulation of the individual, education for social sanction, and education in respect for the Constitution and the laws.

6) Best interests of children and adolescents: The imperative that obliges all persons to guarantee the full and simultaneous satisfaction of all their human rights, which are universal, prevalent, and interdependent. (Article 8 of the Code on Children and Adolescents) This refers to the fact that the overall well-being of children and adolescents shall prevail over circumstances (UNICEF, 2005).

7) Prevalence of rights: When the rights of two or more persons or the exercise of two or more rights come into conflict, the principle of prevalence requires that actions taken give priority to, guarantee, and protect certain rights or groups of persons over others. (Guideline 49 of the MEN)

8) Diversity: The recognition, respect, and appreciation of one's own and others' dignity, without discrimination based on gender, sexual orientation or identity, ethnicity, or physical, social, or cultural condition. Children and adolescents have the right to receive an education and training based on a comprehensive understanding of the person and human dignity, in peaceful, democratic, and inclusive environments.

9) Enforceability of rights: The realization of rights imposes obligations on the State to ensure their fulfillment, protection, and respect (Ombudsman's Office, 2001). Three types of enforceability are recognized: social, political, and legal. (MEN Guide 49).

10) Gender perspective: Recognition of social, biological, and psychological differences in relationships between people based on sex, age, ethnicity, and the role they play in the family and social group. This perspective is taken into account in the application of the Coexistence Manual in all areas where children and adolescents develop, in order to achieve equity. (Article 12, Code on Children and Adolescents)

The gender approach means delving deeper into the ways in which relationships between men and women are constructed and how they are determined by the social belief system of the context in which they find themselves. It allows for the analysis of relationships and facilitates the creation of spaces for reflection and the promotion of affirmative actions to equalize educational opportunities (HEGOA & ACSUR, 2008) (Guideline 49 of the MEN).

11) Rights of children and adolescents from ethnic groups. Children and adolescents from indigenous peoples and other ethnic groups enjoy the rights enshrined in the Political Constitution, international human rights instruments, and the Childhood and Adolescence Code, without prejudice to the principles governing their cultures and social organization. (Article 13 Childhood and Adolescence Code)

12) Proportionality in measures adopted in situations affecting coexistence: This principle requires that corrective measures taken in any situation be proportionate and not excessive. In other words, the punishments imposed must be appropriate to achieve the end that justifies them and be as lenient as possible. It implies giving priority to educational measures over corrective ones. (Guideline 49 of the MEN).

13) Right to privacy and confidentiality: Participants in educational processes guarantee the right to privacy and confidentiality of documents in physical or electronic form, as well as of information provided by persons involved in the proceedings and all information generated within them.

The School is committed to protecting anyone who reports situations that affect school life and the exercise of rights, also assessing the risk that the situation poses to members of the educational community.

The School has a data protection policy to guarantee the protection of data and to guarantee the right to privacy and confidentiality of documents in physical or electronic form, as well as of the information provided by the persons involved in the proceedings and of all information generated within them. (https://www.colombobritanico.edu.co/wp-content/uploads/2024/02/POLITICA_TRTAMIENTO-DE-DATOS_ESP.pdf)

3.5.4 COEXISTENCE POLICY

The School is a place for meeting and friendship, a place for building values of solidarity, cooperation, respect, and dignity. Without a doubt, the school experience is one of the most significant episodes in any person's life and is characterized by a search for identity and belonging, where the relationships we establish with others are central.

3.5.4.1 DEFINITIONS

1. **Citizenship skills:** This is the set of cognitive, emotional, and communicative knowledge and skills that, when combined, enable citizens to act constructively in a democratic society.

We educate active citizens who contribute to the construction of a democratic, participatory, pluralistic, and intercultural society and who understand how the world works.

We promote the recognition, respect, and appreciation of one's own dignity and that of others, as well as diversity and difference.

We follow the programs and philosophy of the International Baccalaureate and strive for an educational community with an international mindset.

Cross-curricular educational projects are tools that enhance the development of citizenship skills and training in the exercise of human, sexual, and reproductive rights, with the aim of ensuring that this is carried out across all compulsory, fundamental areas of knowledge and training established in Law 115/94. (See PEI 8. Cross-curricular Educational Projects)

2. **Education for the exercise of human, sexual, and reproductive rights:** This is education aimed at training people to recognize themselves as active holders of sexual and reproductive human rights, through which they will develop skills to relate to themselves and others, with criteria of respect for themselves, for others, and for the environment, in order to achieve a state of physical, mental, and social well-being that enables them to make assertive, informed, and autonomous decisions to exercise a free, satisfying, responsible, and healthy sexuality in the construction of their life project and the transformation of social dynamics toward the establishment of more just, democratic, and responsible relationships.

We promote actions for sexuality education and citizenship building, and the promotion of sexual and reproductive rights (see PEI).

3. **Restoration of the rights of children and adolescents:** This is the set of administrative and other actions carried out to restore their dignity and integrity as subjects of rights and their ability to effectively enjoy the rights that have been violated.
4. **Conflicts.** These are situations characterized by a real or perceived incompatibility between one or more persons and their interests. (Art. 39, Decree 1965 of 2013)
5. **Improperly managed conflicts.** These are situations in which conflicts are not resolved constructively and give rise to events that affect school life, such as altercations, confrontations, or fights between two or more members of the educational community, at least one of whom is a student, provided that there is no physical injury or harm to the health of any of those involved. (Art. 39, Decree 1965 of 2013)
6. **Peer abuse:** "Physical, sexual, emotional, and financial abuse, and coercive control, exercised within relationships among young people, including their intimate relationships,

friendships, and broader peer associations." (1 Firmin, C. Abuse between Young People: A Contextual Account. 2017, Oxon, Routledge)

7. School aggression. Any action carried out by one or more members of the educational community that seeks to negatively affect other members of the educational community, at least one of whom is a student. School aggression can be physical, verbal, gestural, relational, electronic, and discriminatory. (Art. 39, Decree 1965 of 2013)

- a) **Physical aggression.** Any action intended to cause harm to the body or health of another person. This includes punching, kicking, pushing, slapping, biting, scratching, pinching, hair pulling, among others.
- b) **Verbal aggression.** Any action that seeks to degrade, humiliate, frighten, and/or discredit others through words. This includes disrespect, insults, using profanity, offensive nicknames, mockery, shouting, and threats. This includes threats of physical violence.
- c) **Written aggression.** Drawings or writings that are offensive or insulting to a member of the community.
- d) **Gestural aggression.** Any action that seeks to degrade, humiliate, frighten, or disparage others through gestures.
- e) **Relational aggression.** Any action that seeks to negatively affect the relationships that others have. This includes excluding people from groups, deliberately isolating them, and spreading rumors or secrets with the intention of negatively affecting a person's status or image in front of others, isolating or excluding someone, using threats or blackmail to make someone do something, and embarrassing someone because of their physical appearance.
This includes:
 - Aggression or abuse in dating or romantic relationships: Such as controlling who your partner sees or where they go, pressuring your partner to share social media passwords, hitting or humiliating your partner, forcing or pressuring your partner to participate in a sexual act.
 - Radicalization: Pressuring or forcing someone to adopt radical positions on political, religious, or social issues.
 - Hazing or initiation violence (baptisms, initiation rites, hazing): Such as the practice of rituals, challenges, and other activities involving harassment, abuse, or humiliation, used as a way to initiate a person into a group.
- f) **Cyberbullying:** Any action that seeks to negatively affect others through electronic means. This includes the dissemination of intimate or humiliating photos, images, or videos on the Internet, making insulting, offensive, or threatening comments through social media, and sending insulting, offensive, or threatening emails or text messages, either anonymously or when the sender's identity is revealed.

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

- g) **Sporadic aggression.** Any type of aggression that occurs only once, i.e., is not part of a pattern of repeated aggression against the same person.
- h) **Discrimination** includes harm based on a person's identity characteristics, such as race, ethnicity, religion, gender, gender expression, sexual orientation, age, ability, and associated economic status. Acts of discrimination may constitute crimes under Colombian law (see Articles 134A and 134B of the Penal Code).

All situations of peer aggression or abuse, regardless of where and when the alleged abuse took place, raise questions about the safety and well-being of students on campus and, as such, will be addressed.

8. School Bullying. This is any intentional, methodical, and systematic negative behavior involving aggression, intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, threats, or incitement to violence or any form of psychological, verbal, physical, written, telephone, or electronic abuse, whether direct or indirect, against a child or adolescent by a student or several of their peers with whom they have an asymmetrical power relationship, which occurs repeatedly and consistently over a period of time. It can also occur on the part of teachers or other members of the educational community against students, or on the part of students against teachers or other members of the educational community, in the face of indifference or complicity from those around them. Bullying interferes with and has consequences for the opportunities, performance, learning environment, health, and physical or emotional well-being of a member of the community and the school climate.

Types of bullying	Content
Physical intimidation	This type of intimidation occurs when someone is physically assaulted on a regular basis.
Verbal intimidation	This occurs when someone is repeatedly insulted with profanity or nicknames related to physical or intimate aspects of the person.
Relational or indirect bullying	This occurs when a person is constantly hurt through rumors that discredit them in front of others, exclude them from social groups, or attack them in a covert manner, without the victim knowing who did it.

Note: This table is taken from Ruling T-478 of 2015.

9. Cyberbullying or cyberstalking: A form of intimidation using information technologies (the Internet, social media, mobile phones, messages sent through any data messaging service, and online video games) to harass, intimidate, or inflict psychological and ongoing abuse.

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

Bullying or cyberbullying is not tolerated in our community. All members of the educational community must reject bullying or cyberbullying. We must not engage in intimidating, exclusionary, or aggressive acts toward others. In addition, we must intervene to prevent or report bullying or cyberbullying. In the event that it occurs, we must restore the relationships that have been affected through acts of reparation and reconciliation.

10. Sexual harassment. Anyone who, for their own benefit or that of a third party, and taking advantage of their superiority or relationships of authority or power, age, sex, job position, social status, family status, or economic status, harasses, persecutes, or physically or verbally assaults another person for non-consensual sexual purposes (Colombian Penal Code, Article 210A).

Sexual harassment includes, among other things, sexual comments; opinions about the body that are classified as aggressive insofar as they are unsolicited (e.g., catcalls and degrading jokes); comments that refer to a person's body as an object and imply someone's power over that person's body.

Sexual harassment also consists of vulgar gestures, non-consensual insistence on private encounters or sexual activity, lifting skirts, insulting someone with sexual epithets, and classifying students according to their sexual attractiveness.

11. Sexual violence. Sexual violence against minors is understood to be any act or behavior of a sexual nature committed against a child or adolescent, using force or any form of physical, psychological, or emotional coercion, taking advantage of the victim's defenselessness, inequality, and the power relationship between the victim and the aggressor. (Article 2 of Law 1146 of 2007)

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

12. Violation of the rights of children and adolescents: Any situation of harm, injury, or damage that prevents the full exercise of the rights of children and adolescents.

The following behaviors are unacceptable in interpersonal relationships:

- Those that violate personal dignity or create an intimidating, degrading, or hostile environment, including unwanted physical contact, hitting, play fighting, or inappropriate joking.
- Inappropriate communication (verbal, gestural, or written), including insults, offenses, and nicknames.
- Spreading malicious rumors, gossip, or slander.
- Ridiculing or mocking someone.
- Intentional isolation or exclusion.
- Criticism or threats.
- Using power or popularity inappropriately.
- Putting oneself or others at risk in dangerous situations, including possession of dangerous or illegal materials.
- Reacting without self-control.
- Challenging or disrespecting adults.
- All types of physical, verbal, written, gestural, relational, or electronic aggression.
- All types of sexual harassment or violence.
- Any violation of the rights of children and adolescents.
- Any behavior that goes against the right to free development of personality, privacy, equality, and self-determination.

13. Roles in situations of school aggression

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

Witnesses:

- Inform an adult.
- Mediate the conflict.
- Actively defend the rights of those who have been offended.
- Reject the aggression.
- Welcome and provide emotional support to those who have been offended.
-

Victim:

- Assertively defend your rights without attacking others.
- Seek help from an adult.

Offender:

- Restore the affected person(s).
- Repair your image within the group.

3.5.5 Responsibilities of educational establishments in the National System for School Coexistence and Training in Human Rights, Sexuality Education, and the Prevention and Mitigation of School Violence

- 1) Guarantee their students, educators, administrators, teachers, and other school staff respect for their dignity and physical and moral integrity within the framework of school coexistence, human rights, and sexual and reproductive rights.
- 2) Implement the School Coexistence Committee and ensure that it fulfills its functions.

- 3) Develop prevention, promotion, and protection components through the Coexistence Manual and the implementation of the Comprehensive Care Plan for School Coexistence, in order to protect students against all forms of harassment, school violence, and violations of sexual and reproductive human rights by other students, teachers, or school administrators.
- 4) Review and adjust the PEI, the Coexistence Manual, and the institutional student evaluation system annually, in a participatory process that involves students and the educational community in general, in light of rights-based, competency-based, and differential approaches, in accordance with the General Education Law, Law 1098 of 2006, and the regulations that develop them.
- 5) Annually review the school's conditions for peaceful coexistence and identify risk factors and protective factors that affect peaceful coexistence, human rights, sexual and reproductive rights, in institutional self-assessment or quality certification processes, based on the implementation of the Comprehensive Care Route and the decisions adopted by the School Coexistence Committee.
- 6) Take action that involves the entire educational community in a process of pedagogical reflection on the factors associated with violence and bullying and the violation of sexual and reproductive rights and their impact, incorporating relevant knowledge about caring for one's own body and relationships with others, instilling tolerance and mutual respect.
- 7) Develop strategies and tools to promote school coexistence based on assessments and monitoring of the most frequent forms of bullying and violence in schools.
- 8) Adopt strategies to encourage attitudes among members of the educational community that promote and strengthen school coexistence, mediation and reconciliation, and the dissemination of these successful experiences.
- 9) Generate pedagogical strategies to coordinate training processes between different areas of study.

3.5.6 Comprehensive Care Pathway for School Coexistence

The Comprehensive Care Pathway for School Coexistence defines the processes and protocols to be followed in all cases where school coexistence and the sexual and reproductive rights of students are affected, coordinating a responsive, comprehensive, and complementary range of services.

We must guarantee immediate and appropriate attention to cases of school violence, harassment, or violation of sexual and reproductive rights that occur at the school or in its surroundings and involve children and adolescents, as well as cases of teenage pregnancy.

Components of the Comprehensive Care Pathway for School Coexistence.

The Comprehensive Care Pathway has four components:

- 1) **The promotion component** focuses on the development of skills and the exercise of human, sexual, and reproductive rights. This component determines the quality of the school climate and defines the criteria for coexistence that members of the educational community must follow in the different spaces of the educational establishment and the mechanisms and instances for participation therein.

- 2) **The prevention component** is implemented through a continuous training process for the comprehensive development of children and adolescents, with the aim of reducing the impact of economic, social, cultural, and family conditions on their behavior. It addresses the causes that can potentially give rise to the problem of school violence, its precipitating factors in the family and in substitute family environments, which manifest themselves in violent behavior that violates the rights of others. Those who exhibit such behavior are therefore at potential risk of being victims of violence or perpetrators of violence in the school context.
- 3) **The care component** requires us to develop strategies to assist children, adolescents, parents, guardians, or educators in an immediate, relevant, ethical, and comprehensive manner when a case of school violence, bullying, or aggressive behavior that violates human, sexual, and reproductive rights arises, in accordance with the protocol and within the framework of the competencies and responsibilities of educational institutions. This component involves actors other than those from the educational community only when the seriousness of the reported incident, the circumstances surrounding it, or the physical and psychological harm to the minors involved exceed the mission of the educational establishment.

The Comprehensive Care Pathway begins with the identification of situations that affect coexistence due to bullying or school violence, which must be referred to the School Coexistence Committee for documentation, analysis, and attention based on the application of the Coexistence Manual.

The response component of the pathway is activated by the School Coexistence Committee when the victim, students, teachers, school administrators, parents, or guardians report the incident, or when the School Coexistence Committee or any person aware of situations that affect school coexistence reports it on its own initiative.

- 4) **The follow-up component** focuses on the timely reporting of information to the Unified School Coexistence Information System on the status of each of the reported cases requiring attention.

3.5.6.1 Responsibility of Psychologists in relation to the Comprehensive Care Pathway

- 1) Contribute to the school administration in the process of identifying risk factors that may influence students' school life.
- 2) Participate in the support process and in the evaluation of the results of this guidance.
- 3) Participate in the definition of individual and group comprehensive intervention plans and follow the protocols established in the Comprehensive Care Pathway.
- 4) Support the School Coexistence Committee in the development of strategies and instruments aimed at promoting and evaluating school coexistence and the promotion of sexual and reproductive rights, as well as documenting the cases reviewed in its sessions.
- 5) Participate in the development, drafting, dissemination, and implementation of the Coexistence Manual and educational projects.
- 6) Involve families, through the parent school, in the components and protocols of the comprehensive care pathway.

7) Fill out the Internal Reporting System in cases involving child protection.

3.5.6.2 Responsibilities of Section Heads and/or Deputy Heads and/or Coexistence Coordinators in relation to the comprehensive care pathway

- 1) Document and record cases of bullying, school violence, or violations of sexual and reproductive rights in the Unified School Coexistence Information System.
- 2) Act as liaison officers or agents who support the referral of cases of school violence or violation of sexual and reproductive rights to the institutions or entities, as established in the Comprehensive Care Pathway.

3.5.7 Family involvement

The family, as the fundamental nucleus of society, is an essential part of strengthening citizenship education and the exercise of human, sexual, and reproductive rights. It plays a central role in the prevention and mitigation of school violence and teenage pregnancy, and is assisted by all the duties, obligations, and functions enshrined in law (Art. 53 DR 1965 of 2013).

The family, as part of the educational community, must:

- 1) Provide their children with spaces and environments in the home that foster trust, tenderness, care, and protection of themselves and their physical, social, and environmental surroundings.
- 2) Participate in the formulation, planning, and development of strategies that promote school coexistence, human, sexual, and reproductive rights, participation, democracy, and the promotion of healthy lifestyles.
- 3) Accompany their children permanently and actively in the educational process promoted by the educational establishment for coexistence and sexuality.
- 4) Participate in the review and adjustment of the Coexistence Manual through the participation channels defined in the school's educational project.
- 5) Take responsibility for activities that make good use of their children's free time for the development of civic skills.
- 6) Comply with the conditions and obligations established in the Coexistence Manual and respond when their child fails to comply with any of the rules defined therein.
- 7) Be familiar with and follow the Comprehensive Care Plan when a case of school violence, violation of sexual and reproductive rights, or a situation that warrants it arises, in accordance with the instructions provided in the Coexistence Manual of the respective educational institution.
- 8) Use the existing legal mechanisms and those established in the Comprehensive Care Plan referred to in the Law to restore the rights of their children when they are assaulted. (Art. 22 Law 1620/2013)

3.6 CHILD PROTECTION POLICY

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of the human rights of children and adolescents and are obstacles to their education and physical, emotional, and spiritual development.

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

We seek to safeguard students. We take the following actions, among others, to prevent, identify, and respond to harm and abuse of children and young people:

a) Establishing and maintaining an environment where students feel safe and protected and are encouraged to speak up and be heard.

b) Ensuring that students know that there are adults within the school whom they can approach if they are concerned or experiencing difficulties.

If any member of the educational community becomes aware of a situation of abuse or neglect, they must report the situation to one of the psychologists, the head assistant of the sections, or the High School Coexistence Coordinator.

c) Create activities and curricular opportunities that strengthen students' skills to keep themselves safe from abuse.

d) Train teachers and staff to recognize and support situations of abuse or neglect.

- All CCB staff must report suspected incidents of abuse or neglect in the protection of minors whenever a staff member has reasonable grounds to believe that a child or adolescent has suffered or is at significant risk of abuse or neglect.

- The reporting and follow-up of all suspected incidents of abuse or neglect in the protection of minors are carried out in accordance with the Child Protection Policy published on the website. It is important to note that situations of abuse or neglect known to the institution will be reported to the competent authorities, if so required by current regulations.

3.6.2 We work with parents to ensure that our students are safe and aware of their rights and responsibilities to themselves and to each other, so that they can grow and learn without fear in a safe and supportive environment.

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

By enrolling their children at CCB, parents agree to work in partnership with the school and comply with the policies adopted by the Board of Directors and the Board of Trustees.

We publish the Child Protection Policy so that all parents and students have access to it, provide training for all staff, make every effort to implement hiring practices to ensure the safety of children and adolescents, and review the policy annually to verify its compliance and effectiveness.

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

3.6.3 Directory of Institutions: To which complaints or inquiries can be made.

- **Family Welfare:**

Telephone numbers: 141 or 018000 91 80 80 or

By email to <https://icbf.gov.co/servicios> and clicking on the "report situation" button.
(available 24 hours a day).

- **Child and Adolescent Police**

Telephone 123 or 01800910600 or 602 44429 16

By email: lineadirecta@policia.gov.co . Other contact details:
mecal.pinar@policia.gov.co

- **Public Prosecutor's Office:** Telephone 122. <https://adenunciar.policia.gov.co>

- **Family Police Station.** Family Line telephone number: 602 4865555 option 0. Mobile Police Station tel: 602 881 8551 comisaria.movil@cali.gov.co

At the link <https://www.cali.gov.co/seguridad/publicaciones/140079/comisarias-de-familia/>

you can find phone numbers and addresses.

Note: For more information, please consult the Child Protection Policy published on the CCB website and on Phidias. <https://www.colombobritanico.edu.co/wp-content/uploads/2022/09/Manual-de-proteccion-de-menores.pdf>

3.7 ACADEMIC INTEGRITY.

The Academic Integrity Policy is set out in Annex 5 of the PEI.

<https://www.colombobritanico.edu.co/wp-content/uploads/2024/09/PEI-2024-2025-WEB-ES.pdf>

Academic integrity must be part of the ethical culture of any educational institution. It is the basis for ethical conduct and decision-making in the creation of legitimate, original, and honest academic work.

Lack of academic integrity consists of any action or behavior through which the student seeks to benefit themselves or another student (or harm another student or students) in their academic results, or to have consequences on academic results.

An original work is one that is based on the student's own ideas and in which the authorship of the ideas and work of others is duly acknowledged. Therefore, all work (whether written or oral) that a student submits for evaluation must be entirely in the student's own words and expressions. When other sources are used or referred to, either through direct quotation or paraphrasing, those sources must be cited completely and appropriately.

Lack of academic integrity includes, but is not limited to, the following:

Plagiarism. "The representation, intentional or unintentional, of another person's ideas, words, or work without proper, clear, and explicit citation." This includes photographs, images, music, work, words, ideas, information, or any other product that has been created by another person.

Examples of Plagiarism:

- Using someone else's words without giving them credit.
- Paraphrasing. Rewording someone else's words using a different style and integrating them grammatically into a text without acknowledging the source.
- Translating someone else's ideas without acknowledging the source.
- Using artificial intelligence tools to generate academic work without citing the original sources or doing your own work.

Copying. Submitting another student's work as your own, with or without their knowledge.

Double use of work: Submitting work that is substantially similar for assessment in different courses without the consent of the teachers involved.

Data manipulation: Creating, modifying, or falsifying information for an assignment or altering school documents.

Unauthorized modifications: Changing grades, student records, or work without permission after submission.

Collusion: The behavior of a student who contributes to the fraudulent conduct of another by allowing them to copy their work or submit it as their own. For example:

- Completing or creating work for another student, or allowing another person to do your work for you.
- Submitting group work as if it were the work of all members, when not all have contributed substantially to its preparation.

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

- Obtaining or giving exam questions or answers before, during, or after the assessment.
- Using unauthorized materials during an exam.
- Impersonating another student.
- Observing misconduct during the exam.
- Removing unauthorized materials from the exam room.

Inappropriate use of Artificial Intelligence (AI): This includes plagiarism, excessive reliance on AI, using AI to perform tasks without understanding the specific concepts or knowledge,

sharing personal or confidential information, and using AI to disseminate false or misleading information.

Other acts of academic misconduct:

- The supervisor or teacher assesses that the work is not original to the student, for reasons such as excessive use of quotations in the text without analysis or ideas of the student.
- Giving false reasons for not completing assignments and work.
- Intentionally diminishing the performance of another student.
- Including disrespectful material in academic work for reasons other than analysis or research.
- Using any digital mechanism to evade the control of task and assignment submission, such as submitting blank assignments electronically on the current platform.

((Adapted from Academic Honesty: Guidance for Schools, IBO: 2011.))

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

A. Academic: A grade of 0. The teacher will evaluate whether to give the student the opportunity to repeat all the work.

The consequences of violations of the academic integrity policy in final papers to be submitted to the International Baccalaureate organization will be: a. A grade of 0. b. The paper will not be sent for external evaluation by the IB. The Diploma Coordinator reports it to the IB as work not submitted. c. The Diploma Coordinator, together with the Head of Section, may allow the student to modify the work or produce a new one according to the requirements of the subject, for submission to the IB and/or to meet the grade requirements.

B. Disciplinary sanctions Pedagogical Corrective Measures: Established in Chapter 4 Formative and Disciplinary Procedure, Section 4.3.2 Serious Disciplinary Situations in Primary and Secondary Education, including remedial activities

The CCB promotes academic integrity through each of the sections, adapting the program to the ages of the students, beginning by teaching by example, naming concepts, and citing the sources used to prepare their classes.

In the EC and Primary sections, academic integrity shall be understood as relating to individual and community learning behaviors that reflect the school's values and principles of integrity and responsibility. Students are expected to take responsibility and accept the consequences of their actions and to respect their own work and that of their classmates and teachers. Likewise, teachers are expected to strengthen the concepts of honesty, trust, fairness, respect, and responsibility through conversations with students.

We ensure that situations involving breaches of academic integrity are investigated and that the appropriate educational corrective measures are imposed.

3.8 CONFLICTS OF INTEREST AND GROUNDS FOR IMPEDIMENT AND RECUSAL.

When conflicts of interest or grounds for impediment or recusal arise in the proceedings of collegiate bodies, such as the Board of Directors, Board Committees, Parent Council, Evaluation and Promotion Committee, Academic Council, PTA, Alumni Association, Student Council, School Coexistence Committee, conflicts of interest or grounds for impediment or recusal arise with respect to the members, they shall report the situation and refrain from attending the meeting at which the matter is discussed and/or from participating in the decision, as the case may be. The Code of Ethics and Good Governance published on the website and on Phidias (link) shall apply.

3.9 SCHEDULE FOR STUDENTS

Schedules may vary according to the rules issued by the authorities. We will notify you of any changes in a timely manner according to the situation.

Tiny Cubs and Toddlers: Activities begin at 9 a.m. and end at 1:20 p.m. (Monday, Tuesday, Thursday, and Friday) and 12:50 p.m. on Wednesdays.

Starting in Nursery, students begin activities at 7:20 a.m.

Nursery, Pre-Kindergarten, Kindergarten, and First Grade: Academic activities end at 1:20 p.m. (Monday, Tuesday, Thursday, and Friday) and 12:50 p.m. on Wednesdays. Academic reinforcement is between 1:20 and 2:50 p.m., when necessary.

Grades 2 through 4:

- On Mondays, classes end at 2:50 p.m. On Tuesdays, Thursdays, and Fridays, classes end at 1:20 p.m. On Wednesdays, classes end at 12:50 p.m.
- On Tuesdays and Thursdays, students must choose extracurricular activities or clubs (free of charge), which run from 1:20 p.m. to 2:50 p.m.
- On Fridays, students must choose an ECA (or be picked up by their parents at 1:20 p.m.).
- On Tuesdays and Thursdays, teachers may assign students to Focus Groups (remedial activities) from 1:20 p.m. to 2:50 p.m. If a student has an ECA, the Focus Group goes until 2:05 p.m. and the ECA from 2:05 p.m. to 2:50 p.m.

Grade 5

On Mondays and Thursdays, classes end at 2:50 p.m. On Tuesdays and Fridays, classes end at 1:20 p.m. On Wednesdays, classes end at 12:50 p.m.

Secondary: Activities end at 2:50 p.m. Academic Reinforcement is during school hours and after school between 2:55 and 3:50 p.m., when necessary.

On Wednesdays, students in grades 6 through 12 finish classes at 12:50 p.m. to allow time for teacher planning and professional development. Students in grades 10, 11, and 12 have

classes until 2:50 p.m. on **some** Wednesdays to work on diploma program objectives or their Personal Project.

Extracurricular Activities (Monday, Tuesday, Thursday, and Friday)

In EC and Elementary: ECAs/Clubs are between 1:20 and 2:50 p.m.

ECA teachers accompany EC students during snack time and preparation starting at 1:15 p.m.

Children in EC and Primary who stay in ECAs are picked up by their parents promptly at 2:50 p.m. at the location assigned by the Section.

In Secondary students have ECAs between 2:50 and 4:50 p.m.

Saturday ECAs are between 9:00 a.m. and 11:00 a.m. and 1:30 p.m. to 3:30 p.m.

Students who attend ECAs on Saturdays must be picked up at entrance No. 4 (Avenida La Maria) by their parents between 11:00 and 11:15 p.m.

Students in the E.C. and Primary sections must leave through the door assigned to their section at the end of extracurricular activities (#5 and #9, respectively). If they need to leave through door #4, parents must pick up a permission slip at the ECAs office and present it at the gate when leaving. Students are not allowed to leave without a responsible adult.

The school is not responsible for students who arrive before the established school hours or remain after the school day. From Monday to Friday, starting at 5:00 p.m., and on Saturdays after 11:15 a.m., there will be no staff other than security guards on school premises, unless special activities are scheduled, in which case the Head of each Section will designate the person responsible for students remaining at school.

Parking Hours

In the morning:

The entrance gate to EC (entrance 5) closes at 7:15 and 8:45 a.m., respectively.

The entrance gate to Primary (entrance 9) closes at 7:15 a.m.

Vehicle gate No. 11 and the pedestrian gate to the parking lot close at 7:30 a.m. High school students must enter through this gate no later than 7:15 a.m. Although 11th and 12th grade students may enter the parking lot after this time, security personnel will report their late arrival to the coordinator of student life.

At the end of the school day:

The gates will close 20 minutes after the end of the school day, and parents must go to the Section Office to pick up their students.

Early Childhood and Primary

Children are handed over by designated teachers who keep track of departures between 12:50 p.m. and 1:10 p.m. and between 2:50 p.m. and 3:10 p.m.

Access is closed at 1:10 p.m. and 3:10 p.m. when students have tutoring or ECAs.

If, after that time, EC, Primary, and ECA students have not been picked up, they are taken to the respective office and remain with the Secretary, Section Assistant, or ECA Coordinator.

High School

High school students may leave between 2:50 and 3:10 p.m. (Main Parking Lot - Avenida La Maria).

On Fridays, all staff leave at 3:10 p.m. Parents must pick up their children no later than 3:05 p.m. In case of delay, students will remain in the company of the teacher assigned to them until 5:00 p.m.

3.10 ATTENDANCE AND PUNCTUALITY

ATTENDANCE

Class attendance is essential to achieving academic goals and objectives. Teachers and classmates depend on each member of the class to build and enrich everyone's learning. Class discussions, explanations, projects, presentations, teamwork, special activities, and overall class participation are essential to learning. Absences negatively affect the quality and quantity of learning. Therefore, absences should be kept to a minimum. The maximum acceptable number of absences per subject per school year is 10% in order to pass the school year, except in extraordinary cases of a medical or athletic nature, calamity, force majeure, or at the discretion of the Headmaster.

Unexcused Absences: Students should not be absent for extra vacations, scheduled trips, or social events during school days. If they do occur, these absences will be considered unexcused and, if they exceed 10% of absences per subject per school year, will result in failure. It is the student's responsibility to catch up, and parents must assume any necessary costs.

In high school, if an absence coincides with an assessment, the student, in agreement with the teacher, will take the assessment or give the presentation at another time, with the possibility of receiving a maximum grade of 4. The student must submit any assignments or work that does not require their presence in the classroom on time. Parents are responsible for the possibility of the student failing the year due to absences or failure to provide sufficient evidence of their academic progress indicating that they have reached the level required to be promoted.

Excused Absences: All absences from curricular activities due to illness, unforeseen circumstances, or calamity must be reported by email to the Classroom Teacher in EC and to the secretary of the section in Primary and Secondary (primaria@ccbcali.edu.co)

bachillerato@ccbcali.edu.co) before 7:20 a.m. In case of absences due to illness lasting more than one day, a medical certificate must be presented to the section office. In any case, if 20% of absences are justified (with the exception of medical incapacity) during the school year, the student will fail the subject.

Students are responsible for fulfilling any remedial or remedial work commitments established by the school, whether inside or outside the institution. Parents are responsible for ensuring that students fulfill the academic commitments that this absence entails.

In high school, the justified absence follow-up form must be requested, in which the teacher records the activities that the student must complete to catch up. If the justified absence coincides with an assessment, it will be rescheduled by the teacher responsible for the subject.

In the event of inability or impediment to participate in physical education activities, a note signed by the parents or a medical certificate must be presented to the Physical Education Teacher. When deemed necessary, the teacher will assign the student differentiated work based on the specific instructions and/or restrictions of the treating physician. After two absences from physical education (PE) class during the same unit of inquiry, due to lack of uniform or disability, the student must attend reinforcement/remedial classes.

In the event of absence due to sports competitions, the High Performance Athletes Policy (Link) applies.

Leaving before the end of the school day: Parents must wait until the end of the school day and not pick up their children before it ends.

Medical or dental appointments should be scheduled outside of school hours, unless unavoidable.

Permission to leave school during school hours is only granted in exceptional cases by the Head of Section, Deputy Head, or ECAs Coordinator (if applicable); requests must be made by email specifying the reason for the request and including any relevant supporting documentation (e.g., letter from the club for a sporting event, proof of embassy appointment, etc.).

- In Primary and EC, the request must be sent no later than the day before the permission is required to the Primary Section Secretary and the Classroom Teacher in EC.

In High School, the request must be sent no later than two hours in advance to the High School Secretary.

- In ECAs, the request must be sent to the ECAs Coordinator's email address.

PUNCTUALITY

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

The educational community observes strict punctuality in assemblies, classes, cultural and sports activities, in accordance with the schedule presented by the school. Students attend all classes punctually. It is considered a lack of punctuality if a student arrives late, without an acceptable excuse, either at the beginning of the day, between classes, or after breaks. When a student arrives late to class, it causes disruption for everyone and often results in the student missing important instructions.

CONSEQUENCES

In Secondary: If a student arrives between **7:20 and 7:30 a.m.**, the parent or guardian must send an email to the department secretaries explaining the reason for the delay or being late to a class and/or scheduled activity during the school day. The following procedure will be implemented:

First time: The teacher will record the student as late and talk to them about the reasons for their late arrival.

Second time: The teacher asks the student to write a report explaining the reasons for their failure to comply and their commitment, and informs the parents by email of the applicable disciplinary measure at least three days before it is implemented. The corrective measure that applies to this type of minor offense is detention. If the offense is repeated, the teacher refers the situation to the Coexistence Coordinator or Deputy Head, who carries out the procedure for serious disciplinary situations. (see section 4.3.2).

Three unexcused late arrivals to school per term are equivalent to one unexcused absence.

Students **who arrive at school after 7:30 a.m.** must report to the high school office, where the secretary will ask the student to write a report explaining the reasons for their tardiness and their commitment to improve. Once the form has been completed, the secretary will give the student written permission to enter class.

If the student arrives late on a bus that arrives late at the CCB, this authorization is issued by the bus attendant.

For those arriving in private vehicles, late arrival due to traffic is not justified, except in exceptional cases that affect the entire community; these cases will be reviewed at the time.

If you arrive after 7:30 a.m. without a valid excuse, the following procedure will be implemented:

First time late to school: The teacher requests permission to enter class from the office and registers the student as late, reminding them of their commitment to arrive on time.

Second time late to school: The section secretary reports the recurrence to the Coexistence Coordinator, Section Assistant, or Section Head, who apply the pedagogical corrective measure of detention, following the disciplinary procedure for minor disciplinary situations. In the event of a repeat offense, the procedure and educational corrective measure are treated as a serious disciplinary situation (see section 4.3.2). Three unexcused late arrivals to school in a given period are equivalent to one unexcused absence.

In Primary: Students who arrive late to class (after the bell rings) will face the following consequences:

- a) For each late arrival, the teacher will give the student a verbal warning.
- b) In the event of repeated tardiness, on the third late arrival without an acceptable excuse, the student will be punished with detention.
- c) In the event of repeated occurrences, on the sixth late arrival without an acceptable excuse, the Section Head will send a letter to the parents.
- d) In the event of repeated tardiness, on the ninth late arrival without an acceptable excuse, the Section Head will summon the parents and the student.

In Early Childhood: Given the age of the children, the responsibility for arriving on time lies with the parents.

- a) Teachers send a note home after the third tardy.
- b) In the event of repeated tardiness, after the sixth time, the Section Head will send a letter to the parents.
- c) In the event of repeated tardiness, on the ninth late arrival without an acceptable excuse, the Section Head will summon the parents and the student.

3.11 BELONGINGS

We encourage our students to take responsibility for their personal belongings.

Students who have lockers must leave their belongings in them, with a lock, and not share their codes. During activities in the sports area, students must use the lockers provided outside the changing rooms.

All belongings must be clearly marked with the owner's name.

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

Lost and found items are taken to the offices of each section or to the sports section and will be returned within 8 days to the PTA.

Every two months, unclaimed items will be donated. Valuables (electronic devices, jewelry, etc.) are handed over to the Security Department.

Rules for the use of electronic devices:

Students are prohibited from using electronic devices, including cell phones, smart watches, headphones, and electronic toys, on school grounds and on the bus.

Students in grades 4 through 12 may bring computers or tablets to school for curricular use only, under their own care and responsibility. These must be properly stored during class periods, while being picked up, or during bus rides unless expressly requested by their teachers. Their care is the sole responsibility of the student.

The school prohibits students in grades 4 through 6 from bringing tablets with data plans to school. Likewise, the school prohibits students from bringing devices with virtual private networks (VPNs) to school.

PROHIBITED SALES: It is strictly prohibited to buy and/or sell any kind of items on school grounds, except for sales established by the institution. The school will confiscate any products sold without authorization, as well as the money from the sale, and will turn them over to the department head, who will donate them to the Social Works Committee (COS).

3.12 Uniform

Students must come to school every day wearing the required uniform, wear it correctly, and wear their formal uniform at special events and on days when requested.

Students may attend in physical education uniform on designated days. Parents must ensure that all items of the uniform and shoes are marked with the student's name.

Piercings are not allowed, except for earrings appropriate for school activities.

Personal hygiene and public health rules must be observed to preserve the well-being of the educational community, in accordance with current health regulations.

In the event of a change in the school uniform, there will be a two-year transition period during which the previous model may be worn. The change will take effect on the date of the Board of Directors' minutes approving the uniform change.

3.12.1 Everyday uniform

Common elements

- **Socks:** Dark green.
- **Footwear:** Formal leather shoes, completely black, moccasin style or closed with laces. Clogs, crocs, sandals, flip-flops, shoes with open heels, sneakers, or high-heeled or fabric shoes are not allowed, even if they are black.
The only exception will be students with medical conditions that prevent them from wearing closed shoes, who must wear black Swedish-style shoes.
- **Jackets:** Students may only wear the gray CCB sweatshirt, the green CCB jacket, or the green rain jacket.
 - o In high school, students may wear the current or previous year's senior jacket.
 - o In 12th grade, hoodies alluding to the current year's class are permitted. The use of hoodies is an exclusive privilege for 12th grade students.
 - o The design of the jacket and/or hoodie must be in the school colors of white, green, gray, or black. It must have the school crest. They may have the flags of Colombia and the United Kingdom (if both flags are used, they must be both). The design must be approved by the Section Head.
 - o No other type of sweatshirts/jackets are allowed, except for jackets corresponding to international programs or exchanges in which the student has participated. This exception applies only on Fridays or "jeans days." Other students may not wear them.

- For safety reasons, jackets or sweatshirts may not be tied around the waist in the EC Section.

Daily uniform according to levels

Tiny Cubs, Toddlers, and Nursery: Students wear their PE uniform every day.

From Pre-Kindergarten through Fourth Grade:

Girls: White cotton Oxford blouse, short sleeves, round neck, with straps, to be worn inside the skirt. Green ribbon is worn at the neck.

Medium gray skirt with pleats and crossed straps in the back. Short gray leggings may be worn under the skirt.

In elementary school, girls have the option of wearing Bermuda shorts under their skirts.

Children from Pre-Kindergarten to Fourth Grade: White short-sleeved Oxford cotton shirt with gray inner collar, pocket on the left side, CCB initials embroidered in white, gray piping on the sides, and straight hem for wearing outside the pants. Medium gray shorts with waistband.

Female students from fifth grade onwards: White short-sleeved cotton Oxford shirt with pocket on the left side, with the initials CCB embroidered in white, gray trim on the sides, and a straight hem to be worn outside the skirt.

Medium gray pleated skirt with pockets on the sides. The length of the skirt should be appropriate for school activities, 10 cm above the knee. Short gray leggings may be worn under the skirt. Dark green knee-length socks. Women have the option of wearing pants.

Male students from fifth grade onwards: White short-sleeved Oxford cotton shirt with a pocket on the right side, with the initials CCB embroidered in white, gray piping on the sides, and a straight hem for wearing outside the pants.

Mid-gray long pants with waistband. Dark green socks above the ankle.

3.12.2 Formal Uniform

On formal occasions, primary school students (from 5th grade onwards) and high school students will wear a green jacket (blazer) and a gray tie with green diagonal stripes with their everyday uniform.

Description of the jacket: Green, two lower patch pockets, upper left pocket with the school crest; gold metal buttons, center opening (must not be crossed).

3.12.3 Physical Education Uniform

Smart fabric T-shirt with green collar, white stripes on the shoulder, and the school initials on the left side. The T-shirt is tailored to fit the gender.

Gray shorts with the CCB initials embroidered on the right leg. The cut of the shorts is gender-specific. CCB sweatpants are optional.

Green socks as described in the daily uniform. Tennis shoes suitable for sports, with laces to prevent injury and facilitate activities such as running and jumping. Converse and Vans shoes are not allowed. Velcro sneakers are allowed for Tiny Cubs, Toddlers, Nursery, and Pre-Kindergarten students.

For all outdoor sports activities, students must wear sunscreen and insect repellent, unless medically restricted.

3.12.4 Swimming Uniform

Students may only enter swimming class or scheduled activities wearing the CASAS CCB swimsuit or the swim team uniform.

Girls who prefer to do so may also wear regulation swim shorts.

All EC and Primary students must wear a gray long-sleeved T-shirt with sun protection. All students must wear goggles suitable for the activity.

All pool users must wear a swim cap.

No jewelry, watches, earrings, bracelets, or items that interfere with the normal conduct of class may be worn in the pool.

Unless prevented by health reasons, students must wear sunscreen.

All pool users must label their belongings: shorts, swimsuits, towels, or sweatshirts.

3.12.5 Extracurricular Uniforms, Official Delegations, and Representative Teams

All students participating in ECAs or Representative Team sports activities must wear the uniform established for each sport for competitions.

For practice, physical education uniforms are permitted except for swimming and Olympic gymnastics. Students must have the protective gear required for the activity, such as cleats, shin guards, helmets, and protection for hands, elbows, and knees. If they do not have the required items, they can purchase them from the PTA.

The designs of the uniforms for ECAs, Official Delegations, and Representative Teams are approved by the Board of Directors. The colors of these uniforms are the institutional colors.

Basketball: Basketball uniform and shoes for this sport.

Soccer: Soccer uniform, long green socks, cleats, and shin guards.

Gymnastics: Leotard and shorts.

Volleyball: Volleyball uniform, knee pads, and athletic shoes.

Judo: Judo gi consisting of jacket, pants, and belt.

Swimming: See 3.12.4

Skating: Skating uniform, skates, helmet, hand, elbow, and knee pads.

Rugby: Rugby uniform, long green socks, cleats, and mouth guard

Table tennis/Athletics: See 3.12.3

Whenever students belonging to CCB sports teams or official delegations participate in internal, local, or national events, they must wear the uniform consisting of a sweatshirt (pants and jacket), T-shirt, and shorts designed for physical education.

3.12.6 CASAS Uniform

As has been the tradition at CCB, the sections periodically plan academic, cultural, and athletic activities in which students grouped by CASAS participate. For these activities, students wear PE shorts and the T-shirt representing their CASA: red for Canning, yellow for Ferguson, dark blue for Rooke, and green for O'Leary.

The CASAS T-shirt may only be worn in all sections on the day that this activity is scheduled. In Primary, students may also wear the CASAS T-shirt on dance day. In High School, students may also wear the CASAS T-shirt on the day they have Physical Education.

3.13 IDENTIFICATION CARDS

Visitors must wear their visitor ID card in a visible place.

3.14 RULES AND POLICIES FOR THE USE OF SCHOOL AREAS

All members of the educational community must follow the rules and policies of use specific to each area of the School, as set out in this Coexistence Manual or displayed in a visible place in the respective locations.

Members of the educational community must behave in accordance with the rules of good conduct and civility in all areas of the School, respect others, and ensure the proper maintenance of the Institution's facilities and property.

During health emergencies, all members of the educational community and visitors must comply with all biosafety rules in all areas of the school.

3.14.1 Rules in the Cafeteria

In the cafeteria, students pay for food using the PayGo card or the platform provided by the cafeteria supplier for the school year. Families must recharge the PayGo card through virtual payment systems and can also recharge it in cash directly at the cafeteria cash registers.

Students must present their ID card to receive service and know their code as a verification mechanism. The code is personal and non-transferable, even between siblings.

All cafeteria users, including parents and visitors, must respect the lines, maintain order, cleanliness, and proper respect.

Users must take trays, plates, containers, and cups to the washing area and leave tables and seats tidy. Disposable items and trash must be left in the designated areas.

Students may only use the Cafeteria during their section's recesses.

Students who do not use the cafeteria and remain in extracurricular activities must bring a lunch box or snack without fail in order to perform healthily in the activity. They may also purchase a snack for the ECA day by prior arrangement with the cafeteria. If they do not bring a snack, the cafeteria will provide food, the ECA coordinator will inform the parents, and the cost of the food will be charged.

3.14.2 Rules for using the Exploratorium

- 1) Students may only use the computers and remain in the rooms when accompanied by a teacher, and must carefully follow all instructions given by the teacher.
- 2) Briefcases, bags, electronic devices, binders, or other objects must be placed in the locations assigned by the teacher.
- 3) No changes, additions, or adjustments to the hardware, cabling, or software may be made without the express permission of the Educational Technology Integration Coordinator (Elementary) / Design Coordinator (High School) or the teacher responsible for the classroom.
- 4) As it is illegal, it is not permitted to lend school-owned software or make copies of it.
- 5) Computers must be shut down properly or put into sleep mode, tidied up, and ready for the next class.
- 6) It is the teacher's responsibility to ensure that the room is properly locked when leaving.
- 7) Any anomaly or damage must be reported immediately to the Educational Technology Integration Coordinator (Elementary) / Design Coordinator (High School), and the student found to be responsible must pay for the damage caused.

3.14.3 Safety Rules for Design Rooms and Physics, Chemistry, Biology, Environmental Systems and Societies (SAS), and Combined Sciences Laboratories

The following general rules are mandatory to ensure the safety of both teachers and students.

3.14.3.1 Safety Equipment for working on specific activities in design rooms and laboratories.

1. **Wear a** long-sleeved, knee-length lab coat (preferably cotton), always buttoned up, to protect clothing and skin.

2. Wear protective goggles and disposable latex, nitrile, or heat-resistant gloves whenever required by the practical work or as instructed by the teacher.

Employees responsible for preparing practical exercises must wear a full-face respirator or protective goggles and a white lab coat.

Do not wear hanging accessories that could be hazardous when handling tools (earrings, bracelets, necklaces, scarves, long handkerchiefs, or clothing or objects that hinder mobility).

3. For safety reasons, tie back long hair.
4. Store warm clothing and personal items.

3.14.3.2. Act responsibly in design rooms and laboratories

1. Students may only enter the rooms and laboratories when the teacher is present.
2. The essential rule is to be responsible for your own safety and the safety of others.
3. Inform the teacher of any incidents or accidents.
4. Students must carefully follow the teacher's instructions and clarify any questions with the teacher.
5. Focus on the task at hand.
6. Avoid jokes that compromise the integrity of teachers and other students.
7. Students must walk carefully within the design areas, always keeping the aisles clear. Running, playing, and pushing are prohibited, as these behaviors can cause accidents.
8. Do not perform work other than that authorized by the teacher in charge.
9. Use personal protective equipment correctly. Any damage to equipment must be reported immediately to the teacher or laboratory assistant. Any loss, breakage, or damage will be assumed by the user.
10. Avoid using equipment without prior training and supervision during use.
11. Respect the work and/or models of other students. Avoid touching or handling them without permission.

3.14.3.3 Hygiene rules

1. Eating and drinking are not allowed, as food and beverages may become contaminated.
2. Carefully wash arms, hands, and nails with soap and water after handling materials and tools and before leaving the premises. If there are any wounds, it is recommended to cover them.
3. For legal, hygienic, and mainly safety reasons, smoking is prohibited in any other area of the school.

4. Makeup is not allowed when in the laboratory.

3.14.3.4 Working in an orderly and clean manner

1. Students must keep their work area clean and tidy, and bags must be placed in the designated area. It is essential to maintain order and cleanliness to prevent accidents.
2. Only materials necessary for the work session should be placed on the design tables. Only strictly necessary books and notebooks should be placed on the laboratory counter.
3. Equipment and materials must be thoroughly cleaned after use in each activity.
4. In laboratories, surfaces with chemical spills must be cleaned immediately.

3.14.3.5 Handling hot silicone

1. It is essential to concentrate on this activity and position the machine correctly when it is switched on to avoid burns to the skin.
2. Avoid contact with silicone that has just been applied to the surface, as it may be hot and cause burns on contact.

3.14.3.6 Electrical safety

1. Any handling of power tools must be supervised by the teacher in charge.
2. To avoid accidental electric shocks, follow the operating and handling instructions for the equipment exactly.
3. When handling electrical appliances, always wear shoes and keep your feet dry (even if you are not sweating) and do not wet the electrical appliances.
4. Avoid playing with electrical cables.
5. If you feel an electric current when handling electrical equipment, stop using it and notify the teacher in charge.
6. In the event of a short circuit, immediately contact the teacher in charge.
7. Turn off the lights and electrical equipment at the end of each session.

3.14.3.7 Rules for teaching staff in design spaces and laboratories

The teacher responsible for laboratory practices and design areas must also comply with the following rules:

1. Under no circumstances should students be left alone in the design room or laboratories without the supervision of their teacher or a responsible adult.
2. Supervise the proper functioning of the design room and laboratory.
3. Coordinate the activities carried out inside the design room and laboratory.
4. Monitor the administration and proper handling of equipment and resources, substances, chemicals, waste, and physical spaces.

5. Promote and verify compliance with safety regulations and the proper use of tools, personal protective equipment, and materials by students.
6. Check the condition of electrical connections and wiring that may cause electrical shorts or fires and report them to the maintenance department in a timely manner.
7. The design space and laboratory facilities must allow for continuous air flow in one direction.
8. Apply and verify compliance with regulations related to waste classification and comprehensive waste management in the laboratory (chemical, ordinary, toxic).
9. Encourage the implementation of practices for the efficient use of water and energy.

3.14.3.7.1 Standards for design teaching staff

The teacher responsible for design must also comply with the following standards:

1. When using the laser cutter, the extractor must be turned on and the office windows opened for proper ventilation.
2. Provide students with information on the safe handling and use of tools.

3.14.3.7.2 Rules for laboratory teaching staff

The teacher responsible for laboratory practices must also comply with the following rules:

1. Ensure safe working conditions within the laboratory and supervise the practical work carried out in the laboratory, where there must be at least two people present.
2. Ensure compliance with rules related to the use of equipment, as well as the handling of materials, use of instruments and/or reagents, and safety measures by students conducting laboratory experiments.
3. Avoid the presence of toxic gases in enclosed or unventilated spaces where students or other personnel are carrying out activities.
4. Restrict access to the chemistry laboratory to unauthorized personnel.
5. Provide students with information on the safe handling and behavior around chemicals.
6. Keep the safety data sheets for the chemical products and chemical waste used in each laboratory practice at hand.
7. Ensure that chemical containers are in good condition and have the appropriate label or sign (product name, hazard pictograms).
8. Observe the incompatibilities of each chemical substance.
9. At the end of each laboratory experiment, turn off the lights, check that gas valves and water taps are closed, and close windows and doors.
10. Have a kit available for dealing with spills and chemical substances.

3.14.3.8. Rules for the teacher responsible for the laboratory

1. Ensure that chemicals are properly labeled. If there is no label, create a label that identifies the sample.
2. It is important to warn about the need to store base or acid solutions in plastic or glass bottles, respectively, and not to store them in ground-glass flasks. These

containers must be properly labeled with information about their contents, date of preparation, and the person responsible.

3. Use a dedicated storage area for chemical products.
4. Check that the storage area is kept tidy and clean.
5. Verify that chemicals and chemical products are stored taking into account compatibility, avoiding the expiration of stored chemicals.
6. Identify the safe storage location in the laboratory for chemicals according to the nature of the solvent and the compatibility table.
7. Verify the requirements that the chemical storage site must meet: drainage systems, ventilation, lighting, signage, structure, and safety systems (fire and health).
8. Reagents that require refrigeration must be tightly closed and stored in secure refrigerators, free from food.
9. Avoid overloading shelves.
10. Check that the storage areas for substances are safe, with adequate ventilation, away from hot areas and sunlight, electrical connections, and power sources. Keep a record and inventory of substances that enter, are used, or expire in the laboratory.
11. Store chemicals in safe spaces and at safe heights, in cabinets or on stable shelves (anchored to the wall) above eye level. Chemicals should not be stored at floor level.
12. Do not accept donations of chemicals that are not required in the laboratory's procedures, as these become potential chemical waste.
13. Be aware of the location of safety data sheets and review them carefully.
14. Be aware of the location of equipment, devices, and emergency exits.
15. Receive training and updates at least once a year on topics related to the reception, classification, transfer, and storage of chemical substances.
16. Handle items with personal protective equipment.
17. For large quantities of flammable liquids, store outside the laboratory in a safe place.

3.14.3.9 Specific rules for laboratories

1. Remain silent
2. Work without rushing, thinking carefully about what you are doing at all times.
3. Contact lenses should not be worn during laboratory work because splashes in the eye can cause serious injury. If necessary, wear prescription safety glasses.
4. Students are not allowed to enter the work areas of science teachers. Students are not allowed to enter the chemical storage room or preparation room without authorization.
5. Remain standing in the laboratory while the practical work is being carried out, as sitting down poses a risk of spillage.
6. Students may not ask laboratory technicians to carry out all or part of the practical work assigned by teachers.

3.14.3.9.1. Attention to the unknown

1. Before beginning a practical assignment, students must be familiar with and understand the processes to be carried out.
2. Refrain from using reagent bottles that have lost their labels.

3. Without the permission of the teacher in charge, one chemical substance must not be substituted for another in an experiment.
4. Avoid using equipment without prior training and without supervision during use.

3.14.3.9.2. Handling of chemicals

1. Avoid inhaling chemical vapors. Never put your nose close to a test tube to inhale directly. If you ever need to smell a substance, the correct way to do so is to direct a small amount of vapor toward your nose, using your hand to help.
2. Never return leftover products to their original containers without consulting the teacher.
3. Both equipment and reagents must be kept away from the edge of the table.
4. Keep flammable substances away from burner flames.
5. If tubes containing these products need to be heated, do so in a water bath, never directly over a flame.
6. To prevent splashing, never look into the mouth of test tubes or flasks when a reaction is taking place.
7. When mixing products, this should generally be done in small quantities and slowly.
8. When diluting acids, always add the acid to the water, taking care to do so slowly.
9. Use the fume hood during experiments where poisonous gases are released!
10. As a general rule, do not handle any chemicals. The teacher will provide them.
11. It is strictly forbidden to pipette reagents with your mouth. A special device must be used to pipette liquids.
12. Use only the amount of product needed for the laboratory experiment.

3.14.3.9.3. Handling glassware

1. The use of tongs or tweezers is essential to avoid burns from hot glassware.
2. Never use cracked or broken glassware.
3. Broken glassware must be placed in a glass container, never in the trash can.

3.14.3.9.4. Use of gas burners

1. If a Bunsen burner or other intense heat source is used, containers with chemical reagents must be kept away from the burner.
2. Never heat flammable liquids with a burner.
3. Turn off the burner and gas supply when not in use.
4. If you smell gas, do not: operate switches, turn on electrical appliances, light matches, or light burners. Open doors and windows and turn off the main gas valve in the laboratory.

3.14.3.9.5. Heating liquids

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

3.14.3.9.6. Transport of reagents

1. Avoid unnecessary transport of reagents from one place to another in the laboratory.
2. Reagent containers should be held by the bottom (base), never by the lid, and should not be held against the body during handling or transport.

3.14.3.9.7. Other rules

1. The chemistry laboratory must have guards or containers for the disposal of organic and inorganic waste, which must be properly labeled.
2. All reagents, prepared materials, and solutions must have their respective labels containing relevant information such as: contents, date of preparation, person responsible, etc.

3.14.3.9.8. Electrical safety in the physics laboratory

1. Any experiment involving electricity must be supervised by the teacher in charge.
2. To avoid accidental electric shocks, follow the operating and handling instructions for the equipment exactly.
3. Never plug in equipment that is not grounded or has damaged cables or connections.
4. When handling the inside of a device, always check that it is disconnected from the power supply. It is prohibited to handle the inside of a device if it is connected to a power source.
5. When handling electrical equipment, always wear shoes and keep your feet dry (even if you are not sweating) and do not wet the electrical equipment.
6. Always assume that conductive cables carry electrical current.
7. Circuits must be assembled or disassembled without power.
8. Whenever an electrical circuit is created or handled, it must be possible to interrupt the current.
9. Cables and plugs must be checked regularly.
10. If you feel an electric current when handling an electrical device, stop using it and notify the teacher in charge.
11. In the event of a short circuit, immediately contact the teacher in charge of the laboratory.
12. Turn off the lights and electrical appliances at the end of the laboratory practice.

3.14.4. Rules at the John Patrick Cushnan Information Centre

The JPC Information Centre comprises three libraries with teaching resource rooms, the AV1 room, and the Infocentre meeting room. These rules apply to all members of the educational community.

3.14.4.1 Library Policies and Procedures

- 1) Users must behave appropriately and not interfere with the work of other users. Thermoses, lunch boxes, briefcases, laptop cases, and bags are not allowed. These items should preferably be left in your locker or on the shelf located outside the libraries.
- 2) Under no circumstances may they be used as places to serve punishments or sanctions.
- 3) The reference terminals are dedicated to accessing the Information Center's databases, and their institutional configuration may not be changed under any circumstances.
- 4) When a teacher and their class need to use one of the libraries, they have the following options: send an email to the librarians, call the libraries, or go there in person. Student groups must be accompanied by their teacher, who is responsible for enforcing the rules and ensuring that the materials and facilities are used properly. Five minutes before the end of the period, students must organize their personal belongings, leave the tables clean, and put the chairs in order.
- 5) Users who misuse the libraries, whether through bad behavior, lack of civility, or damage to furniture or information-recording equipment, will be reported to their Section Head (or High School Coexistence Coordinator), who will determine the action to be taken in accordance with Chapter 4 of this Manual, which regulates the Formative and Disciplinary Process.

Secondary Library: High school teachers may reserve the High School Library for research work with their students and request a bibliography in advance on the topic to be researched. Only one group is allowed per period, taking into account the space available.

During class hours, teachers may send up to three students to the High School Library, under their responsibility, to conduct bibliographic research, students who need to borrow IPDS, games, or other materials, and students who need to use the recording booths, using form GI-BI-FT-01.

Book loans

Users must sign the loan cards, which are stamped with the due date. From that moment on, they are responsible for the borrowed material. High school students must present their school ID card to borrow books and materials.

Once the loan period has expired, without exception, a late fee will be charged for each working day. The user will not be able to borrow any other materials from the libraries until they are up to date.

Users who lose or return equipment, teaching materials, or books in poor condition must pay the current replacement value plus an additional 15% for technical processing of the book and shipping costs in the case of imported books, and not the value listed in the inventory.

During the Christmas and Easter holidays, books may be borrowed by users who have made good use of the loan service and continue to be affiliated with the school.

Students up to 9th grade, administrative and service staff may borrow up to three books at a time for a renewable period of two weeks. Students in grades 10 through 12 may borrow up to five books for the same period. Teachers may borrow up to five reference books or items from the resource room for a period of one month, which is renewable if other users do not need the material. Before the due date, the libraries send a reminder note to users and their parents.

Book loans made to universities and/or university libraries with which we have agreements are governed by the rules established by those institutions, and the loan will be made through the librarian in charge.

Users who intentionally remove materials from the libraries without signing the corresponding loan cards will lose this service for the period determined by the Head of the Information Center in agreement with the Head of the respective Section.

For high school students, books reserved through Destiny must be picked up from the library within 24 hours, otherwise the reservation will be canceled.

At the end of the school year, there is a deadline for all users to catch up and clear their accounts with the libraries and resource rooms. Once this requirement has been met, the Information Center signs the corresponding "Clearance Form."

Students must be up to date with the libraries in order to obtain financial clearance either during the school year or at the end of the school year.

Donation Policy: The Information Center reserves the right to add donations that correspond to the school's focus and curriculum to its collections. In turn, materials that are removed from its inventories are donated to requesting institutions.

3.14.4.2 CCB Research Policy

The research policy seeks to fulfill the following objectives:

- 1) Through formative research, students should be able to construct their own knowledge independently. These skills are also part of the set of competencies that students should possess upon graduation in order to participate intelligently and actively in university, professional, and social settings.
- 2) Research should underpin academic training processes not only by generating knowledge that feeds into the curriculum, but also by enriching methodologies and perspectives for approaching subjects of study through a culture of research.
- 3) The learning that takes place through research, culminating in a final project at each stage, should contribute to the development of the characteristics described in the International Baccalaureate learning community profile.

- 4) This policy reaffirms the school's commitment to academic integrity in order to achieve integrity in research processes, ethical awareness, and copyright protection.
- 5) The Information Center has reliable, refined, and reviewed databases and virtual libraries so that its users can conduct academic research and bibliographic searches.

3.14.5 Policy and Procedures in the Copy Center

Services for academic use take precedence over services for personal use. The latter must be paid for in advance in accordance with the current rates.

All academic publications of the College, whether printed, photocopied, bound, or laminated, must be accompanied by the corresponding receipt specifying the number of copies, the name of the person who authorized the expense, and the signature of the authorized person from the section or department.

Work is carried out in the order in which it is received. Therefore, it is important to request it well in advance and to check that the original document to be reproduced is in good condition.

3.14.6 Rules in Meeting Rooms and Auditoriums

The resources and equipment in meeting rooms and auditoriums are intended to support the academic structure and are not available for personal use outside the Institution. Students are prohibited from using them.

Students must arrive, remain, and leave meeting rooms and auditoriums accompanied by their teacher, in an orderly and quiet manner. Putting feet on seats is not allowed.

Teachers are responsible for ensuring that students behave properly and treat the furniture and equipment with care. Those in charge of conducting activities must ensure that the equipment is handled properly and that it is turned off after use and that the room is locked.

No one may remove items for exclusive use in meeting rooms and auditoriums without the appropriate permission.

Logistical preparation and audiovisual support for meeting rooms and auditoriums must be requested by means of a Service Order from the Maintenance Office, and any requests relating to the operation of computer equipment must be made to IT in advance.

Those interested in using the meeting rooms and auditoriums must make reservations during the corresponding hours at the following locations:

The AEB Laurence Auditorium with the Audiovisual Assistant, by calling 555 5350 or extension 350.

The LA Maldonado Auditorium at the High School Office.

The meeting rooms (AV1 and Meeting Room 1st floor) in the Information Center.

The Dome, in the EC Library

The Drama Room and Planning Room in the EC Office.

3.14.7 Medical Department Regulations

- 1) During any health emergency, care protocols are adopted in accordance with current legal regulations and published on the website.
- 2) When students are enrolled, parents must complete and/or update the online medical history form on the school's website in a complete and accurate manner.
Parents must update the information if there are any changes in their child's health status. These measures are essential to contribute to the safety and adequate medical care of our students.
- 3) It is the responsibility of parents to monitor their child's health. Parents should not send their children to school if they are ill. Children who show symptoms of illness for several days should be taken by their parents to their respective health service to avoid complications.
Children who show symptoms are referred to the Medical Department, where they remain until they are picked up by their parents or returned to class, according to medical criteria.
In case of absence due to illness, parents must provide written certification and, if possible, submit the corresponding medical certificate.
- 4) The Medical Department attends to medical emergencies that arise during the school day, extracurricular activities, or Saturday Sports School.
- 5) The Medical Department can only administer and supply medication for minor ailments and minor injuries. In more complex cases, initial care is provided and the student is referred to a medical center.
- 6) In the event that a student must take prescribed medication during the school day, they must bring the medication along with the doctor's prescription to the medical department. Teachers are not authorized to administer any medication. Parents must inform teachers in writing of any medical conditions.
- 7) In case of illness, the student must present a permission slip signed by the teacher responsible if the Section is in class or during extracurricular activities. In case of an accident, the student must be accompanied by the teacher in charge or an adult from the section.
- 8) The doctor and/or nurse will provide the necessary basic medication and sign a document with a brief report of what happened and the time the student left, which must be given to the teacher by the student. More serious or relevant cases will also be reported by the doctor and/or nurse to the respective Head of Section or Deputy Head (Assistant Head of Section).
- 9) If the student is not in a condition to remain at the school, the doctor and/or nurse must locate a parent or guardian to pick up the student or authorize the school to transfer the student to a medical facility. It is the parents' responsibility to pick up their sick child or send another responsible adult to do so within a reasonable time.
- 10) A medical report will be prepared and given to the parent. The doctor must notify the Head of Section or Deputy Head, who will be responsible for authorizing the student's departure.

- 11) In the event of a serious emergency involving an accident, the student must not be moved; the doctor and/or nurse must be called to attend to the student at the scene of the accident and inform the parents and the Head of Section or Deputy Head.
- 12) The doctor and/or nurse shall inform the respective section when a student repeatedly enters the infirmary without just cause.
- 13) EC children must be accompanied by an adult whenever they visit the Medical Department.
- 14) For field trips, sections must request the accompaniment of a paramedic from the Medical Department (at least 5 days in advance). At the end of the field trip, students who have experienced any health event or trauma must be taken by the teacher in charge to the Medical Department for assessment.
- 15) When a student requires a wheelchair or crutches to move around the school, parents must provide them. The Medical Department has a limited number of wheelchairs and crutches available for loan to those who have a health condition or have suffered an accident that prevents them from moving around the school premises. When a student requires this loan, the request must be made by the parent via email to the Medical Department (medico@ccbcali.edu.co) at least 24 hours in advance in order to confirm availability. The loan will be for a maximum of three (3) business days. In case of loss or damage, the parent will be informed to assume the cost or repair of the equipment loaned to the student. Note: One of the wheelchairs must always remain in the Medical Department in case of emergency transportation of a patient.
- 16) When parents fail to fulfill their duty of care for their child's health, such as not taking them to receive timely medical attention when they show symptoms, sending them to school when they are sick, or not picking them up when the doctor has reported that they should do so within a reasonable time, the doctor will follow the following procedure:
 - First time:** Report the situation to the Head of Section, who will request a written explanation from the parents.
 - Second time:** Report the situation to the Head of Section and the Headmaster, who will summon the parents to provide an explanation of the reasons why this situation is recurring and to propose possible solutions.
 - Third time:** The teacher will report the situation to the Head of Department and the Headmaster, who will inform the Child Protection Committee of what has happened. The Child Protection Committee will analyze the situation and define the actions it deems appropriate, which may include reporting the matter to the local authorities.

3.14.8 Rules in Teachers' Rooms and Offices

Students are not allowed to enter teachers' rooms. Teachers attend to students in places other than the doors to these rooms.

- 1) Students should not use office telephones except in emergencies with the permission of the respective Section Head.

- 2) Teachers or students may not be interrupted during class to take phone calls, except in the event of a genuine emergency. Phone messages for students should come only from their parents.
- 3) Only in emergencies may students enter administrative or academic offices during class time.
- 4) Teachers are responsible for keeping their classrooms tidy, cleaning kitchen equipment, and turning off computers, air conditioners, and fans after use.

3.14.9 Rules in classrooms, hallways, and lockers

- 1) Students are not allowed to remain in classrooms during recess, except for students who are under the supervision of a teacher. Classrooms must be organized and clean at the end of each class, and students may only leave when the classroom is properly organized.
- 2) At the beginning of the school year, each student receives a locker in good condition and is responsible for returning it in the same condition. In high school, students must lock their lockers with a padlock. Lockers are the property of the school, which has access to them whenever necessary.
- 3) In high school, the use of cubicles located inside classrooms is mandatory. Backpacks must be left there, along with cell phones, Apple Watches, or other materials that may interrupt the normal flow of class. Students must bring all materials required for class.
- 4) Students must not run in classrooms or hallways, or engage in games that may be detrimental to personal well-being and the atmosphere of each section. Students must not sit in hallways obstructing the entrance to classrooms, offices, or bathrooms.
- 5) In the sports area, students have temporary lockers for their belongings. Students must bring their own padlocks to use these lockers.
- 6) Proper use of trash cans must be made, paying attention to waste classification, keeping the school clean, and disposing of used face masks in the black trash cans.
- 7) Students must remain in the areas corresponding to their section.
- 8) In Primary and EC, birthday parties are not allowed in classrooms (sending invitations, bringing surprises, piñatas, shows, etc.). Upon prior request, the teacher may authorize sharing a cake during recess with the student's classmates, without affecting the academic day.
- 9) In High School, teachers may authorize students to leave the classroom only when the class is not immediately after recess. Students must go alone and may not bring their cell phones. Students will not be allowed to leave to retrieve forgotten materials.
- 10) In high school and elementary school, it is prohibited to buy food at food outlets at times other than recess and lunch. Students may only buy food at the outlet located or assigned to their section. Exceptions may be made for health reasons.

3.14.10 Rules in Sports Areas

All users of the Sports Areas must:

- Always use the bathrooms to change clothes.
- Take into account the use, care, and maintenance of the materials and facilities intended for physical and sports activities, bleachers, and equipment found on the premises, both during physical education classes and during training and special events.
- Behave in a manner consistent with the rules set forth in this Code of Conduct.
- Carry out activities in a climate of respect, tolerance, and responsibility, maintaining good relations among members of the educational community. Enter sports areas with the authorization of a teacher, coach, or person responsible for the activity, and at the assigned time.
- Enter wearing the uniform established for the activity. Entry to the gymnastics and judo area must be without shoes or with socks.
- Users of the soccer fields must warm up outside the field in the surrounding green area.
- Refrain from:
 1. Wearing jewelry or items that interfere with the normal conduct of the class or activity.
 2. Entering the sports areas when they are undergoing maintenance.
 3. Playing games that threaten physical safety.
 4. Entering or consuming food or beverages in sports areas, except with permission from the school administration.
 5. Consuming drugs that stimulate muscle hypertrophy and/or mood.
 6. Bringing glass containers or receptacles into the premises.
 7. Chewing gum.
 8. Changing clothes in the cafeteria, hallways, or bleachers of the Edgar Jurado sports field.
 9. Leaving briefcases in cafeteria areas or section hallways will only be permitted when weather conditions warrant it.

The CCB is not responsible for the loss of items abandoned or left in the Gymnasium and/or other Sports Facilities.

3.14.10.1 Rules in the Multi-Purpose Gymnasium

The Multi-Purpose Gymnasium has been designed to fulfill the following functions: physical education classes, sports ECAs, official internal and external tournaments, cultural programs, and special programs for the British Colombian community.

The management, organization, and scheduling will be the responsibility of the Director of Sports and the ECAs Coordinator. Special events, extraordinary requests, and other

exceptional situations will be analyzed and defined by the Director of Sports and/or the Rector's Office.

The logistics, implementation, and adaptation of the stage and sound will be the responsibility of the Maintenance Department, upon request from the interested section, with the authorization of the Director of Sports and the ECAs Coordinator.

For safety reasons, students are only allowed to enter during recesses when supervised by a teacher.

The cancellation of a program scheduled to take place in the Multiple Gymnasium facilities must be notified 15 days in advance, in order to make it available to other interested parties.

3.14.10. 2 Swimming Pool Rules

In accordance with Law 1209 of 2008, Article 4, paragraph b.2), the CCB swimming pool is a restricted-use pool. The following provisions apply to the use and loan of the swimming pool:

- 1) Entrance and exit are only permitted through the access doors.
- 2) Entry to the area must be without shoes and using the footbath, ensuring that the area surrounding the pool is not contaminated in order to guarantee compliance with the established health and hygiene requirements.
- 3) People with infectious or contagious diseases may not use the pool.
- 4) Individual or group entry to the pool must be authorized in the presence of a teacher or coach who will be responsible for supervising the students, the facilities, and the activity during the assigned time. The teacher in charge must remain at the pool until all students have left.
- 5) All pool users must shower before and after entering the pool.
- 6) All pool users engaging in physical activity in the pool must wear a swimming cap and goggles.
- 7) Thermoses, towels, goggles, snorkels, and other items required for pool activities are for personal use and are not transferable.
- 8) The use of sunscreen or sunblock is recommended. The use of tanning lotions is not permitted.
- 9) Toddlers enter the pool accompanied by the swimming teacher and a teacher. Nursery and Pre-Kindergarten children enter the pool accompanied by the swimming teacher and a teacher whose role will be determined at the beginning of the school year according to the characteristics of each group. The school has a swimming pool specially built for these ages.
- 10) The pool and the area surrounding it are intended for learning and training. Under no circumstances are games that could cause physical injury allowed, such as running or diving.

- 11) Only equipment that is appropriate for use in swimming pools and authorized by the teacher in charge may be used in these facilities.

Hours: The pool may be used according to the schedule established by the Sports Director: Monday through Friday from 7:00 a.m. to 5:00 p.m. and Saturday mornings until 12:00 p.m.

3.14.10.3 Rules for the Gym and Judo Area

- 1) May only be used with the authorization and supervision of a PE teacher or coach during the authorized hours for the activity.
- 2) Training programs are designed and explained by the teacher or coach in charge or, in case of restrictions or specific instructions, by the treating physician or physical therapist, as appropriate.
- 3) Users must leave items used in the designated area. The handling of exclusive equipment is the responsibility of the teacher in charge.
- 4) Equipment and machines must be turned off.
- 5) Any damage to equipment or materials will be assumed by the person who caused it.
- 6) Users must bring their own towels. Thermos flasks, towels, and other items required for the activities are for personal use and are not transferable.
- 7) The CCB is not responsible for injuries or wounds caused or by unreported medical conditions without proper medical authorization.
- 8) Please refrain from using the gym if you have an infectious disease and/or any type of injury.
- 9) Clean all items used (benches, mats, and machines) with disinfectant using alcohol spray and the cloth located next to each machine.

3.14.10.4 LOANS OF SPORTS EQUIPMENT.

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

Users who lose or return equipment in poor condition must pay the current market value of the equipment in order to have their identification document returned.

Users may borrow equipment for a period of up to one week. Once this period has ended, if the equipment has not been returned, the user must pay the replacement value at that time.

For the use of equipment in PE and ECA classes, teachers must fill out the form assigned to the warehouse manager on Fridays before 3:00 p.m. with all the equipment required for the following week. Any changes will be noted on the form.

3.15 TRANSPORTATION RULES

3.15.1 BUS SERVICE

The bus service is provided Monday through Friday, door-to-door at the students' residences, for students who live within the urban perimeter, as long as the vehicle has access to the residence without involving risky maneuvers such as reversing, using the opposite lane, or driving against traffic, taking into account the restrictions established by Law 40595 of 2022, the regulations of the Traffic Code, and the PESV (Strategic Road Safety Plan).

If access to the house or within the residential units involves dangerous and illegal reversing maneuvers on an incline, whether ascending or descending, the transportation service will only be provided to the gate of the unit. The bus is not allowed to enter the gate or door of the residence in reverse. In this case, the family must drop off and/or pick up the student at the point closest to the gate or house. The driver, based on their experience, expertise, and training, determines such risks, which, if they exist, must be validated by an approach that does not involve any risk.

Any news, requests, or concerns about students on school routes are received Monday through Friday, only until 11:00 a.m., using the institutional channel Phidias, copying the appropriate sections according to the request. Emails will be answered in the order they are received, and all requests for route changes will depend on the available capacity on the buses. Parents must inform the transportation department of any medical conditions of their children so that the necessary adjustments can be made to the route management.

The school offers the specialized OnTrack service, which is a GPS service that allows parents and guardians to know the location of students on school routes in real time. This way, parents and guardians have advance knowledge of the arrival of buses at their residences, so they can wait for the bus in advance and on time.

The transportation department and the school provide approximate pick-up times in the mornings and drop-off times in the afternoons from Monday to Friday. However, these times may vary depending on traffic conditions in the Pance area and the city, the arrival of new students, or changes in the number of buses available. For this reason, schedules may vary depending on traffic conditions. For bus capacity management purposes, a maximum of two addresses per student or family may be registered.

When designing school routes, the student who is located furthest away will be established as the first pick-up point on the route and, therefore, the last drop-off point on the return route.

In order to avoid delays on school routes, students must arrive at the pick-up address notified by the school 5 minutes before the scheduled pick-up time. In the case of students in grades 4 and below, the adult picking up the student must be waiting 5 minutes before the arrival of the school bus. If the student is not picked up on time, the driver must continue the route in accordance with the arrival times of the other students on the route. The student will be taken back to the school and must be picked up by their parents.

The bus will not wait for students who are not present at the bus stop. It is the responsibility of the parents to take the student to school. For safety reasons, the driver and monitor do not get out of the vehicle to ask for information at the gates about students who are not waiting for the school bus on time, or to notify the school of the arrival of students on the bus at the established times, whether in the morning or afternoon.

Since the transportation service is annual and billed monthly, parents can only enroll their children in the transportation service at the beginning of the school year in August for the period (August/December) and in January for the period (January/June). Requests received after the start of the school year are subject to availability on the route, as the capacity of the buses is verified.

For requests for suspension or withdrawal from the transportation service by parents before the end of the semester or period, an early withdrawal clause will apply, which requires monthly payment for the contracted service throughout the period, until the end of the period, as applicable, whether this is August/December or January/June. This clause will apply under the same conditions and implies the same permanence for families who request the service in periods after August or January.

Failure to pay the transportation service fees for more than two (2) months will result in the suspension of the service. The service will be suspended on the first (01) business day of the third billing month, after prior notification to the family by the transportation department and the school's finance department.

The School may occasionally provide transportation services to parents who request it, with a fee depending on the number of trips per month (see fee table), provided that it is within the urban perimeter, that the address is within the established routes, and that there is space available on the bus.

Requests must be made eight (8) days in advance. These requests must also be made through the Phidias platform from Monday to Friday. Once the service has been requested and confirmed by the Transportation Department, the corresponding charge will be made, regardless of whether or not the student uses the service.

Requests for permanent changes of address due to moving, changes in caregivers, service employees, or personnel who pick up the student on the school route must be communicated at least eight (8) business days in advance via email through Phidias, specifying the new pick-up and/or drop-off address, the name of the adult caregiver or guardian, a copy of their ID, and the date on which the change is requested.

This is taking into account that address changes during the school year are subject to availability on school routes and coverage of established areas. Please note that due to GPS management, students in OnTrack are only allowed to register up to a maximum of two (2) addresses per family. For reasons related to route design, capacity, and internal transportation management, changes of address or bus are not allowed on the same day the request is made.

In the event of a single urgent request for unforeseen reasons, the family must notify the school of its exemption from all responsibility, as this is an urgent or unforeseen request, by email via Phidias. If necessary, a copy of the identity document of the person who will receive the student must be sent and the exemption document must be signed.

Please note that for safety reasons, the School only provides transportation service to clubs such as the Club Campestre de Cali and the Club Farallones for students in 4th grade and above. Students in grades below 4th grade will be allowed to ride the bus provided that one of the minor's parents or a person designated by them in writing is present. If, when the bus arrives at the club, none of the adults responsible for the minor is present, the bus will return to the school with the minor, and it will be the responsibility of the parents to pick up the minor at the Transportation Office. Transportation service to the clubs will be canceled when, on more than two occasions, neither of the parents or their designated representative has shown up to pick up a minor in 4th grade.

For students who take the ECAs routes at 5:00 p.m., the routes are established solely for door-to-door service at their residences, with no possibility of changes, modifications, or new arrangements that involve or establish stops and drop-offs of students at other students' homes.

In the case of separated parents, changes to student pick-up or drop-off are accepted when they are issued by the custodial parent reported to the school at the beginning of the year. If the parents are not separated, the communication can be sent by either parent via Phidias and, in all cases, must be copied to the academic departments involved, as applicable.

When a student who uses the transportation service for any reason will not be attending school and therefore should not be picked up/dropped off by the school bus, parents must inform the Transportation Office via Phidias of this change so that the bus does not go to the residence, copying the relevant departments.

Please note that the driver and monitor are only authorized to accept items that do not pose a risk to other passengers on the bus. It is not possible to transport heavy or large items that must be placed in the aisles of the bus or on the seats, or that exceed the height of the bus seats and therefore obstruct traffic inside the vehicle. When an item is accepted to be transported on the bus with the student, it will only be taken to the school or left at the student's residence, with the student being responsible for the item at all times. The transportation of items for delivery to another destination is not permitted.

Failure to pay transportation service fees for more than two months will result in suspension of service. Service will be suspended on the first (01) business day of the third month of billing, with prior notification to the family by the transportation department, taking into account payment requests sent in advance by the school's finance department.

The School provides transportation services to students who are members of Representative Sports Teams, Model UN, Musical routes, and Summer Camp. This is subject to availability on the route and/or a minimum of 10 students per route.

Students who have transportation service and participate in the School Musical may be provided service along with the established ECAs routes at 5:00 p.m. For those students who do not have contracted transportation service, the service may be offered, billing the service per trip, as long as there is space available on the route. Please note that no school bus service is offered on ECAs routes between 5:00 p.m. and areas such as (Dapa, Mañanitas, Mameyal, Chorro Plata, and Lagunaseca) unless there is a request for a minimum of 10 students per area.

The school will reserve transportation for students who have transportation service and participate in different educational field trips. This participation does not imply any discount on the value of the unused service.

The transportation service may be used by all school employees as long as there is space available on the bus. Likewise, all school employees may use the Simón Bolívar, Calle Quinta, and Pasoancho administrative route, as applicable, taking into account the academic calendar. School staff should be aware that students who belong to the transportation service have priority when it comes to bus capacity.

3.15.2 Conduct on buses

During trips, all bus occupants, whether students or school staff, are required to remain seated and wear a three-point seat belt (fastened across the shoulder and waist). The driver will start the bus when the last passenger has boarded and is seated. At the end of the journey, all occupants must leave their seat belts on the seats and not in the aisle, as this may cause a risk of falling.

Under no circumstances should anyone who does not belong to the educational community of the Colegio Colombo Británico be allowed to board the buses. Any exceptions must be

expressly authorized by the Head of Transportation, the Head of Security, and other school authorities.

At the school, the bus doors remain closed. Students may only board the buses when they are met by the monitor and the driver. Students may not pass through the gates located in the parking lot area until the bus has come to a complete stop and the monitor authorizes them to board the buses. The monitor will use OnTrack to validate each student's entry for tracking purposes.

When the buses are in motion, the doors must remain closed at all times. Only one door is opened for students or staff to exit when the bus stops.

Students may not pass through the security gates of the school bus parking lot without permission and may only get off the bus at the address indicated on the registration form (maximum two addresses). For safety reasons, students may not be picked up or dropped off at other students' residences.

Students must place their backpacks, lunch boxes, thermoses, and other belongings under the seat they occupy on the bus. Under no circumstances should they be left next to the driver's seat. Students are therefore responsible for taking their personal belongings and items with them before leaving the vehicle. The use of blankets, pillows, cushions, towels, and other items that prevent the use of the bus aisle or the passage of students to the rear seats of the vehicle is not permitted.

Students should not sit, lie down, or place suitcases in the aisle of the bus when boarding, as this prevents other passengers from moving around. Teachers on duty should monitor these practices and, if necessary, assist the monitors in their work.

Students must be punctual at the bus departure area at the end of the school day. Otherwise, the student will not be taken to their residence by the school bus, which must leave on time to comply with the schedules of the students on the bus. If necessary, the school will contact the parents to inform them that the student did not arrive in time to take their bus route. Students will wait in their corresponding sections until one of their parents picks them up.

There are no reserved seats on the bus. Seats are assigned according to the age and section of the students. The bus is divided into three sections. In this case, E.C. students will sit in the front, elementary students in the middle, and high school students in the back of the bus. This procedure will be carried out according to the verification of the capacity of the bus by the school bus monitor, who may assign seats as she sees fit. School staff members must occupy the front seats of the bus.

Students must wear their school uniform at all times and wear it properly during bus trips. Except in unforeseen circumstances, students' activities and availability of uniforms will be

taken into account. After ECA activities, students may wear the uniform for the activity in question, as appropriate.

During the trip, students must remain seated in their seats at all times, avoiding putting their hands out of the windows, ensuring that their tone of voice is appropriate and allowing other students to rest if they wish to do so. Students are not allowed to make purchases through the bus windows.

All toys, physical games, and the use of iPads, cell phones, computers, tablets, laptops, smart watches, or other electronic devices are prohibited on the bus. Only high school students may listen to music, podcasts, etc. with headphones (keeping their devices inside their bags). In addition, food and beverages may not be consumed on the bus, given the risk this poses to the physical safety of passengers. Students may only drink water when the bus is stopped and with the prior authorization of the route monitor. It is prohibited to throw trash (waste) or other objects inside or outside the bus.

Drivers and monitors on school routes represent the authority of the school at all times and, as such, must be respected and their instructions obeyed, as the current code of conduct applies on buses. In the event of any inappropriate behavior by a student during the trip, the monitor will proceed to prepare a written report, initiating the procedure established in Chapter 4. Formative and Disciplinary Process, which will be applied according to the academic section.

School transportation services are not provided to students who, due to disciplinary sanctions, must attend school outside of school hours, or to students who are not currently enrolled. Transportation services are only provided to students who are in detention, as well as those who remain at school to participate in activities other than ECAs, if there is space available on the route. In general, employees, teachers, drivers, and monitors who travel by bus have a duty to collaborate and assist with student safety when they are in the school bus parking area and on the bus, whether it is en route or stopped.

3.15.3 Transportation Rules for Early Childhood (E.C.) Students.

The school has CAR SEATS with five-point seat belts for student safety. Students under the age of 4 must use these seats as they are suitable for their age, weight, and size. For safety reasons, these students must be met by an adult at their residences.

Nursery students, with prior request and written authorization from their parents, sent through Phidias to the transportation department, may use the conventional bus seats, using the three-point seat belt.

Upon arrival of the Tiny Cubs, Toddlers, and Nursery children on the Maloka routes, teachers must be waiting for the route. The monitors get the children off each bus and

accompany them to their classrooms, leaving them under the supervision of the corresponding teaching staff. Similarly, the school route monitors take Pre-Kindergarten, Kindergarten, and First Grade children to the E.C. Section.

During the afternoon routes, or as appropriate for the school's departure routes, E.C. teachers accompany their students to the bus area, ensuring that they are handed over to the monitors on their routes, who then proceed to check the students into OnTrack. At all times, any updates received by Phidias from families will be taken into account to validate the students' entry onto the bus route.

All students must be punctual at the bus departure area at the end of the school day, otherwise the student will not be taken to their residence by the school bus, which must leave on time to comply with the schedules of the students on the buses. If necessary, the school will contact the parents to inform them that the student did not arrive in time to take their bus route. Students will wait in the corresponding sections until one of their parents picks them up.

Children in E.C. and up to second grade (2nd) are left at home only with persons authorized by their parents, whose information (name, ID number, and photo) must be provided in writing to the school through Phidias. Parents must notify the school immediately when these persons change.

The people who drop off and pick up the children must arrive on time, otherwise the child will not be picked up or dropped off at their residence, and it will be the parents' responsibility to take them to or pick them up from the school.

3.15.4 Additional rules for drivers and school bus monitors.

School bus drivers and monitors must:

- 1) Treat all bus occupants, whether students or staff, in a friendly, polite, and cordial manner at all times. Set an example of good treatment among themselves and, if they have any disagreements, not to do so in front of bus users, but to report it to the Head of Transportation and try to reach a solution that is acceptable to both parties.
- 2) Check the printed or digital databases and OnTrack, where each student assigned to a bus is registered, and verify that all children are present at the time of departure according to the latest reports.
- 3) If a student is missing, notify both the transport office and the corresponding section, either by radio, telephone, or institutional cell phone.
- 4) In the event of a delay or contingency on the route, the monitor must notify families via OnTrack. If necessary, a call will be made to the parents using the institutional cell phone.
- 5) Drivers must help students get on and off the buses, as well as with their backpacks, lunch boxes, and other belongings.

- 6) Monitors must verify the identities of adults who pick up students up to second grade (2nd grade) and must hand them over to the authorized person upon arrival at their homes. If these people are not waiting for the students, children from E.C. to second grade (2nd grade) return to school.
- 7) Monitors must seat young students on the bus and not allow them to sit in the front row for safety reasons. They must not allow students to stand in the aisle. They must adjust the seat belts to fit the children, especially the youngest ones.
- 8) Drivers and monitors must check the bus after each trip and hand over any forgotten items to the PTA representative.
- 9) Transportation staff should not accept money from students or families for any reason.
- 10) The transportation team must ensure that current traffic regulations are followed during trips.
- 11) The driver must ensure that the speed limit is observed in compliance with the rules governing school transportation in Colombia.
- 12) Report all irregularities observed during the trip: physical discomfort, driver's failure to comply with traffic regulations, student misbehavior, etc.
- 13) In the event of general indiscipline, stop the bus until the situation returns to normal.
- 14) Read the report on absences and transportation changes daily before starting the route and verify that all students are on the bus.
- 15) Air conditioning must be used during all trips.
- 16) Drivers and monitors will check seat belts after each trip.
- 17) Radios playing music or news should not be used during school trips or routes. Similarly, the use of personal cell phones is not permitted on school routes, except in emergency situations when communication with the transportation office is necessary.

3.16 RULES FOR STUDENTS WHO DO NOT USE SCHOOL TRANSPORTATION

- 1) Overloaded cars are not allowed to enter or leave the school grounds.
- 2) Students who do not use bus transportation must arrive and be picked up promptly by their parents or previously authorized personnel, inside the school at the entrance corresponding to the section to which their youngest child belongs.
The driver must not get out of the car. In EC, parents may get out to fasten their children's seat belts.
Leaving or picking up students outside the school premises is not permitted.
- 3) Parents may not transport unauthorized students in their private vehicles. Failure to comply with this rule will result in parents being held responsible for any incidents that occur once the student is in their vehicle. The school may impose a penalty on parents for failure to comply with parking rules.
- 4) Parents and students in grades 11 and 12 may request permission from the High School Section Head to arrive at and leave the school in a private vehicle driven by students in grades 11 and 12 and use the Senior parking lot.

The Section will issue three different cards:

Type A: Grade 11 and 12 students – Drivers (only authorized to carpool grade 11 and 12 students and their siblings). Grade 11 and 12 students who are authorized to enter and leave the school driving may only transport their siblings and other grade 11 and/or 12 classmates who have a car pass.

Type B: Students in grades 11 and 12 and siblings of students in grades 11 and 12 – Passengers.

Type C: Students who are transported in private vehicles by parents and/or drivers.

Such requests are authorized by the Section Head, taking into account the following criteria:

- A. For students in grades 11 and 12, the section may authorize the use of a private vehicle as a driver or passenger, under the following conditions:
 1. Parents must provide written authorization and assume responsibility for what happens during the trip and in the parking lot.
 2. The driver must have a driver's license (if driving).
 3. Student vehicles must be parked in the section assigned at the school, under the responsibility of the parents. The student must comply with the rules set forth in section 3.17 for use of the parking lot.
 4. Students may only transport their siblings and 11th and 12th grade classmates who are duly authorized and have a type B ID card.
 5. Students must comply with all disciplinary requirements established by the section.
 6. This privilege may be suspended by the section if the student fails to comply with any of the conditions: first time: 15 working days; second time: one month; and third time: permanent suspension of the privilege of using the parking lot for seniors.

The school is not responsible for any events that occur to students once they leave the premises or for any accidents involving students traveling or driving a private vehicle.

Authorization to Enter or Leave on Foot

1. High school and elementary school students who live within 1 km of the school and are authorized by their parents may enter and leave the school on foot at the end of the school day with prior authorization from the Head of Section and/or ECA Coordinator, if necessary, along with the corresponding signed liability waiver.
2. Elementary students must be accompanied by a responsible adult at all times.
3. The school is not responsible for any incidents that occur to students once they leave the school premises.

Authorizations to Leave in Private Vehicles

- 1) Primary and Secondary students who regularly use private transportation must present the authorization card provided by the section at the time of departure.
- 2) For students who occasionally use private transportation: parents must send a written authorization, endorsed by the Head of the respective Section or the person

designated by him, to pick up their children from the School, using the established format.

In EC: Parents must send the permission slip by email, specifying the departure time, name, and ID number of the person picking up the child, before 9:00 a.m. to the homeroom teachers, the **Section Secretary** (ecs@ccbcali.edu.co), and the Transportation Department (transporte@ccbcali.edu.co).

When children are to be picked up in a group for a children's party, the hosts must pick them up at the EC Section Office.

In Primary: Teachers collect the permissions and send them to the section office.

In High School: Students must submit permission slips to the section office before the first recess ends. Authorized students must present the special permission slip before leaving school.

At ECAs: Apply the procedure for the section to which the student belongs.

3) Dismissal Schedule for Private Vehicles:

The doors close 20 minutes after the departure time, and parents must go to the Section Office to pick up students.

3.17 PARKING LOT RULES

1. Parents must use the assigned parking spaces to pick up and drop off their children:
 - EC: Entrance No. 5 located in front of Calle 10. The exit is on Calle 10A.
 - Elementary School: Entrance No. 9 (Av. El Banco)
 - High School: Entrance No. 4 (Av. La María)
2. Parents who have children in different sections must drop off and pick up their children at the entrance corresponding to the youngest child.
3. Parking, picking up, or dropping off students outside the school is not permitted.

The main entrance (gate No. 4) located in front of Avenida La María has two access lanes, which must remain open (no parking in either lane). The main parking lot (parent parking) has four traffic lanes and four parallel parking areas, two on the right and two on the left.

Parking is prohibited:

- On the right lane of the right side of the road (next to the cafeteria) from 7:00 a.m. to 8:00 a.m. and from 12:30 p.m. to 5:30 p.m. Monday through Friday and on Saturdays from 8:00 a.m. to 12:00 p.m.
 - On the left lane of the right side of the road from 12:30 p.m. to 5:30 p.m.
4. Parents may not park their vehicles in the parking spaces reserved for school staff (during school hours).
 5. Parents from all sections who come to the school for meetings or to run errands must park in the parking areas located in the Main Parking Lot.

6. The entrances for EC and Primary (Entrances 5 and 9) are for dropping off and picking up students only. Parking at these entrances is not permitted for attending meetings or running other errands at the school.
7. The maximum speed limit inside the CCB is 10 km per hour.
8. In the parking lots and on the roads inside the CCB, pedestrians have the right of way.
9. Students must exit vehicles on the sidewalk side only. Everyone must walk on the sidewalk and cross at the speed bumps.
10. Parking in traffic lanes is strictly prohibited; parking is only allowed in the parking spaces next to the sidewalks.
11. At entrance No. 6, there are parking spaces reserved exclusively for teachers.
12. At entrance No. 11, there are parking spaces reserved exclusively for SENIOR students who are registered and authorized by the department. Students who use this parking lot must arrive by 7:15 a.m. After this time, students will be registered as late arrivals and will be dealt with accordingly.
13. At entrance No. 4, there are parking spaces assigned exclusively to administrative staff by the Security Department.
14. All vehicles entering the school premises must be properly identified with a vehicle identification card and registered in the system. If you do not have one, please request it at the security office or by email at seguridad@ccbcali.edu.co
15. High school students with younger siblings in EC may enter through the primary school entrance (gate 9) if the EC entrance is congested. Families with children in these sections will be identified to allow them access through this gate in the morning.

3.17.1 Penalties for non-compliance

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

1. Film and/or photographic evidence is obtained showing the unsafe act or violation committed by the person.
2. A warning is issued to the offender informing them that this is their first warning and that they must respect the parking rules, by means of a ticket placed on the windshield of the vehicle, which must be handed in at the parking lot exit.
3. In the event of a repeat offense for failure to comply with the parking lot rules during the same school year, the offender may be summoned to the school's administrative office and consequences may be applied, such as temporary or permanent suspension of the right to use the parking lot.

3.17.2 Compliance with traffic regulations

Drivers entering the CCB parking lots must observe at all times the rules of conduct established in the National Traffic Code; in the event of any type of infraction caused by recklessness or lack of skill on the part of the driver, which in turn causes injury to persons, collisions, or damage to vehicles and/or property belonging to the CCB or third parties, the driver who committed the infraction or is responsible for the harmful act shall be legally and financially liable for the damages and/or losses caused by their actions. In addition, the School may apply penalties for non-compliance with parking lot rules (3.17.1).

3.18 RULES FOR EDUCATIONAL, SPORTS, CULTURAL, AND OTHER PROJECTS

Educational, sports, cultural, educational outings, and other extracurricular activities that take place throughout the school year as a complement to the Institutional Educational Project and the curriculum included therein, such as musicals, Model UN, sports outings, international exchanges, BEO, and the Friendship Cup, are considered educational projects. Any interested student may participate on a voluntary basis, according to their interests and strengths, but must fulfill the commitments required by these projects.

REQUIREMENTS:

- 1) Assume the costs involved in the project, depending on its nature. These costs will be notified to parents in a timely manner.
For camps with external providers, national/international sports outings, and international trips (e.g., Barnardiston Hall Preparatory School, Hereford Cathedral School, BEO, exchanges), the family must be up to date with the school's financial obligations.
- 2) Attend rehearsals, training sessions, or preparation sessions scheduled by the project coordinator on time. Three (3) unexcused absences may result in loss of the activity spot. Money paid in advance will be refunded according to the policy established by each provider.
- 3) Demonstrate skills and interest in improving in their process, in accordance with the nature of the project to which they are committed.
- 4) Demonstrate a willingness to work as part of a team and respect for other participants.
- 5) Be up to date with all academic requirements, pass all subjects, and fulfill all commitments required.
- 6) Take responsibility for catching up on academic work missed due to commitments arising from the project.
- 7) When trips involve overnight stays, the department may refuse to authorize participation in the trip if the student has had serious or very serious disciplinary issues.
- 8) Comply with the internal regulations set forth in the project's policies or protocol manuals.

Note: When a student fails to fulfill any of the above commitments, the teacher responsible for the project will report the situation to the Section Head to take the necessary corrective

measures, which may include: a meeting with the student, a meeting with the parents, and finally, if the student does not take the necessary corrective measures, the student may be removed from the activity.

3.18.1 CAS (Creativity, Activity, and Service)

CAS is a central part of the curriculum. With its holistic approach, CAS is designed to reinforce and extend the personal and interpersonal learning that students have achieved in the PYP and MYP.

CAS is a program where each student has the opportunity to discover their strengths and abilities, face their fears, challenge themselves in all areas to become a human being willing to offer the best of themselves to the communities where they find themselves, capable of contributing to creating a better and more peaceful world, within a framework of mutual understanding and intercultural respect.

Students can participate in CAS experiences that involve one or more of the three CAS areas. A CAS experience can be a single event or a series of events.

The three areas of CAS are:

- Creativity: exploration and expansion of ideas that lead to an original or interpretive product or performance.
- Activity: physical effort that contributes to a healthy lifestyle.
- Service: collaborative and reciprocal engagement with the community in response to a real need.

CAS allows students to demonstrate attributes of the IB community profile in practical, real-life situations, grow as unique individuals, and recognize their role in relation to others.

CAS project

Students must complete a CAS project lasting at least one month in which they show initiative and perseverance and develop skills such as collaboration, problem solving, and decision making.

The CAS project can address any of the CAS areas, two of them, or all three. Students use the CAS stages (investigation, preparation, action, reflection, and demonstration) as a framework for CAS experiences and for the CAS project.

This program is an essential requirement for obtaining the diploma.

There are seven learning outcomes in CAS:

- Identify strengths and areas for improvement in oneself.
- Demonstrate that challenges have been faced and new skills developed in the process.

- Demonstrate how to initiate and plan a CAS experience.
- Demonstrate commitment and perseverance in CAS experiences.
- Demonstrate teamwork skills and recognize the benefits of collaborative work.
- Demonstrate commitment to issues of global importance.
- Recognize and consider the ethical aspects of decisions and actions.

Students must conduct three documented formal **interviews** with their CAS coordinator or advisor. The first interview takes place at the beginning of the CAS program; the second at the end of the first year; and the third at the end of the CAS program.

CAS emphasizes **reflection**, which is a cornerstone of a deep and valuable student experience in this component. Reflection shapes student learning and growth by allowing them to explore ideas, skills, strengths, limitations, and areas for improvement, as well as consider how they can use prior knowledge in new contexts.

The experiences or projects that students undertake allow them to identify the needs of communities or others, locally or globally, where they can dignify their being and avoid at all costs the welfare mentality that generates actions that harm communities.

The CAS program, with its components, corresponds to the mandatory student social service established in Law 115 of 1994, fulfilling the objectives of student integration into the community, strengthening values, protecting the environment, dignity, a sense of work, and free time.

3.18.2 RULES FOR EXTRACURRICULAR ACTIVITIES (ECAs) AND REPRESENTATIVE TEAMS

Essential agreements - "Better people make better team players."

Introduction

The CCB's Guiding Statements guide our school in the decisions we make for our students. The CCB's mission is to prepare our students for the challenges of the future, both cognitively (minds) and socio-emotionally (hearts).

The challenges of the future are many, including environmental, political, social, economic, and even personal. Our mission is to ensure that our graduates can face the obstacles of life that stand in their way and overcome them with tenacity. To fall down and get back up, to adapt to change, to cope with crises, one must be resilient and have the strength of character to not give up. We believe that our extracurricular activities (ECAs) are one of the many CCB programs that provide a platform for developing the skills and attitudes necessary to fulfill our mission.

Essential agreements are necessary for a healthy, effective, and efficient extracurricular program (sports, arts, and academic activities) that will shape and strengthen the following

human traits/characteristics, thus preparing our students to face the challenges of the future:

- CCB Core Values: Respect, Tolerance, Responsibility, Solidarity, Honesty, and Justice (CCB Core Value)
- Attributes of the educational community profile: Integrity, Balance, and Boldness
- Commitment
- Character
- Leadership and Collaborative Work (CCB Ethos)
- Organization
- Resilience
- Self-discipline

It goes without saying that the development of the above characteristics will have a direct and positive impact on our students' performance in their chosen fields of interest.

Other connections between the Essential Agreements and our foundations and principles:

Foundation and Principle	Its connection to the essential extracurricular agreements
Our motto: We unite people and cultures through education	Disciplined and committed teams or groups can travel and interact with people in different destinations, both local and international
Our slogan: Corazón Colombo – We Are One	We do everything with heart, with passion, and we do things together, as a school, as a team.
Ethical statement (excerpts)	Excellence: Empowering each student to reach their full potential in a holistic way. What do we do? We encourage students to take responsibility for their learning and to reflect on their successes and difficulties, so that they always find ways to improve their performance in whatever field they are learning or involved in. Good human beings: What do we do? We promote the emotional and social development of moral awareness, the strengthening of values, and positive behavior. We encourage healthy

	habits and self-care as fundamental pillars of a quality lifestyle. Leadership and Collaborative Work: What do we do? We carry out the training and education process by promoting collaborative work among members of the educational community. Students have the opportunity to develop leadership skills, understanding that different roles can be assumed in collaborative work.
Philosophical Statement (excerpt)	CCB offers various scenarios for identifying and developing talent in students.
Round Square Ideal of Adventure	A spirit of adventure is characterized by pushing beyond perceived limits, crossing boundaries, and discovering that we are capable of more than we thought. It encompasses a willingness to take risks, face challenges, and persevere against adversity and possible failure. We create a culture and environment in which students are encouraged to take risks and step outside their comfort zone. We understand that adventure is defined by each individual according to their personal limits, and we encourage and celebrate challenge, courage, and tenacity in all contexts.

Therefore, to ensure proper implementation and to honor our foundations, students and their families must adhere to the following essential agreements:

Consistent Attendance

- Students must attend the following MINIMUM number of sessions per week (Monday through Friday):
 - EC and Primary - one session per week (two sessions per week are recommended)
 - High School - two sessions per week (three sessions per week are recommended if offered by the school)
- A student may not miss more than three (3) ECA sessions in a semester without a valid reason, such as a doctor's appointment or disability.

Birthday parties, holidays/long weekends, and "academic demands" are not valid reasons and are considered unexcused absences.

Make-up/remedial classes are excused absences on the condition that the student attends the second hour of the extracurricular session.

- Three unexcused absences will result in the student losing their place in the activity until the following period. Parents will be billed for one additional month of the remaining months of the respective period in order to meet the agreed budget for that period.
- Failure to attend classes on three occasions during the semester, without a valid reason, will result in a warning being issued to the student and parents. Repeated absences may result in the student's removal from ECAs.

Appropriate appearance and image

- Students must wear an appropriate, clean, and complete uniform for the respective activity—for training/rehearsals and games and/or performances/events.
- Students may not use electronic devices during training/rehearsals or specific events (unless authorized by the teacher).

Compliance with the Curriculum

- **Students must:**
 - Strive in the relevant curricular activity (e.g., music or PE classes) to be a role model for their peers in their chosen field.
 - Make a special effort to maintain an academic level that allows them to attend all extracurricular sessions and not be absent for tutoring or make-up work.
 - Set an example of discipline for their peers and younger students.
- Students who fail two or more subjects may not miss regular classes and, therefore, may not participate in extracurricular events held during school hours.

Commitment to a healthy lifestyle

- Students must attend ECAs properly fed and hydrated.
- Especially for physical activities, students should eat lunches with high nutritional value that contain protein, carbohydrates, and healthy fats, and avoid junk food such as pizza, hot dogs, French fries, etc. These foods do not provide the nutritional value necessary for physical activity.
- Students should always have the following for physical activities: a water bottle or thermos, sunscreen (for outdoor activities), and a healthy snack for before and after the session.
- Especially after physical activities, students should eat foods with high nutritional value (such as fruit). The body's glycogen stores are used as fuel during exercise, and consuming carbohydrates after training helps replenish them. This aids muscle

recovery, contributes to muscle growth, and breaks the fast between lunch and dinner.

- Students should get at least eight hours of sleep per night for optimal performance.
- We recommend that elementary and secondary school students, particularly those involved in physical activities, engage in physical conditioning separate from training (stretching, weight training (starting in 9th grade), jogging, Pilates, yoga).

Compliance with these agreements has a positive impact on the well-being, team spirit, and performance of the respective extracurricular group.

Any student who is interested and within the age range specified for each area of the program may participate in the activities offered during ECAs.

Participation in recreational activities: Students/families may opt for recreational participation. It is the family's responsibility to inform the teacher/instructor so that the school is aware and does not enroll the student in competitive events. Students must comply with the essential agreements.

3.18.2.1 REQUIREMENTS FOR ADMISSION AND/OR WITHDRAWAL:

The parent and/or guardian must

- 1) Complete the registration process at the beginning of the school year through the Phidias platform before the deadline stipulated in the circular. After this deadline, they must request registration before the 20th of each month by email, after confirming availability of spots in the activity with the ECAs Coordinator.

Have submitted a medical certificate at the time of enrollment. If the student has a special condition, it is the family's responsibility to inform the school so that the appropriate measures can be taken.

The enrollment/withdrawal periods for these activities are from September to January and from February to June, without exception. The only acceptable reasons for withdrawal from the ECAs program are medical incapacity or any situation authorized by the program coordinator.

To withdraw from ECAs for the period from February to June, a request must be submitted by email to the ECAs office by the parent or guardian before January 20.

3.18.2.2 DUTIES OF STUDENTS IN EXTRACURRICULAR ACTIVITIES

1. Attend all activities and practices. Do not attend ECAs if unable to do so.
In the event of incapacity, the recovery process that caused it will be monitored, and authorization from the treating physician is required to resume training.
2. Comply with the schedule established by the school for the start and end of activities.
In case of an unavoidable need to leave early, an email authorized by the parent must be sent informing the reason and with the approval of the ECAs coordinator and/or Sports Director.

3. Participate fully in the activities and events to which you are invited and/or selected, showing a sense of belonging to your group and strengthening your team.
4. Attend classes or practice sessions wearing the uniform established for each sport and maintaining personal hygiene standards.
5. Maintain order and discipline in the facilities where practice activities take place.
6. Maintain good conduct by loyally complying with the rules and regulations of the program.
7. Primary and secondary school students are required to attend academic reinforcement classes called by their teachers and begin their practices once these are finished. Once the reinforcement or recovery process is complete, they resume their practices at the usual times and are considered for the school's representative teams and exchange trips.
8. Comply with any other provisions that may be determined by the ECAs Coordination and Sports Management during the course of the program.

Failure to comply with the rules, whether personal, disciplinary, academic performance, and/or attitude, limits the possibility of participating in official tournaments or events to which the School is invited.

In Primary School, the teacher (CRT) together with the ECAs Coordinator informs the student and parents of this decision.

In high school, the department head or their delegate, together with the ECAs Coordinator or the teacher in charge of the activity, informs the student and their parents of this decision.

3.18.2.3 REPRESENTATIVE TEAMS:

Students selected to represent the school in sports must:

- 1) Be enrolled in the ECAs Program and meet the requirements established for selection.
- 2) Sign, together with their parents, a form accepting their commitment as representative athletes in the various events to which they are called.
- 3) Attend promptly and participate in the training sessions to which they are summoned, constantly striving to improve their athletic performance and duly justifying their absences, if any, complying with the attendance and punctuality requirements established in section 3.18.2.2.
- 4) Be called up by the coach or coordinator of the area.
- 5) Be up to date with their academic duties and have good disciplinary behavior.
- 6) Use the uniform and equipment appropriate for their sport.
- 7) Have good discipline, behavior, and respect for teammates, opponents, teachers, judges, and managers, and be attentive to the teacher's instructions.
- 8) Fully comply with all fair play rules.

The departure of students participating in ECAs and Representative Teams is subject to the policies for Educational Projects and Educational Outings set forth in this Manual.

3.18.2.4 DUTIES OF TEACHERS IN EXTRACURRICULAR ACTIVITIES AND REPRESENTATIVE TEAMS.

- 1) Develop and implement the respective programs for ECAs offered by the CCB.
- 2) Promote the development of the profile attributes in sports, artistic, or recreational activities, maintaining consistency with the school's educational program.
- 3) Comply with the deadlines established for completing and submitting documentation required by the School, such as plans, attendance lists, and accident or disciplinary reports.
- 4) Encourage the progress made by each student.
- 5) Prepare the equipment to be used in class or activities and, once finished, return it in its entirety to the corresponding storage room or warehouse.
- 6) Start and end work sessions on time.
- 7) Maintain an appropriate personal appearance, wearing the full uniform during all activities promoted and organized by the school.
- 8) Treat students, teachers, parents, and people associated with the program in a courteous and appropriate manner.
- 9) Ensure that students, after their practical training, are on the correct bus route or in the appropriate place to be picked up by private vehicle.
- 10) Follow the procedure for use of the Medical Department in the event of an accident or illness of a student.
- 11) Ensure the proper use of facilities and materials.
- 12) Ensure that the School disseminates individual and collective achievements in its assemblies, newsletters, and website.

3.18.2.5 DUTIES AND OBLIGATIONS OF PARENTS IN EXTRACURRICULAR ACTIVITIES AND REPRESENTATIVE TEAMS

- 1) Support their children during practices and established schedules.
- 2) Ensure their child's regular and continuous attendance.
- 3) Notify the School in a timely manner when their child is unable to participate in activities or sports practices.
- 4) Comply with the deadlines established for completing forms and authorizations for participation in events to which their child has been invited.
- 5) Help ensure that your child is well presented, clean, and takes care of their sports uniform.
- 6) Use the regular channels to resolve any issues that may arise during practice.
- 7) Contribute ideas and offer ongoing support and collaboration for the benefit and development of the scheduled activities.
- 8) Refrain from giving instructions to your children during activities, as this may distract or confuse students in relation to the instructions already given by the teacher in charge.
- 9) Use the areas designated for parents by the ECAs Coordinator and/or Sports Director during sports practices.
- 10) Request that their children be sent home if they have a medical condition or are ill.

- 11) Ensure that their children get adequate rest on Fridays when they participate in Saturday ECAs, due to the physical implications of inadequate rest.

3.19 RULES FOR SPORTS PARTICIPATION

Student athletes who wish to participate in sporting events that interfere with the school day must follow the appropriate procedure:

- 1) Student athletes who train within the ECAs Program and wish to participate in sporting events on behalf of the CCB. The request is considered a Sports Project and is therefore governed by the Rules for Educational Outings and the specific rules established for ECAs and Representative Teams.
- 2) Student athletes who train in clubs, sports leagues, or sports training schools, are not part of the ECAs Activities Program and/or Representative Teams, and wish to participate in sporting events on their own behalf or on behalf of the CCB: The CCB supports and cooperates with these requests when it receives a letter from the institution confirming the invitation, a letter from the parents requesting authorization and committing to assume supervision and safety during the event, and the approval of the respective section regarding the student's compliance with the academic and disciplinary profile and requirements.

3.20 RULES FOR EDUCATIONAL TRIPS

Annex 4 of the PEI, Instructions for Educational Outings, establishes the guidelines and policies related to the administration of these outings at the School and complies with the guidelines of the MEN.

Procedure:

The departments submit the Educational Field Trip Program Form (published in the PEI) to the Headmaster's Office on the established dates. This information will be presented to the Board of Directors for approval.

Once the schedule has been approved, the request for transportation, if required, is sent to the School's Purchasing Department, and the Headmaster's Office notifies the Ministry of Education on the established date.

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

- 1) The departments inform parents or guardians of the educational outing well in advance and must obtain their written authorization for their children's participation, accepting the established conditions and assuming the commitments that this entails. In all cases, families must be in good standing with the school in order for students to participate in the educational outing.

- 2) The Headmaster's Office verifies that the sites to be visited have adequate safety and health conditions, as well as applying the Purchasing Process Plan in the event that outsourcing is chosen for transportation services.
- 3) The Sections shall notify the Administrative Coordinator, the Head of Security, and the Human Resources Coordinator in advance of the names of the participants in the trip (students and teachers), dates, and locations, so that the collective insurance policies for the students and the ARL for the teachers provide adequate coverage.
- 4) In the event that an educational outing not included in the Educational Outings Program submitted to the Secretary of Education is to be scheduled, the Rector's Office, with the approval of the Board of Directors, must request special permission from the Municipal Secretary of Education's regulatory team. If the permission is granted, it is included in the Educational Outings Program and the same procedure applies. If the permit is not granted, the educational outing shall be canceled. Such additional outings shall only be considered when they are submitted at least 10 days in advance.
- 5) Once the educational outing has been presented to the parents, the Headmaster may authorize decisions regarding minor changes that do not affect safety, cost, or the program presented.

Note:

- 1) For safety reasons, all students participating in field trips must leave and return to the school on the official transportation provided by the school.
- 2) Only one educational outing per grade may be scheduled each school year when it involves air travel and is open to all students in that grade.
- 3) For all sports, cultural, or academic trips or invitations organized by the school, parents must be notified at least 8 days in advance, and at least one month in advance if the trip involves an overnight stay.
- 4) In the high school section, students who will participate in the trip are selected based on criteria such as discipline and academic performance, using a rubric. For international trips, nominations are also made for students who meet the IB and Round Square profiles.
- 5) For educational trips where the department decides that parents must accompany their children, the following rules apply:
 - Parents accompanying educational trips receive an information sheet about their role on the trip, which they must sign.
 - Parents must support teachers on field trips and are responsible for carrying out the tasks assigned by the Field Trip Coordinator.
 - Accompanying parents on field trips may only take photos of their children, unless requested to do so by the Field Trip Coordinator.

3.21 HOUSE SYSTEM RULES

For organizational and disciplinary purposes, in October 1956, the student body was divided into four HOUSES. The HOUSES were named after four British heroes who participated in the liberation campaign and were assigned distinctive colors:

Canning: George Canning (England) color red.

O'Leary: General Daniel Florencio O'Leary (Ireland), color green.

Rooke: Colonel James Rooke (Ireland), color blue.

Ferguson: For William Owens Ferguson (Ireland), yellow.

The assignment of HOUSES for students is carried out by admissions in coordination with the sports director and the HOUSE coordinators of the three sections. The aspects to be taken into account are:

- Children of graduates will be assigned to the same CASA as their father or mother. If both parents are graduates and belong to different CASAs, they must choose and report their choice to admissions.
- Siblings of students in higher grades will be assigned to the same CASA.
- If none of the above applies, the student will be assigned, ensuring that the number of students per CASA in the grade they are entering is balanced.
- Once assigned to a house, no changes will be authorized.

All students enrolled at the CCB and their teachers participate in CASAS activities, with the support of alumni, administrators, and parents.

During CASAS activities, the rules of the Student Handbook apply. In case of absences due to permission or unexcused absences, the student must make up the day in a special activity that will be scheduled during after-school hours. If the student fails to make up the day, they will be summoned again.

All CCB teachers and employees, except for EC, ELT, and SLT, are assigned to one of the houses.

CASAS activities are introduced in EC to foster a sense of belonging, but they are not competitive in nature. Given the ages of the children, teachers are not assigned to any particular HOUSE.

Justification

- Sense of belonging to the CCB.
- Relationship with Great Britain.
- Bonds of friendship between students, alumni, administrators, teachers, and parents.
- Fundamental values and attributes of the CCB community profile.
 - Constructive use of free time through physical activity and sports and the prevention of addictive and/or abusive behavior.
- Motivation to achieve satisfaction through effort and perseverance, giving the best of oneself.

3.21.1 Captains/Vice-Captains and House Representatives - see Chapter 6.4

3.21.2. HOUSE HEADS PROFILE.

The Grade Coordinators of the High School Section perform this role. They are expected to:

- Work in an integrated manner with other colleagues in a way that promotes unity, collaboration, and benefits for the educational community. Excellent relationships with colleagues.
- Be dynamic, collaborative, proactive, good at managing groups, organized, open-minded, and good communicators.
- Promote a sense of belonging to the CASAS, in accordance with their philosophy and values.
- Support the CASAS Coordinator in the planning, organization, and development of different events, as well as in the evaluation of activities carried out and suggest corrective measures.
- Have the ability to offer critical judgments and possible solutions that help improve and advance the components of the house.

3.21.3 Functions of the CASAS Coordinator.

1. Coordinate CASAS activities with the different areas of the school: Heads, Captains, and Representatives of CASAS, Academic Section, Alumni Association, PTA, CCB Communications, Maintenance, Coordination of the School's Environmental Program, Arts Area, Design Area, and CAS Program.
2. Evaluate the activities carried out together with the House Heads, Captains, and Representatives and apply any necessary corrective measures.
3. With the support of the CASA Heads, nominate and elect CASA Captains and Representatives using an electronic form.
4. Promote and lead student registration for special events and activities.
5. Manage requests for items and services necessary for judging and supporting activities: sports equipment, prizes, medals, awards, referees, and human resources necessary for the activities.
6. Coordinate and manage the logistics of scheduled events:
 - Requesting space from the sections
 - Request special equipment from Maintenance: Sound, tents, transportation of equipment
 - Provide information to Communications about events for the preparation of newsletters and dissemination through the College's media outlets, website, and social networks.
7. Submit regular reports to the Sports Director, Section Head, or their delegate on the activities carried out.

3.21.3 SCORES AND RECOGNITION

Some of the academic, sporting, and cultural activities are designed as competitions.

The HOUSES are awarded points distributed as follows: 10 points for 1st place, 7 points for 2nd place, 5 points for 3rd place, and 3 points for 4th place, which are added up every semester and published in newsletters and on bulletin boards and at section assemblies, where they are given prominence.

For other types of recognition for the performance of the students in the Houses, the House Captains and House Representatives submit a proposal for approval by the ELT.

At the end of the year, at a closing ceremony, a cup is awarded to the captain of the House that has won the cultural and sports activities. The cup is rotated and the winner's plaque is added each year.

3.21.4 HOUSE UNIFORM

Students wear the uniform corresponding to their HOUSE (see section 3.12) when the section so determines. If a student shows up without the uniform, the provisions established for lack of uniform apply.

3.22 UNAUTHORIZED TRIPS, ACTIVITIES, OR PARTIES

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

No member of the educational community may organize, advertise, or charge for unauthorized events, either on or off school premises, on behalf of the Institution.

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

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

4. EDUCATIONAL AND DISCIPLINARY PROCESS

The CCB seeks to ensure that students act in accordance with the Guiding Statements and supports them in developing behaviors that exemplify the attributes of the IB profile and the values of Round Square, which is an essential part of the educational experience.

At the CCB, we are committed to the cognitive development of our students as well as their physical, moral, emotional, and psychological development.

Since rules are considered part of the construction of autonomy and values formation, the educational and disciplinary procedures are designed to foster a space for reflection so that students:

- a) Understand the consequences of their actions and how their behavior affects them and the community.
- b) Reflect on how they can make better decisions in the future and commit to acting differently.
- c) Seek and implement appropriate alternatives for solutions, amendments, or reparations.
- d) Demonstrate a change in the way they relate to their environment.

We expect parents, as those primarily responsible for their children's education, to contribute appropriately to the disciplinary process and accept the final decision made by the respective educational authorities responsible for deciding on disciplinary matters, with the right to appeal through due process.

When families decide to enroll their children in CCB, they are committing to our philosophy and the corresponding behaviors, as it is essential that the School and the Family work as a team. Parents should maintain rules at home that are compatible with those established at the school. Students become confused when they have to develop certain patterns of behavior at home that are different from those established at school. The boundaries and structures we provide at CCB are designed to help students clarify social expectations and guide them in meeting our learning objectives.

The consequences at school for disciplinary situations vary, as they do in other contexts. Disciplinary history is taken into account when evaluating the disciplinary situation and defining the pedagogical corrective measure.

4.1 EDUCATIONAL PROCESS IN EARLY CHILDHOOD, PRIMARY, AND SECONDARY SCHOOL

Whenever a disciplinary situation arises, a space for reflection is provided so that the student can understand what happened, seek and implement alternative solutions, make amends or take corrective action, and commit to not repeating the behavior.

This is part of an educational process that complies with the guidelines of the Law on Coexistence, Decree 1965 of 2013, and Law 1620 of 2013. The entire process must be carried out in accordance with due process, leaving a written record signed by the parties involved and, in particular, proof of compliance with the following stages or actions:

- a) Formal communication of the opening of a disciplinary process.
- b) Clear and precise verbal or written description of the conduct under investigation, as well as the possible sanctions that may be considered.
- c) The transfer of the evidence supporting the initiation of the disciplinary proceedings.

- d) The indication of the deadline for submitting defenses.
- e) The final decision on the application of the educational or disciplinary measure.
- f) The imposition of corrective measures proportionate to the disciplinary situation that has been verified.
- g) The possibility of challenging the decision through the filing of appeals and the deadline for filing them.

Once the disciplinary process has been completed, the decision will be notified to the student and their parents.

4.1.1 REGULAR PROCEDURE FOR HANDLING DISCIPLINARY SITUATIONS

The regular procedure for dealing with disciplinary situations shall be as follows:

- Teacher
- High School Coexistence Coordinator
- Psychology
- Deputy Head in EC and Primary
- Head of Department
- Headmaster
- Board of Directors

Extracurricular activities:

- Teacher
- ECA Assistant
- ECAs Coordinator
- Sports Director
- Headmaster
- Board of Directors

When a parent wishes to report a disciplinary situation or a situation that affects coexistence and the exercise of rights, they should contact the CRT in EC and Primary; in Secondary, they should contact the Coexistence Coordinator.

4.1.2 TRAINING PROCEDURE IN EARLY CHILDHOOD

At this age, children are in a learning process in which moral awareness is still developing and many of their behaviors are typical and expected for their age.

The implementation of organizational agreements that enable the acquisition of norms at an early age is carried out taking into account the children's stage of development and their learning processes.

In the EC Section, minor and serious disciplinary situations are handled within the procedures set out by Restorative Practices, with timely follow-up for each case. All teachers are trained to carry out a restorative practices process.

The implementation of Restorative Practices enables the internalization of norms and the construction of social capital at these ages. This process pursues the following objectives:

- To promote socialization and relationship building.
- To redirect conflicts and interventions around them.
- Develop a sense of belonging and community.
- Restore the damage caused by the conflict and the relationships between those affected.
- Guide parents in the process of consolidating parenting guidelines.

4.2 MINOR DISCIPLINARY SITUATIONS

These are situations that contradict the basic rules of the school. They are incidents that demonstrate a failure to meet behavioral expectations in the classroom and at school. When one of these situations arises, there must be an immediate response from the teacher in charge.

The following are considered minor disciplinary situations:

4.2.1 MINOR DISCIPLINARY SITUATIONS IN THE EARLY CHILDHOOD SECTION (Pre-Kindergarten, Kindergarten, and First Grade)

4.2.1.1 MINOR DISCIPLINARY SITUATIONS:

1. Arriving late to class or other academic activities.
2. Repeatedly interrupting the normal course of academic activities by talking or distracting classmates.
3. Failure to follow instructions given by adults.
4. Not wearing uniforms as stipulated in this manual or dressing inappropriately during remote classes; for example, wearing underwear or pajamas.
5. Using wireless communication devices (cell phones), music players, electronic tablets, among others, during the school day. (The School is not responsible for lost or missing items.)
6. Bringing toys to in-person or remote classes without the institution's permission or using them at unauthorized times.
7. Buying items from the school cafeteria without authorization.
8. Selling items at the School.
9. Engaging in any behavior that violates the basic rules of the School, whether in the classroom or remote learning environment, the library, the cafeteria, the playground, the auditorium, on buses, or outside the School during scheduled activities.

4.2.1.2 PROCEDURE FOR MONITORING AND CORRECTING MINOR DISCIPLINARY ISSUES AND EDUCATIONAL CORRECTIVE MEASURES:

1. In the EC section, late arrivals to school are recorded in Toddle with the time of arrival. When a student arrives late, teachers must explain to parents the importance of arriving at school on time. If the student arrives late again, an email is sent to the parents reiterating the previous suggestions regarding the importance of arriving on time. On the third occasion, an email is sent to the Head of Section informing them of the student's situation with the Toddle records, so that they can contact the family by email.

2. The adult in charge at the time the situation arises is responsible for communicating to the parents via email the process that was initiated as a result of the offense and requesting their support as part of the reflection at home.

3. If the inappropriate behavior persists, different measures and strategies are established, such as excluding the student from activities and inviting them to observe and reflect on the appropriate behavior expected of them with the ongoing support of an adult, whether a teacher, psychologist, and/or the Well-being Coordinator.

4. If their behavior begins to repeatedly affect their relationship with their peers and the functioning of the group, the parents are summoned to inform them about their child's conduct, attitude, or behavior and to agree on management strategies at home, seeking consistency and coherence between the family and the school. Parents must commit to following the recommendations suggested at the meeting.

5. If the child's behavior or attitude persists, the parents will be called again to follow up and establish new agreements and strategies that favor the student's overall progress.

6. If the established rule is not followed, the object or electronic device will be confiscated and returned at the end of the next school day. If the behavior is repeated, it will be confiscated for five school days, and if it is repeated again, it will be confiscated for ten school days. In all cases, parents must come to the school to pick it up.

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

4.2.2 MINOR DISCIPLINARY SITUATIONS IN PRIMARY AND SECONDARY SCHOOL

4.2.2.1 MINOR DISCIPLINARY ISSUES:

- 1. Arriving late to school, class, assemblies, or any other scheduled activity without a valid reason.**
- 2. Unexcused absence from any in-person or remote activity scheduled inside or outside the school.**
- 3. Behavior that disrupts academic activities, assemblies, or any other scheduled activity.**
- 4. Failure to comply with uniform regulations or other rules regarding personal appearance within the school, on buses, or during any academic, sporting, or other activity where their use is required.**
- 5. Buying items from the cafeteria outside of recess or lunch hours without authorization.**
- 6. Eating or drinking in areas not designated for this purpose (except water).**
- 7. Chewing gum.**
- 8. Failure to complete assigned work in class or at home without a valid excuse.**
In high school, this situation will follow the procedure outlined in the Assessment Policy, as it is considered a disciplinary issue that directly affects the student's academic performance (see PEI Chapter 6 Assessment Policy).
- 9. Failure to deliver school correspondence to parents.**
- 10. Violating the rule on electronic devices during school hours, extracurricular activities, or tutoring sessions.**
- 11. Failure to comply with the online etiquette rules established by the school.**
- 12. Repeatedly using profanity as a colloquial form of conversation without the intention to insult.**
- 13. Failure to comply with waste disposal rules (garbage).**
- 14. Engaging in any behavior that contravenes the basic rules of the School (3.14), whether in the classroom, library, cafeteria, playground, auditorium, on buses, or during activities organized or sponsored by the CCB outside its facilities.**
- 15. Encouraging any of the minor disciplinary situations.**
- 16. Failure to comply with class equipment and/or materials.**

Additional minor disciplinary situations for primary school:

- 1. Failure to follow the teacher's instructions.**
- 2. Bringing toys to school without permission from the institution or using them at unauthorized times.**

Additional minor disciplinary situations for high school:

- 1. Public displays of affection that are appropriate for intimate relationships (kissing, caressing, etc.)**
- 2. Using independent study time for purposes other than study or other activities appropriate for a DP student during the school day. During independent study time, DP students may only purchase items from the section cafeteria.**

4.2.2.2 PROCEDURE FOR MONITORING AND CORRECTING MINOR DISCIPLINARY ISSUES:

1. The teacher holds a dialogue with the student, draws their attention (to the issue), invites them to reflect, and establishes a verbal agreement.
2. If the teacher deems it necessary, they request the student to write a formal report on the incident. The student prepares a written report on the incident and submits it to the teacher.
3. The teacher notifies the parents of the disciplinary situation via email, and a record is kept in the student's history as defined.
4. The parents and the student may dispute the evidence and submit any evidence they deem necessary within the following three (3) working days.
5. The teacher reviews the submitted evidence and determines the corrective measure accordingly.
6. The teacher notifies the parents, the student, and the Head of Pastoral Care (or Pastoral Coordinator) of the pedagogical corrective measure via electronic means.
7. The information and determination regarding the disciplinary situation and the pedagogical corrective measure are filed in the student's folder located in the office.

4.2.2.3 POSSIBLE EDUCATIONAL CORRECTIVE MEASURES FOR MINOR DISCIPLINARY SITUATIONS:

1. **Detention:** When the consequence is detention, it is imposed by the teacher.
2. **Suspension:** In primary school, three detentions in the same school year and an additional minor disciplinary situation will result in one day of internal suspension.

Reluctance to change attitude and repeated failure to comply with the rules, despite warnings, reflections, and previous pedagogical corrective measures, will result in a pedagogical corrective measure of 1 to 3 days of internal or external suspension for primary or secondary school students.

3. When the educational corrective measure is suspension, it is imposed by the Head of Section, their Deputy Head, or the Coexistence Coordinator.
4. If the student's attitude persists, the procedure and educational corrective measures will be treated as a serious disciplinary matter and the situation will be referred to the Coexistence Coordinator, Deputy Head, or Head of Section.
5. In the event of **non-compliance with the rules on cell phones, headphones, or smartwatches (iPads for Primary)**, these items will be confiscated by the teacher.

First time: An email is sent to the parents and the cell phone or electronic device is returned to the student at the end of the day.

Second offense: An email is sent to the parents and the device is returned to them at the end of the school day. The student must serve detention.

Third time: In case of recurrence, an internal suspension will be applied. In all cases of recurrence, the confiscated electronic device will be returned to the parents.

6. Failure to comply with the uniform policy has the following consequences:

In Primary: First time: Written or oral reflection and a commitment to comply with the uniform rule, signed by students and parents.

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

In high school: First offense: The teacher sends a reminder to the parents about the consequences.

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

6. In high school, in the case of littering or leaving trash on tables, the student will receive a corrective measure to support the school's recycling project during an extracurricular activity.

4.3 SERIOUS DISCIPLINARY SITUATIONS

These are situations that threaten the harmony of the institutional community. When one of these situations arises, there must be an immediate response from the teacher in charge, followed by a record of the disciplinary situation.

4.3.1 SERIOUS DISCIPLINARY SITUATIONS IN PRE-KINDERGARTEN, KINDERGARTEN, AND FIRST GRADE

4.3.1.1 SERIOUS DISCIPLINARY SITUATIONS

1. Leaving the place where the activity is taking place, or the boundaries of the EC Section without the teacher's permission in face-to-face education.

2. **Inciting, provoking, threatening, or engaging in Type I situations:** Physical, verbal, written, gestural, relational, or electronic aggression or disrespect (insulting or using profanity) against any member of the educational community that does not cause bodily harm or damage to health, within the school premises, buses, or during any activity organized, promoted, and/or sponsored by the school outside its premises, or that, while outside the premises, affects the school climate.

The use of digital technology in remote education can create opportunities for aggression or bullying. For this reason, any expression of disrespect, whether verbal, graphic, or gestural, in remote activities will be considered a Type I situation.

Other Type I situations:

- Intentionally assaulting someone through play.
 - Causing any damage to another person's property or to the school's materials and resources.
 - Taking or hiding someone else's property.
3. Altering any communication sent to parents.
 4. Repeating minor disciplinary incidents during the same school year.
 5. Being an accomplice in any of the above.

Note: Repeated violations of the rules are considered a very serious disciplinary offense and will be subject to the corresponding procedure.

4.3.1.2 PROCEDURE FOR CONTROL AND REMEDY OF SERIOUS DISCIPLINARY SITUATIONS:

1. The teacher and/or psychologist or Well-being Coordinator intervenes with the child, pointing out their behavior and encouraging them to reflect on their attitude or behavior, offering alternative solutions, showing them the consequences of their actions, exploring their feelings, and accompanying them in repairing the damage. If the situation arises in remote learning spaces, those involved will be summoned to individual follow-up sessions to carry out the same process.

2. The adult in charge, Section Head, or Well-being Coordinator informs the parents by email about the formal opening of a training and disciplinary process, indicating the behavior (including the facts and the sections of the Manual that describe the disciplinary situation and possible pedagogical corrective measures)

and providing them with the evidence that supports the initiation of the training and disciplinary procedure.

The evidence may be provided in the form of a copy or the parents may be asked to come and view the evidence (if applicable). In the case of sensitive or confidential information about another student, authorization is requested from the parents of the student whose information is to be disclosed.

In the same communication, the parents are informed that they may submit their defense in writing, contest the evidence, and provide any additional evidence they deem necessary within the next three business days.

3. The Section Head reviews and determines the corrective measure in accordance with the evidence provided.

4. If applicable, the Head of Section notifies the Headmaster of the need to convene the Coexistence Committee and notifies the parents. The opportunity for parents to be heard by the Coexistence Committee is provided only for statements submitted in writing within the established time frame.

5. The Head of Section or Well-being Coordinator notifies the student and parents of the Pedagogical Corrective Measure and expressly informs them, recording the following in a report or correspondence:

- The student's conduct.
- The section of the Manual that describes the disciplinary situation.
- The defined Educational Corrective Measure.

The possibility of contesting the decision by filing a request for reconsideration and appeal within the following five (5) business days.

6. The information regarding the disciplinary situation, the pedagogical corrective measure, and the supporting documentation shall be sent to the office and filed in the student's record.

7. If the student's attitude persists, the procedure and pedagogical corrective measures shall be assimilated to those applicable to a very serious disciplinary situation.

In addition to the disciplinary procedure, in the case of Type 1 Situations or those that affect coexistence: The Restorative Practices procedure (Section 4.9) shall apply.

Responsible party: The Section Head decides on the pedagogical corrective measure.

4.3.1.3 POSSIBLE EDUCATIONAL CORRECTIVE MEASURES FOR SERIOUS DISCIPLINARY SITUATIONS:

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

4.3.2 SERIOUS DISCIPLINARY SITUATIONS IN THE PRIMARY AND SECONDARY SCHOOLS

4.3.2.1 SERIOUS DISCIPLINARY SITUATIONS:

1. Being absent or leaving the school or the place where any scheduled school activity (including ECAs) is taking place, without following the procedure and without proper authorization.
2. Attending school ECAs that take place inside or outside the CCB without authorization (games, Friendship Cup, etc.).
3. Disobeying the rules or instructions of teachers or adults with responsibility at the CCB.
4. Violating the Academic Integrity Policy, using a wireless communication device during an exam.
5. Possessing or distributing material with explicit sexual content such as pornography, packs, nudes, etc., which is not public and without consent.
6. Failure to comply with the Acceptable Use Policy for ICTs.
7. Using computer equipment for illegal activities or copyright infringement.
8. Deleting, adding, personalizing, or modifying installed hardware or software.
9. Accessing school facilities without authorization.
10. Remaining on school premises after school hours without authorization.
11. Hiding or altering any communication between the School and parents or any other institution.
12. Participating in sales (buying and/or selling) at the School without authorization.
13. Drawing or writing on walls or other people's property.
14. Threatening, inciting, provoking, or engaging in Type 1 situations: Physical, verbal, written, gestural, relational, or electronic aggression or discrimination against any member of the educational community, within the school premises, buses, or during any activity organized, promoted, and/or sponsored by the school outside its premises, or which, being outside the premises, affects the school climate, and which in no case causes bodily harm or damage to health.

Other Type II situations in the CCB:

- Intentionally assaulting or intimidating through play.
- Disrespecting a member of the educational community inside or outside the CCB.
- Disrespecting people outside the CCB who are inside or participating in any activity organized, promoted, and/or sponsored by the School outside its facilities.
- Dangerous behavior that puts your health and/or physical integrity or that of any member of the community at risk.
- Sending emails or messages through the network that are insulting, offensive, or threatening.
- Hiding or taking other people's belongings without permission.

- Damaging CCB property or other people's property.
- 15. Engaging in acts that undermine the morals or good name of the College, either inside or outside the College.
- 16. Failing to comply with detention.
- 17. Unfairly implicating another student in a disciplinary situation that they did not commit.
- 18. Being an accomplice, inciting, or covering up any of the serious disciplinary situations.
- 19. Repeating minor disciplinary situations in the same academic year.

In the event of an additional health emergency, the following will also be considered serious disciplinary situations

1. Repeated failure to comply with current biosecurity measures.
2. Accumulating three unjustified absences from the virtual or face-to-face classroom or from any activity scheduled by the School
3. Requesting virtual classes when you do not actually have symptoms.
4. Altering, destroying, or vandalizing in any way:
 - School safety signs
 - resources provided for disinfection and hand washing
5. Making discriminatory, offensive, or reckless comments about the health status of any member of the educational community.

4.3.2.2 PROTOCOL – PROCEDURE FOR CONTROL AND AMENDMENT OF SERIOUS DISCIPLINARY SITUATIONS

1. The teacher talks to the student.
2. The student makes a written statement of the incident and a reflection on what happened and gives it to the teacher.
3. The teacher reports the situation to the Head of Section, the Deputy Head, or the Coexistence Coordinator (High School).

Disciplinary situations related to academic integrity in the Upper Secondary School are reported to the Area Coordinator, who will be responsible for handling the disciplinary process in relation to academic matters.

4. The Head of Section, Deputy Head, Coexistence Coordinator, or Area Coordinator (in Baccalaureate) will talk with the student and expand on their reflection on what happened, recording the reflection in a report.
5. The Head of Section, Deputy Head, Coexistence Coordinator, Area Coordinator, or Grade Coordinator (in High School) notifies the student's parents and the student of the formal opening of a disciplinary process, specifying the conduct (including the facts and the sections of the Manual that describe the disciplinary situation and possible corrective measures) by electronic means or in person (leaving a record in the minutes) and provides them with the evidence supporting the initiation of the disciplinary process.

The evidence may be provided in the form of a copy or the parties may be invited to view the evidence (if applicable). In the case of sensitive or confidential information about another student, authorization is requested from the parents of the student whose sensitive information is to be disclosed.

In the same communication, the parents and the student are informed that they may submit their defense in writing, contest the evidence, and submit any evidence they deem necessary within the following three business days.

6. The Head of Section analyzes the evidence provided.

7. If applicable, the Head of Section notifies the Headmaster of the need to convene the Coexistence Committee.

When the Area Coordinator considers that there is evidence of a breach of Academic Integrity, they shall report the incident to the IB Program Coordinator and the Head of Section or their Deputy Head.

8. Once the Head of Section has defined the corrective measure, the Head of Section, the Deputy Head, or their delegate notifies the parents and the student and expressly informs them, recording this in a report or correspondence:

- The student's conduct
- The section of the Manual that describes the disciplinary situation
- The educational corrective measure defined

The possibility of contesting the decision by filing an appeal within the following five (5) business days.

In disciplinary situations related to academic integrity, the Head of Section, Deputy Head, or Coexistence Coordinator, together with the Area Coordinator, determines the pedagogical corrective measures and remedial activities to be applied, taking into account the student's grade level.

9. In the event that the pedagogical corrective measure considered, in the opinion of the Head of Section or Deputy Head, is the Conditioning of Enrollment Renewal upon compliance with Coexistence Agreements, or Non-Renewal of Enrollment, the decision is made by the Headmaster. The Headmaster hears the students involved in the disciplinary process and the parents of the aggressor and the victim (if deemed necessary).

10. In addition to the steps outlined in this procedure, for situations that affect coexistence and Type 1 situations, the Restorative Practices procedure in section 4.9 shall apply.

11. The student must report to the school accompanied by their parents on the appointed day and time (when the case warrants it).

12. Information regarding the disciplinary situation and the corrective measure will be communicated to the tutor/advisor and filed in the student's record.

4.3.2.3 POSSIBLE EDUCATIONAL CORRECTIVE MEASURES FOR SERIOUS DISCIPLINARY SITUATIONS:

1. Internal or external suspension for up to ten (10) academic days
2. Suspension of the right to participate in ECAs or complementary activities such as sports, cultural exchanges, graduation ceremonies, etc.
3. Conditioning of enrollment renewal on compliance with Coexistence Agreements.
4. Non-renewal of enrollment

4.4 VERY SERIOUS DISCIPLINARY SITUATIONS

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

4.4.1 VERY SERIOUS DISCIPLINARY SITUATIONS IN PRE-KINDERGARTEN, KINDERGARTEN, AND FIRST GRADE

4.4.1.1 VERY SERIOUS DISCIPLINARY SITUATIONS:

1. Engaging in a Type II Situation: School aggression, bullying, or cyberbullying that is repeated or systematic, or that causes bodily harm or damage to health without resulting in disability.
2. Repeated serious disciplinary situations in the same school year.
3. Engaging in Type III Situations: School aggression that constitutes alleged crimes and any act that is classified as a crime under Colombian law.

If a health emergency arises, the following will also be considered serious disciplinary situations

1. Refusal to follow current biosafety protocols.
2. Repeat serious remote learning situations in the same school year.

4.4.1.1.1 PROTOCOL AND PROCEDURE FOR CONTROL AND AMENDMENT FOR VERY SERIOUS DISCIPLINARY SITUATIONS:

Follow the provisions of sections 1 to 6 of 4.3.1.2 PROCEDURE FOR CONTROL AND AMENDMENT OF SERIOUS DISCIPLINARY SITUATIONS.

(...)

7. In the event that the pedagogical corrective measure considered, in the opinion of the Section Head or the Well-being Coordinator, is to make the renewal of enrollment conditional upon compliance with the Coexistence Agreements, Non-Renewal of Enrollment, Individual Schooling Model with or without renewal of enrollment, or Cancellation of Enrollment, the decision will be made by the Headmaster. The Headmaster will hear the students involved in the disciplinary process and the parents of the aggressor and the victim (if applicable).

In addition to the steps outlined in this procedure, the following shall apply:

- a. For Type II and Type III situations, the procedure set forth in section 4.10
- b. For situations that affect coexistence, the Restorative Practices procedure in section 4.9.

4.4.1.2 POSSIBLE EDUCATIONAL CORRECTIVE MEASURES FOR VERY SERIOUS DISCIPLINARY SITUATIONS IN ACCORDANCE WITH THE SERIOUSNESS OR REPETITION OF THE SITUATION:

Suspension for 3 or more days, until the Section Head or Well-being Coordinator determines whether internal suspension, external suspension, or suspension from remote learning activities should be applied.

1. Conditional renewal of enrollment upon compliance with Coexistence Agreements.
2. Non-renewal of enrollment.
3. Individual Schooling Model with or without renewal of enrollment

In the event that the Head of Section or Deputy Head considers that the appropriate disciplinary measure is to make Enrolment Renewal conditional on compliance with the Coexistence Agreements, the Headmaster, the Head of Section or their delegate (Deputy Head) will meet with the family to notify them of the disciplinary measure.

4.4.2 VERY SERIOUS DISCIPLINARY SITUATIONS IN PRIMARY AND SECONDARY SCHOOL

4.4.2.1 VERY SERIOUS DISCIPLINARY SITUATIONS:

1. Involvement in a Type II situation: School aggression, bullying, or cyberbullying that is repeated or systematic, or that causes bodily harm or damage to health without resulting in disability (inside or outside the CCB). Taking photos or videos of members of the educational community and/or disseminating them for purposes other than academic, disciplinary, or archival purposes, or dissemination by the CCB's official media, without authorization.
2. Engaging in Type III Situations: inciting, promoting, or threatening in situations of school aggression that constitute alleged crimes and any act that is classified as a crime under Colombian law (inside or outside the CCB).
 - Committing any type of alleged sexual harassment or violence.
 - Committing proven theft (taking something that does not belong to you with the intention of obtaining a benefit for yourself or another person, unless you return it within 24 hours without damage or deterioration).
 - Carrying weapons on school premises (including knives).
 - Personal injury
3. Smoking, drinking, consuming, being under the influence of, or carrying alcohol or psychoactive substances that have not been prescribed, smoking or carrying traditional or electronic cigarettes (vaporizers) on school grounds, buses, or during school activities, or in any activity organized, promoted, and/or sponsored by the school outside its facilities.
4. Participating in the purchase, sale, or rental of traditional or electronic cigarettes (vaporizers), alcohol, or psychoactive substances with members of the educational community, inside or outside the CCB.
5. Possessing or using explosives or chemical compounds on school grounds (including fireworks).
6. Failure to comply with disciplinary measures imposed for serious misconduct.
7. Being an accomplice, covering up, or inciting any of the serious and very serious disciplinary situations.
8. Engaging in sexual relations on school premises.
9. Repeatedly engaging in conduct contrary to the rules of coexistence, serious or very serious disciplinary situations
10. Repeatedly engaging in conduct contrary to the rules of coexistence, serious or very serious disciplinary situations.

4.4.2.2 PROTOCOL PROCEDURE FOR THE CONTROL AND AMENDMENT OF VERY SERIOUS DISCIPLINARY SITUATIONS:

The provisions of sections 1 to 8 of 4.3.2.2 PROTOCOL – PROCEDURE FOR CONTROL AND AMENDMENT OF SERIOUS DISCIPLINARY SITUATIONS shall be followed.

9. In the event that the educational corrective measure considered, in the opinion of the Head of Section or the Deputy Head, is the Conditioning of Enrollment Renewal upon compliance with Coexistence Agreements, Non-Renewal of Enrollment, Individual Schooling Model with or without enrollment renewal, or Cancellation of Enrollment, the decision will be made by the Headmaster. The Headmaster shall hear the students involved in the disciplinary process and the parents of the aggressor and the victim (if applicable).

10. In addition to the steps set out in the control and amendment procedure, the following shall apply:

- a. For Type II and Type III situations, the procedure set forth in section 4.10
- b. For situations that affect coexistence, the Restorative Practices procedure in section 4.9.

11. The student must report to the school accompanied by their parents on the date and time specified (when warranted).

12. Information regarding the disciplinary situation and the corrective measure will be communicated to the Classroom Teacher/advisor, and the supporting documentation will be filed in the student's record.

4.4.2.3 POSSIBLE EDUCATIONAL CORRECTIVE MEASURES FOR VERY SERIOUS DISCIPLINARY SITUATIONS:

1. Suspension from school activities for up to 10 academic days, including the right to participate in complementary ECAs such as sports, cultural exchanges, graduation ceremonies, etc. If the corrective measure is suspension, the Head of Section imposes the measure and notifies the parents and the student through his/her Assistant or Coexistence Coordinator.
2. Making the renewal of a student's enrollment conditional on compliance with Coexistence Agreements established with the parents and the student.
3. Non-renewal of enrollment
4. Individual Schooling Model with or without renewal of enrollment

Individual Schooling Model without renewal of enrollment

This is a pedagogical corrective measure that seeks to guarantee the student's right to education.

This measure is implemented as follows:

- The student attends classes at a different time from the other students.
- The Section Head and his team create an Individual Schooling Model with or without enrollment renewal tailored to the student's needs, which is reviewed on a weekly basis.
- The plan includes individual attention sessions for the student by their teachers in the different subjects.
- The meeting point for students and their teachers will be in the office of the Head or Assistant of the High School Section.

- The sessions will last half an hour or more, depending on the needs that arise during the process.
- Students will be scheduled for 3 to 5 days a week, at a time determined by the section.
- The sessions are scheduled according to the student's needs and the completion of the curriculum corresponding to their grade level and the availability of teachers.
- The student and family will be informed weekly of the work plan and schedule with the teachers.
- It is the student's responsibility to complete the assignments given by the teachers for the proper development of the learning process.
- The student is only entitled to participate in the sessions designated for the fulfillment of the curriculum and the guarantee of their right to education.
- Students must remain in the office during their scheduled activities. There are no social areas at the school.

5. Cancellation of Enrollment

In the event that the Head of Section or Assistant considers that the corrective measure should be "Conditional Renewal of Enrollment," "Individual Schooling Model with or without renewal of enrollment," "Cancellation of Enrollment," or "Non-Renewal of Enrollment," the decision will be made by the Headmaster. The Headmaster, the Head of Section, or their delegate will meet with the family to notify them of the corrective measure.

4.5 DISCIPLINARY SITUATIONS IN THE TRANSPORT SERVICE

4.5.1 DISCIPLINARY SITUATIONS IN THE TRANSPORT SERVICE

Disciplinary situations in the transportation service are graded and the educational corrective measures established for disciplinary situations committed on school premises are applied (sections 4.2, 4.3, and 4.4).

Examples of some disciplinary situations in the Transportation Service: sticking your arm out of the window, throwing trash out the window, throwing trash inside the bus and refusing to pick it up, consuming food and beverages, refusing to wear a seat belt, damaging seat belts, speaking loudly, proven theft, harassment, cyberbullying, disrespecting the bus attendant or driver, preventing someone from sitting next to them, failing to comply with the biosafety protocol stipulated for the bus (see Biosafety Protocols).

4.5.2 PROTOCOL: PROCEDURE FOR CONTROL AND AMENDMENT FOR DISCIPLINARY SITUATIONS IN THE TRANSPORTATION SERVICE:

1. The escort reflects with the student and reaches a verbal agreement and a written commitment to improve, along with a description of what happened,

which must be sent to the classroom teacher, Well-being Coordinator in EC and Primary, or Coexistence Coordinator in High School.

2. The Transportation Office makes an initial report to the family about what happened.
3. The Classroom Teacher, Deputy Head, Coexistence Coordinator, or Well-being Coordinator talks with the student and the accompanying adult so that they can write their version of the events and establish the causes (if necessary).
4. The Classroom Teacher, Deputy Head, Head of Section, Coexistence Coordinator, or Well-being Coordinator notifies the parents and the student of the situation electronically or in person (leaving a record in the minutes) about the formal opening of a disciplinary process, indicating their conduct (including the facts and the sections of the Manual that describe the disciplinary situation and possible corrective measures) and provide them with the evidence on which the investigation into the disciplinary situation was based.

The evidence may be provided in the form of a copy or by inviting them to view the evidence (if applicable). In the case of sensitive or confidential information about another student, authorization is requested from the parents of the student whose sensitive information is to be disclosed.

In the same communication, the parents and the student are informed that they may submit statements, contest the evidence, and provide any evidence they deem necessary within the next three business days.

5. In the case of minor disciplinary situations, the Classroom Teacher (in EC and Primary), the Deputy Head or Coexistence Coordinator (in High School) shall define the pedagogical corrective measure in accordance with the pedagogical corrective measures provided for the situation.

In the case of serious or very serious disciplinary situations, the Head of Section or Deputy Head in High School, the Head of Section or the Well-being Coordinator in Early Childhood and Primary, shall define the pedagogical corrective measure in accordance with the student's behavior and the evidence provided.

6. **The CRT, the Head of Section, the Deputy Head, the Coexistence Coordinator, or the Well-being Coordinator notify the parents and the student, and they are expressly informed by means of a record or correspondence:**

- The student's conduct
- The section of the Manual that describes the disciplinary situation
- The educational corrective measure defined
- **The possibility of contesting the decision through the channels of review and appeal, which must be submitted within five (5) working days.**

7. In addition to the steps outlined in the control and amendment procedure, the following shall apply:

- a. For type II and type III situations, the procedure set out in section 4.10

b. For situations that affect coexistence, the Restorative Practices procedure in section 4.9.

In the case of minor offenses in compliance with the rules on the bus, the psychologist and/or the Welfare Coordinator in EC or Primary or the Coexistence Coordinator in High School shall proceed to carry out a restorative practice between the students involved and the accompanying adult.

4.5.3 POSSIBLE EDUCATIONAL CORRECTIVE MEASURES FOR DISCIPLINARY SITUATIONS ON THE TRANSPORT SERVICE:

1. Suspension of Transportation Service: In the event of a repeat minor disciplinary situation, suspension from the bus service for one to five days may be imposed. The Section Head or Deputy Head, or Coexistence Coordinator (in High School) decides and notifies the parents and the Transportation Coordinator of the educational corrective measure by email.

In the event of repeated minor disciplinary situations or serious or very serious disciplinary situations, a suspension of bus service for more than five days may be imposed.

- 2. Suspension of ECA Activities**
- 3. Internal Suspension or External Suspension**
- 4. Conditional Enrollment**
- 5. Non-renewal of Enrollment**
- 6. Cancellation of Enrollment**
- 7. Individual Schooling Model with or without enrollment renewal.**

4.6 VERY SERIOUS CASES OF NON-COMPLIANCE WITH BIOSECURITY RULES BY PARENTS

Failure to comply with current biosafety protocols. In this case, the consequence may be a verbal or written warning, and the Headmaster may even decide that the parent may not enter the premises for a period of one week to one school year. The School will notify the relevant authorities of the situation. Parents may lodge an appeal with the Board of Directors within the following five working days.

NOTE: Disciplinary and restorative practices may be conducted in person or remotely. When the processes are conducted by videoconference, the School may record the meetings.

4.7 EXPLANATION OF POSSIBLE DISCIPLINARY MEASURES

Parents must talk to their child about the situation, commit to complying with the educational corrective measure, and ensure that the required work plan is followed (if applicable).

4.7.1 Detention: This is a corrective measure that consists of staying after school for an extracurricular session lasting between 1 and 3 hours. During detention, the student reflects on the disciplinary situation that led to it, does work that has a positive impact on the community, or participates in a restorative activity.

If there are no scheduled transportation routes at the end of detention, parents must pick up students after detention. When detention involves a change in the dismissal schedule, the teachers in charge of detention must inform the transportation department at least one day in advance.

When detention has been assigned for failure to complete work assigned for class or at home, or for failure to comply with Physical Education uniform rules, related subject-specific tasks may also be assigned. These detentions may be scheduled on reinforcement days.

4.7.2 Suspension of Transportation Service: The student may be suspended from transportation service temporarily or permanently.

4.7.3 Suspension from ECAs: In addition to any appropriate disciplinary measures, the student may be suspended from the activity temporarily or permanently.

4.7.4 Internal Suspension: This is a corrective measure consisting of attending school and doing work, separately from their classmates, in an assigned area. In EC, internal suspension may also be for periods or blocks of classes, as appropriate.

4.7.5 External Suspension: This is a pedagogical corrective measure consisting of prohibiting the student from attending one or more days of school activities (curricular and ECAs, such as sporting and cultural events, graduation ceremonies, first communions, festivals, etc.). It implies exclusion from transportation services.

The student is fully responsible for any assignments, homework, or community service, etc., that are assigned, which must be reported on the assigned date.

In high school, teachers give students a work plan, which must be completed and turned in the day after they return to regular classes.

In all cases of suspension from school or transportation service, the established costs will continue to be charged.

4.7.6 Conditions for Enrollment Renewal: This is a corrective measure that makes enrollment renewal conditional on exemplary disciplinary behavior and other conditions applicable to the case. The period indicated by the corrective measure may be extended to the following school year.

A space for reflection is provided so that the student can understand what has happened, seek and implement alternative solutions, make amends or reparations, and commit to not repeating the behavior. This educational corrective measure may be applied for up to three school years.

4.7.7 Non-renewal of enrollment: This is a pedagogical corrective measure consisting of not renewing enrollment for the following academic year. This pedagogical corrective measure may be applied for up to three academic years.

4.7.8 Individual Schooling Model allowing enrollment renewal: This is a pedagogical corrective measure consisting of giving the student the opportunity to continue their educational process, accompanied by a commitment to comply with the academic and coexistence requirements defined by the section.

This measure is implemented as follows:

- The student attends classes at a different time than the other students.
- The Head of Section and their team create an individual schooling model tailored to the student's needs, which is reviewed on a weekly basis.
- The plan includes individual attention sessions for the student by their teachers in the different subjects.
- The meeting point for the student and their teachers will be in the office of the Head or Assistant of the High School Section.
- Sessions will last half an hour or longer, depending on the needs that arise during the process.
- Students will be scheduled for 3 to 5 days a week, at times determined by the department.
- The sessions are scheduled according to the student's needs and the completion of the curriculum corresponding to their grade level and the availability of teachers.
- The student and family will be informed weekly of the work plan and schedule with the teachers.
- It is the student's responsibility to complete the assignments given by the teachers for the proper development of the learning process.
- The student is only entitled to participate in the sessions designated for the fulfillment of the curriculum and the guarantee of their right to education.
- The student must remain in the office during the course of their scheduled activities. There are no social areas in the school.

4.7.9. Individual Schooling Model without renewal of enrollment until the end of the school year: This is a pedagogical corrective measure consisting of the non-renewal of enrollment, allowing the student to finish the current school year without the right to apply for enrollment for the following school year.

4.7.10 Cancellation of enrollment: This is a pedagogical corrective measure consisting of the immediate cancellation of enrollment. This pedagogical corrective measure may be applied for up to three school years.

In the event that the student wishes to re-enroll in the School after a pedagogical corrective measure of non-renewal of enrollment, Individual Schooling Model, Individual Schooling Model without renewal of enrollment until the end of the school year, or cancellation of enrollment, they must comply with all the requirements established in the admission process.

4.8 APPEALS

Replacement: Appeals may be lodged against decisions made by teachers, department heads, the Headmaster, or the Board of Directors with the body that imposed the disciplinary measure. Appeals must be lodged within five (5) business days of the date on which the disciplinary measure was communicated.

Appeal: If the response to the Appeal for Review is negative on the part of the decision-making body, the student and their parents may file an Appeal with the immediately higher authority.

This must be done within five (5) days from the date of the response to the Appeal for Review.

Note: All appeals are granted with a suspensive effect, i.e., they do not suspend the implementation of the pedagogical corrective measure, except in the case of a pedagogical corrective measure consisting of an Individual Schooling Model without renewal of enrollment or cancellation of enrollment, in which case it will have a suspensive effect.

4.9 RESTORATIVE PRACTICES PROCEDURE

Restorative Practices seek to encourage and strengthen school coexistence and the exercise of human rights, allowing members of the educational community to reflect and learn from mistakes, respect diversity, and resolve conflicts peacefully.

Restorative practices may be accompanied by educational corrective measures.

Cases where it applies

- When there is a serious or very serious disciplinary situation that has affected the relationship between two people or groups of people.
- In cases of diffuse group conflicts where the responsibilities of the actors must be determined.

- When there is a case of bullying or intimidation at school.
- When individual or collective conflicts arise between members of the educational community.

The team working on the Restorative Practices process may be made up of:

The offender, the offended party, parents, teachers, a psychologist, the head of department or their assistant, the welfare coordinator, the general assistant, the head student representative and their deputy, and representatives of the primary school student council.

The Restorative Process consists of three stages:

- 1) **Pre-meeting:** This seeks to prepare those involved in a restorative process. It is about encouraging reflection and providing an emotional individual workspace with the offended and the offender that allows for the expression of emotions and reasons.
- 2) **Meeting:** This seeks to enable the parties involved to engage in dialogue and recognize each other's points of view. The goal is to reach a restorative agreement.
- 3) **Post-meeting:** This stage seeks to verify that the restorative act has been carried out. The objective is to ensure the positive transformation of the conflict and prevent its recurrence.

Protocol - Procedure

- 1) Teachers, the Head of Section, Deputy Head, Wellbeing Coordinator, Coexistence Coordinator, or Psychologist listen to the people involved about what happened and record it in a report.
- 2) The students involved write their version of what happened in as much detail as possible. In EC, students draw or recount the incident and the teacher writes it down in a format created specifically for this purpose.
- 3) The psychologist or trained person talks to the offender to ensure their interest in the restorative process. It is important that the offender acknowledges their wrongdoing. The psychologist or trained person talks to the victim to verify their interest in the restorative process.
- 4) The Head of Section, Deputy Head, or Wellbeing Coordinator assesses with the psychologist or trained person whether it is appropriate to carry out a Restorative Practice process, in accordance with the attitude and willingness of the students involved. In EC, restorative practice begins with the teacher responsible for resolving the conflict.
- 5) The Section Head, Deputy Head, Coexistence Coordinator, Welfare Coordinator, teacher, or psychologist offers those involved the possibility of a Restorative Practice process. Parents are informed of the restorative process and asked to endorse it. The psychologist, Coexistence Coordinator, Deputy Head, Welfare Coordinator, and/or Head of Section accompany the process, ensuring continuity of the procedure, as appropriate.
- 6) The Head of Department or the official to whom they delegate defines and notifies the parents and the student of the sanction.

- 7) The psychologist or trained person schedules individual pre-meeting appointments with the offender and the offended party to explore what the situation means to each of them and allow for emotional expression.
- 8) When the psychologist or trained person considers that both parties are ready, a restorative meeting is scheduled with the presence of the Section Head or their representative, when warranted, to define the agreements and reparative actions and leave a formal record of commitment. Agreements and Reparative Actions are any agreement or action that seeks to amend and compensate for the harm caused to another person and restore relationships or the school environment of trust and solidarity.
- 9) The Head of Section and the teacher are notified of the agreements by the person in charge of the process, and the frequency and person responsible for following up on the commitments will be defined.
- 10) The Head of Section, the Deputy Head, or the Coexistence Coordinator or Welfare Coordinator in EC and Primary:
 - Notify the parents of the students involved of the agreements.
 - Follow up on the commitments set out in the minutes, with the support of teachers and psychologists, in accordance with the agreed frequency.
 - They report on the progress of the process to the parents of the students involved and to the Coexistence Committee in the case of Type I situations (semiannually), Type II situations (at the end of each period), and Type III situations (monthly).

4.10 PROTOCOLS FOR DEALING WITH TYPE II AND III SITUATIONS

1. When school aggression is a Type II or Type III situation, the teacher or adult in charge will prioritize medical attention for the affected person by the CCB Medical Department. The Medical Department's rules apply.
2. The teacher or person in charge shall immediately inform the Head of Section.
3. The Head of Section informs the Headmaster as soon as possible. Together, they adopt the protective measures they deem appropriate.
4. The Head of Section informs the parents of the students involved of the situation, and a record of this action is kept.
5. The Headmaster informs the Coexistence Committee of what has happened:
 - b) The Coexistence Committee analyzes whether measures are required to restore rights (Law 1098 of 2006, Article 50 et seq.); whether the situation needs to be referred to the administrative authorities.
 - c) The School Coexistence Committee shall take measures to protect those involved in the situation from possible actions against them, within the scope of its powers.
 - d) In the case of a type III situation: The Head of Section reports if they consider that there is evidence of a situation that, due to the intentionality or repetition of acts of aggression, constitutes bullying, abuse, threat, violation or non-observance of the rights of children or adolescents.
 - e) If the school authorities find evidence of such circumstances, the Coexistence Committee recommends that the Headmaster bring the situation to the attention of

Family Welfare (if the aggressor is under 14 years of age) or the Police for Children and Adolescents (if the aggressor is over 14 years of age).

- To contact Family Welfare, call 141 or 018000 91 80 80 or email <https://icbf.gov.co/servicios> and click on the "report situation" button. (available 24 hours a day).

Line 141 is a free national hotline that the Colombian Institute of Family Welfare makes available to any adult or child who needs to report an emergency, file a complaint, or seek guidance on cases of child abuse, sexual violence, bullying, child labor, or substance abuse, among many other situations that threaten or affect the life and integrity of a child or adolescent.

- To contact the Police for Children and Adolescents, call 123 or 01800910600 or visitlineadirecta@policia.gov.co . Other contact information: Telephone 602 44429 16 and mecal.pinar@policia.gov.co

- f) Otherwise, the Coexistence Committee recommends handling the situation in accordance with the provisions of this Coexistence Manual for Coexistence situations.
 - g) The Headmaster makes the final decision on whether to report the situation to Family Welfare (if the aggressor is under 14 years of age) or to the Police Department for Children and Adolescents (if the aggressor is over 14 years of age), and this action shall be recorded.
 - h) The School Coexistence Committee shall record what has happened and the decisions taken in the minutes, which shall be signed by the members and those involved.
6. The Head of Section, Deputy Head, Welfare Coordinator in EC and Primary or their delegates shall create spaces for the students involved and their families to explain and clarify what happened, preserving in all cases the right to privacy, confidentiality, and other rights.
7. The Restorative Practices Process set out in section 4.9 is applied to identify restorative actions that seek to repair the damage caused, restore rights, and promote reconciliation within a climate of constructive relationships.
8. The Headmaster or his or her delegate reports the information on the case in the Unified School Coexistence Information System application that has been implemented. The Headmaster delegates the function of recording in the SIUCE to the Section Head, Deputy Head, Neuropsychologist, Psychologist, or Coexistence Coordinator.

Officials log in to <http://siuce.mineduacion.gov.co/siuce-angular2> and enter their username and password.

On the Ministry of Education website, there is a button to access the SIUCE.

If any member of the educational community wishes to report an anonymous case, they can do so via: <http://siuce.mineduacion.gov.co/siuceanonimo-angular2/>

SIUCE is a technological platform for the registration, identification, analysis, and follow-up of cases of bullying, school violence, and violations of human, sexual, and reproductive rights affecting children and adolescents.

9. The School Coexistence Committee analyzes and monitors Type II and Type III situations to verify whether the solution was effective or whether another protocol is required; Type II (at the end of each period) and Type III (monthly).

5. SCHOOL GOVERNMENT

5.1 SCHOOL GOVERNMENT BODIES

The CCB School Government is made up of the following bodies:

- **The Board of Directors**, as the governing body elected by the General Assembly in accordance with the statutes of the Corporación Colegio Colombo Británico, and with the functions assigned therein. The Board of Directors has various committees such as: the Finance and Solidarity Committee, the Legal Committee, the Admissions and Communications Committee, the Marketing and Branding Committee, the Development Committee, and others that the Board and the Headmaster deem necessary.
- **The Governing Council**, as the governing body, with the participation of the educational community and providing academic and administrative guidance to the institution, with the functions assigned in this Coexistence Manual.
- **The Academic Council**, as the highest body for pedagogical guidance at the school, with the functions assigned in this Student Handbook.
- **The Headmaster**, as the representative of the institution before the educational authorities and executor of the decisions of the School Government.
- **The Ethics and Good Corporate Governance Committee**, as the body before which violations of the Code of Ethics are processed.

The collective school governing bodies meet virtually or in person.

All decisions made during virtual meetings are recorded in the minutes. The minutes are signed by the chair and secretary of the meeting. Once transcribed, they are shared electronically with all members of the respective school governing body.

5.1.1 Board of Directors

Within 60 calendar days of the start of classes, it is made up of:

- The Headmaster.
- The Learning Support Coordinator, with voice but no vote.
- The Section Heads, with voice but no vote.
- A representative of the EC teaching staff or their substitute.
- A representative of the Primary teaching staff or their substitute.

- A representative of the high school teaching staff or their substitute.
- A representative of the foreign teaching staff or their substitute.
- The President of the Primary and Secondary School Student Council, or their substitute.
- The Head Boy and Head Girl, or their substitutes.
- The President of the Parent Council or their substitute.
- The President of the PTA or their delegate.
- The representative of the Alumni Association to the Board of Directors or his/her alternate designated by the Alumni Association.
- A representative of the local productive sector appointed by the Board of Directors, who shall have a substitute appointed by the Board of Directors.
- The President of the School Board of Directors, who shall have a substitute designated by the Board of Directors.
- The Assistant General, who will serve as Secretary. Attends with voice but no vote.
- The 12th grade representative or his/her substitute, with voice but no vote.

When one of the members is unable to attend, they shall be responsible for delegating their attendance to their alternate.

Teachers' representatives may be re-elected for up to three consecutive terms.

Functions of the Board of Directors

1. Make decisions that affect the functioning of the institution and that are not within the competence of another authority.
2. Serve as a forum for the resolution of conflicts that arise between teachers or administrators and students of the School, after exhausting the procedures set forth in the Regulations or Student Handbook.
3. Approve and adopt the School Regulations and the School Handbook.
4. To defend and guarantee the rights of the educational community when any of its members feel they have been wronged.
5. Participate in the planning and evaluation of the PEI, the curriculum, and the study plan and submit them to the respective Ministry of Education or the body acting on its behalf for verification of compliance with the requirements established by law and regulations.
6. Encourage and monitor the proper functioning of the educational institution.
7. Establish incentives or sanctions for student academic and social performance as set out in the regulations or Coexistence Manual. Under no circumstances may these be contrary to the dignity of the student (deciding on disciplinary sanctions that involve non-renewal or cancellation of enrollment - second instance).
8. Recommend criteria for the institution's participation in community, cultural, sports, and recreational activities.
9. Promote academic, sporting, and cultural relations with other educational institutions and the formation of youth organizations.
10. Encourage the formation of parent and student associations.
11. Regulate the electoral processes provided for by law.

12. Approve educational costs. (Decree 2253/1995)
13. Approve uniforms and lists of supplies and textbooks. (Law 1269/2008)
14. Approve field trips.
15. Approve early promotion of students.
16. Approve the school calendar.
17. Serve as the committee responsible for reviewing issues related to the Comprehensive Solid Waste Management Plan (PGIRS) and Environmental Plan through the following actions:
 - a) Evaluate the implementation of the plan and make any necessary adjustments to ensure compliance.
 - b) Conduct an environmental and health assessment of waste management.
 - c) Formulate a clear, realistic, and genuine institutional health and environmental commitment with proposals for continuous improvement of processes, aimed at minimizing risks to health and the environment. The commitment must be widely disseminated and answer the questions what, how, when, where, why, for what purpose, and with whom.
 - d) Design a Comprehensive Management Plan for Hospital and Similar Waste.
 - e) Design the functional structure and assign specific responsibilities to ensure its implementation.
 - f) Define and establish coordination mechanisms to ensure the implementation of the plan.
 - g) Manage the budget for the implementation of the plan.
 - h) Ensure the implementation of the PGIRS and PGIRSH.
 - i) Prepare reports for the supervisory and control authorities.
 - j) Any other duties that fall within the Committee's remit.

Note: The Board of Directors may delegate some or all of its functions to the PGIRS Delegate Subcommittee, made up of the Rector, Administrative Director, Head of General Services, Physician, and Administrative Assistant, who report on their activities to the Board of Directors on an annual basis.

18. Serve as the committee responsible for reviewing, monitoring, and deciding on issues related to the Strategic Road Safety Plan (PESV):
 - a) Analyze the results obtained in the initial diagnosis and formulate a roadmap to be followed, leading to the reinforcement of favorable aspects, mitigation of risks, and design of actions to ensure a change in attitude among the various mobility actors in the institution.
 - b) Identify risk factors and establish a customized action plan for each one.
 - c) Present, discuss, and determine the academic programs to be developed with the various actors.
 - d) Consider adopting a safety standard that guarantees integrity and well-being and minimizes the risk of traffic accidents.
 - e) Evaluate requirements and available offerings from suppliers and repair shops for vehicle diagnostics, preventive maintenance, and corrective maintenance.

- f) Schedule dates, times, and locations for training with drivers, their work teams, and other stakeholders within the institution.
- g) Determine the control actions or road audits deemed appropriate.
- h) Present the campaigns and accompanying actions to be carried out throughout the year.
- i) Establish schedules for the various activities to be carried out and monitor them.
- j) Prepare periodic reports for the traffic agency or other interested parties, accounting for the actions planned, completed, and pending, analyzing their impact, cost-benefit ratio, and contribution to the development of habits, behaviors, and attitudes that promote road safety in the country.
- k) Lead the process of creating and implementing the PESV and the Road Safety Education Framework Programs (PMESV).
- l) Involve a representative from each area of the institution to participate in the creation and dissemination of road safety objectives.
- m) Define the roles and functions of each member of the institution so that the objectives set out in the PESV and PMESV are met.
- n) Participate in the financing of the PESV and PMESV, ensuring the necessary budget for the implementation of the various measures to be adopted.
- o) Establish a streamlined, dynamic, and effective process for the participation of those directly responsible for implementing the PESV and PMESV.
- p) Guarantee the working groups the time they need for their meetings.
- q) Take the appropriate decisions to enable the proposed measures to be carried out successfully.
- r) Ensure that the staff working in each area comply with the provisions of the PESV and the PMESV, and the related applicable documents.

Note: The Board of Directors may delegate some or all of its functions to the PESV Delegate Subcommittee, made up of the Rector, Administrative Director, Head of General Services, and Administrative Assistant, who report on their activities to the Board of Directors.

5.1.2 Academic Council:

The Academic Council is composed of the Rector, who presides, the Section Heads or their assistants, the IB Program Coordinators, and the General Assistant, who serves as Secretary and has a voice but no vote.

Functions of the Academic Council

1. To serve as a consulting body to the Board of Directors in reviewing the IEP proposal.
2. To study the curriculum and provide for its continuous improvement, introducing modifications and adjustments in accordance with the procedure established by law.
3. Organize the curriculum and guide its implementation.
4. Participate in the annual institutional evaluation.
5. Integrate teaching teams for the periodic evaluation of student performance and for promotion, assign their functions, and supervise the overall evaluation process.

6. Form an evaluation and promotion committee for each grade to determine student promotion, make recommendations, and monitor remedial and enrichment activities for students who are struggling, thereby promoting the educational process. The Academic Council may delegate this authority to the Section Heads.
7. Receive and decide on student complaints about educational evaluation.
8. Any other functions related or complementary to the above that are assigned to it by the institutional educational project.

5.1.3 Rector

The Rector shall be elected by the Board of Directors and shall have, in addition to the functions established in the Corporation's Bylaws, the following functions:

1. Guiding the implementation of the PEI and applying the decisions of the School Government.
2. Ensuring that teaching duties are fulfilled and that the necessary resources are provided in a timely manner.
3. Promote the continuous improvement of the quality of education at the CCB.
4. Maintain active relations with educational authorities, sponsors or patrons of the institution, and the local community for the continued academic progress of the institution and the improvement of community life.
5. Establish channels of communication between the different levels of the educational community.
6. Create a climate of respect, tolerance, and mutual responsibility that favors student education and the best relationship between members of the Educational Community.
7. Lead the School Coexistence Committee.
8. Incorporate into institutional planning processes the development of prevention and promotion components and the protocols or procedures established for the implementation of the comprehensive care plan for school coexistence.
9. Report cases of bullying and violence at school and violations of the sexual and reproductive rights of students at the school, in their capacity as chair of the school coexistence committee, in accordance with current regulations and the protocols defined in the Comprehensive Care Pathway, and follow up on such cases.
10. Respond promptly to irregularities reported by the different levels of the educational community.
11. Inform parents before or at the time of enrollment about the characteristics of the educational institution, the principles that guide the PEI, the Coexistence Manual, the Curriculum, the basic pedagogical strategies, the school's evaluation system, and the institutional improvement plan.
12. Listen respectfully and regularly to parents' opinions on their children's educational process and the suitability of teachers and administrators.
13. Inform parents about the results of the CCB's educational quality assessment tests.
14. Guide the educational process with the assistance of the Academic Council.
15. Exercise the disciplinary functions assigned to them by law, regulations, and the Coexistence Manual.
16. Lead the annual review and adjustment of the PEI, the Coexistence Manual, and the institutional evaluation system, in a participatory process that involves students and the

educational community in general, within the framework of the Institutional Improvement Plan.

17. Promote social benefit activities that link the school with the local community.
18. Apply the provisions issued by the state regarding the provision of public education services.
19. Define the school day schedule and class periods at the beginning of each school year.
20. Conduct annual performance evaluations of teachers, school administrators, and administrative staff under their supervision.
21. Perform other functions related or complementary to the above as assigned by the PEI.

6. INSTANCES OF PARTICIPATION BY THE EDUCATIONAL COMMUNITY.

In all election campaigns to fill the student leadership positions contained in this Coexistence Manual, ethical behavior must be demonstrated. No intentional or unintentional act should be carried out to influence the vote through improper conduct. It is prohibited to offer or give any type of gift or incentive. Nor may any action be taken that has the purpose or effect of influencing the students' vote.

Students may only campaign using posters or propaganda in authorized places, or the following items:

- Stickers are not allowed.
- Handmade posters or propaganda (for Primary). These may be printed in High School.
- Digital material relating to the candidates' proposals will be disseminated through the school's institutional social networks and internal screens. The use of this resource will be optional and available to any candidate who wishes to use it, without this implying an obligation for other candidates to adhere to this method.
- The Head of Communications will review the campaign material to be posted to ensure that it is in line with institutional guidelines and values.
- The campaign may not include promises of actions that are not institutionally feasible.
- No campaigning will be allowed on election day.

Important note:

It is a fundamental requirement that student candidates for any of the student leadership positions in the High School Section:

Have good behavior. Students with three detentions or serious or very serious offenses may not run for office or be elected. Other requirements indicated for each position.

- If the position is elected at the beginning of the school year, the behavior and discipline record is that of the immediately preceding school year and whatever has been completed in the year in which the election is held.
- When the position is elected at the end of the school year to serve in the following school year, the behavior record for the school year in which the election is held will be considered.

6.1 STUDENT COUNCIL

The Student Council is the highest collegiate body of the students, which guarantees the participation of students in the School Government and serves as an example and model in the exercise of positive leadership in school life. It provides students with the opportunity

to participate in community projects, for which candidates must present their views and work plans to their peers before proceeding to the election.

6.1.1 Requirements for membership of the Student Council

- 1) Demonstrate the attributes of the Educational Community Profile.
- 2) Be a student leader with positive and proactive attitudes.
- 3) Be a conciliatory person in conflicts that may arise in the educational community.
- 4) Candidates for Student Council Member must have good academic performance, which means finishing the previous school year with a minimum grade point average of 5.5.
- 5) Students who have a pending subject from the previous year may not run for Student Council.
- 6) Be able to listen to the observations of classmates, teachers, and administrators.
- 7) Have a sense of belonging to the CCB.
- 8) Be willing to responsibly fulfill the commitments made as a member of the Student Council.
- 9) Be in good financial standing with the CCB.
- 10) High school applicants must submit their candidacy by means of a letter addressed to the Section Head. Candidates may not begin campaigning until they have received written confirmation of their compliance with the above requirements, signed by the Headmaster and the Section Head.
- 11) Campaign speeches must be delivered in English.
- 12) High school applicants must make a formal proposal to their class in English. The proposal will be reviewed by the Advisor, and the presentations and results will be shared with the Section Head and will count as part of their election.
- 13) Demonstrate good behavior that serves as an example to the entire institution. This means not having received any serious or very serious disciplinary sanctions during the previous school year.
- 14) Ethical behavior must be demonstrated during the campaign. No intentional acts to influence the vote through improper conduct should be carried out. Offering or giving gifts is prohibited.
- 15) In high school, the list of candidates must be approved by a committee of teachers from each grade, who review whether they meet the requirements.

6.1.2 Election of the Student Council

Elections are held during the first four (4) weeks of the academic year.

The Student Council is advised by a teacher or administrator appointed by the Head of Section, who will accompany them when necessary.

The Primary School Student Council: This is made up of one representative per group from grade 2 onwards.

The High School Student Council: This is made up of one representative per group from grades 6 to 12.

Twelfth graders attend with voice but no vote.

Voting system: The election is held by a simple majority vote and secret ballot. In the event of a tie, the vote must be repeated. The student who obtains the second highest number of votes is appointed as alternate.

If there is a majority of blank votes in a group, more candidates must be nominated to repeat the election.

6.1.3 Functions of Student Council Members

- 1) Propose the internal regulations of the Council and submit them for approval by the respective Section Head.
- 2) In Primary and Secondary School, when a teacher does not arrive on time for class, the student representative or alternate for the group must immediately report this absence to the Section secretary. In the absence of a representative, a student from the classroom must report to the Secondary School office.
- 3) Promote compliance with the rights and duties of students.
- 4) Listen to the general opinion of students about the conditions and services of the school and submit suggestions to the administration for improvement.
- 5) The Student Council has the power to present positive ideas and criteria that are in the best interests of the entire institution. However, it has no decision-making power over the institution's policies and regulations.
- 6) Serve as a means of communication between students and the Student Council.
- 7) Convey to students the importance of caring for the school's facilities and property.
- 8) Receive initiatives from students.
- 9) Plan and coordinate social activities for the school, with prior approval from the administration.
- 10) Schedule, hold, and attend meetings at least once a month.
- 11) Follow up on the proposals of the Student Representative.
- 12) Work together with school participation bodies.

In Secondary

- 1) Advise the President of the Student Council in the fulfillment of their duties as a member of the School Government Board of Directors.
- 2) Elect the Council Treasurer.
- 3) Coordinate activities with students from other schools, as previously authorized by the school administration.
- 4) Coordinate the activities of the Assemblies agreed upon between the Student Council and the Head of High School.

The Student Council meets at least once a month. In high school, Student Council meetings are organized by the President at a time that does not interfere with school activities. Minutes must be taken at each meeting. In elementary school, these minutes must be signed by the President and the teacher. The minutes must be filed in the Student Council Archive of the respective section.

Ideas received by the Student Council are analyzed as follows:

- From the students to the Council, through the class representative.
- From the Council to the Headmaster and Section Heads, through the President of Primary and Secondary School.

6.1.4 President of the Student Council.

In primary school, the President of the Student Council is a fifth-grade student who is responsible for motivating representatives from different classes to participate in various institutional campaigns and leading Council members in activities and/or campaigns that benefit the section.

The President of the Student Council is a 12th grade student who is responsible for leading the Student Council and complying with the Student Handbook and its Government Plan. The President must choose, from among the members of the Student Council, a Secretary, who must be a 10th grade student, and a Treasurer, who must be a 12th grade student.

Process for electing the President and Vice President:

1. The representatives of each fifth (5th) grade class will present their student profile at the first meeting of the Student Council, mentioning their skills and strengths, which will enable them to represent the elementary school community on the Board of Directors. The President and Vice President are elected by secret ballot and by a simple majority vote.
2. Representatives to the Student Council from grades 11 and 12 who wish to run for the positions of President and Vice President must campaign within the Student Council. At an assembly, candidates present their ideas to the other representatives.
3. Through a simple majority and secret ballot, the new president (12th grade student) and vice president (11th grade student) of the Student Council are elected.

Duties of the President:

- 1) Chair the Student Council.
- 2) Organize logistics for assemblies and other community events.
- 3) Attend the Coexistence Committee and Board of Directors with voice and vote.
- 4) Lead the implementation of the Government Plan.
- 5) Work closely with the representatives of each classroom.
- 6) Work closely with the wellness team to strengthen restorative practices.
- 7) Deliver the graduation speech at the corresponding ceremony.

Duties of the Vice President

- 1) Support the President in the exercise of their duties.
- 2) Replace the President in his/her temporary absences.

6.2 PREFECTS

The position of Prefect is one of the highest honors a student can aspire to at the school. It is a leadership position that has its origins in the British educational tradition. It is a recognition of academic excellence, leadership, and the promotion of CCB values. It prepares students to face the responsibilities of leadership and at the same time puts them in a position to lead or be led by their peers.

The number of Senior Prefects will be a maximum of 12% (including Head Boy, Deputy Head Boy, Head Girl, and Deputy Head Girl from the 12th grade students). Candidates who apply or are nominated by their peers and teachers must not have had any serious or very serious disciplinary issues in 11th grade. However, each case will be evaluated individually.

Candidates for Prefects must have good academic performance. In high school, this means finishing the previous school year with a minimum grade point average of 5.5 in grade 11. Students who have a failing grade from the previous year may not run for Prefect.

6.2.1 Prefect election process

Elections take place during the last 8 weeks of grade 11. Finalists are chosen by a vote of teachers in grades 9 through 11 after reading their application letters.

The candidates with the most votes will be interviewed by the Headmaster and/or Deputy Headmaster, the Head of the Baccalaureate Section and/or Deputy Head of the Baccalaureate, the Diploma and CP Coordinator, and the Grade 11 Coordinator.

The Headmaster selects the Prefects, taking into account the recommendations of the Head of Section and/or Deputy Head of Baccalaureate, the Diploma and CP Coordinator, ~~the Deputy Head of Baccalaureate~~, and the Grade 11 Coordinator. The selection is based on a previously defined rubric that takes into account leadership experience, participation in educational community activities, academic performance, and other factors.

6.2.2 Functions

- 1) Organize and coordinate other students who propose activities to celebrate their last year at the school for themselves and their classmates.
- 2) Raise funds for the graduation party and field trip.
- 3) Support the creation of the Seniors Section in the School Yearbook and collect advertising for the yearbook.
- 4) Support school authorities in enforcing disciplinary rules.
- 5) Give speeches at high school assemblies and take charge of their organization.
- 6) Work collaboratively with the Student Council, Student Representative, and CASA Captains.
- 7) Support the diploma program in complying with assessment programs and components.

6.2.3 Head Boy, Head Girl, and Deputies.

The Headmaster appoints the Head Boy, Head Girl, and Deputies from among the 12th

grade students elected as Prefects, after interviews, together with the Head of High School and IB Diploma Coordinator.

6.2.3.1 Requirements to apply for Head Boy, Head Girl, and Deputies:

1. Demonstrate the attributes of the Educational Community Profile.
2. Be a student leader with a positive attitude.
3. Be a conciliatory person in conflicts that may arise during the year.
4. Have good academic performance, which means finishing the previous school year with a **minimum grade point average of 5.5** in grade 11 at the end of the school year.
5. Be able to listen to the observations of classmates, teachers, and administrators.
6. Have a sense of belonging to the CCB.
7. Be willing to responsibly fulfill the commitments made by the members of the Student Council.
8. In high school, all candidates must submit their candidacy by means of a letter addressed to the Head of Section. Candidates may not begin campaigning until they receive written confirmation that they meet the above requirements.
9. In high school, the list of candidates must be approved by a committee of 12th grade teachers, who review whether they meet points 1-9.
10. Use English in interviews and presentations to other audiences as required.
11. Demonstrate good behavior that serves as an example to the entire institution. This means not having received disciplinary sanctions for serious or very serious disciplinary situations during the previous school year.

6.2.3.2 Duties of Head Boy and Head Girl

1. Lead the Prefects team and assign duties to each team member.
2. Coordinate cultural and sporting activities with other educational institutions.
3. Coordinate other senior events.
4. Attend the Board of Directors with voice and vote.
5. Deliver the graduation speech at the corresponding ceremony (one in English and one in Spanish).
6. Perform other duties similar to the above as assigned by the Headmaster or Head of Section.

Deputies replace the Head Boy and Head Girl in their temporary or permanent absence and assist them in their duties when required.

6.3 STUDENT REPRESENTATIVES (PERSONERO)

6.3.1 REQUIREMENTS FOR STUDENT REPRESENTATIVES (PERSONERO)

1. Demonstrate the attributes of the Educational Community Profile.
2. Be a student leader with positive and proactive attitudes.
3. Be a conciliatory person in conflicts that may arise in the educational community.

4. Students who have a pending subject from the previous year may not run for The Student Representative (Personero)
5. Be able to listen to the observations of classmates, teachers, and administrators.
6. Have a sense of belonging to the CCB.
7. Be in good financial standing with the CCB.
8. Secondary applicants must submit their candidacy by means of a letter addressed to the Section Head. Candidates may not begin campaigning until they have received written confirmation of their compliance with the above requirements, signed by the Headmaster and the Section Head.
9. The Student Representative (Personero) is allowed to give the campaign speech in Spanish.
10. Demonstrate good behavior that serves as an example to the entire institution. This means not having received any serious or very serious disciplinary sanctions during the previous school year.
11. Ethical behavior must be demonstrated during the campaign. No intentional acts to influence the vote through improper conduct should be carried out. Offering or giving gifts is prohibited.

6.3.2 ELECTION

Students from grades 6 to 12 elect by simple majority and secret ballot:

- A Student Representative, who must be in 12th grade at the time, and
- A Deputy Student Representative, who must be in 11th grade at the time, to work together and ensure continuity of projects.

The Student Representative and Vice Representative must run as a team and are elected within thirty calendar days of the start of classes. Before the elections, candidates must submit a project outline and their ideas to the High School Headmaster.

Candidates for Student Representatives must be endorsed by the Headmaster, the Head of Section, and the high school teaching staff. Candidates must demonstrate good behavior that serves as an example to the entire institution. This means that they must not have had any serious or very serious disciplinary issues during the previous school year. However, each case will be evaluated individually.

6.3.2. DUTIES OF THE STUDENT REPRESENTATIVE (PERSONERO)

Duties of the Student Representative

The Student Representative is responsible for promoting the exercise of students' rights and duties as enshrined in the Constitution, laws, regulations, and the Student Handbook.

The functions of the Student Representative (Personero) are:

- 1) To promote and analyze ideas that benefit the fulfillment of students' rights and duties, for which they may use the school's internal communication channels, request the collaboration of the Student Council, organize forums, or other forms of deliberation.
- 2) Receive and evaluate complaints and claims submitted by students regarding violations of their rights and those made by any member of the educational community regarding students' failure to fulfill their obligations.
- 3) Submit to the Head of Secondary Education and the Headmaster any requests deemed necessary to protect students' rights and facilitate the fulfillment of their duties.
- 4) Act as a mediator before the appropriate authorities, to whom students may turn at the appropriate time and in accordance with the functions assigned to them.
- 5) When deemed necessary, appeal to the appropriate authority regarding decisions made on requests submitted through them.
- 6) Meet at least once a month with the Head of Secondary Education and the Headmaster to analyze the project and review the work done.
- 7) Work to promote and strengthen civic culture and CCB culture.
- 8) Ensure and protect the school's facilities and the environment.
- 9) Lead and guide the student representative team.
- 10) Attend Board of Directors meetings when required.
- 11) Attend the Coexistence Committee with voice and vote.
- 12) Attend Student Council meetings with voice but no vote.
- 13) Deliver the graduation speech at the corresponding ceremony.

6.4 Captains, Vice Captains, and Representatives of CASA

6.4.1 CASA Captains and Vice-Captains: Together with the CASA Coordinator, the Student Council, and the Student Representative and Vice-Representative, they are responsible for planning and executing CASA activities and the Corazón Colombo "We are one" Day. They are supported by the CASA Head Teachers.

In primary school, there are eight CASA captains, one boy and one girl from each CASA, who are in fifth grade. In high school, there are eight captains, one boy and one girl from each CASA, who are in twelfth grade.

The 5th and 12th grade CASA Captains serve until the closing ceremony, when they are replaced by new Captains elected from among the 4th and 11th grade students prior to the closing ceremony.

Profile of CASA Captains and Vice Captains

CASA Captains and Vice Captains are particularly distinguished by being:

- **Good communicators**, they understand and express ideas and reliable information. They defend what they believe in with valid arguments, courage, and eloquence, acting responsibly by making reasoned and ethical decisions.
- **Supportive**, showing empathy, sensitivity, and respect for the needs and feelings of others
- **Balanced**, they understand the importance of physical, mental, and emotional balance to achieve personal well-being and that of others.
- **Reflective**, they are able to recognize and understand their qualities and limitations, celebrating triumphs with enthusiasm and restraint and recognizing defeat as a learning experience.
- **Integrity**: act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of others. They take responsibility for their actions and their consequences.
- **Open-minded**: They critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate diverse perspectives and are willing to grow from experience.
- **Bold**: They approach uncertainty with foresight and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.
- **Athletic**, active and outstanding participants in individual or team sports, such as soccer, basketball, volleyball, track and field, swimming, etc., inside or outside of school. Physical conditioning does not apply.

6.4.2 House Representatives by Grade: They are the spokespersons for their peers in the planning and evaluation of activities. They are responsible for leading the organization of their House peers to facilitate participation and enjoyment for all. Candidates must demonstrate good behavior, which serves as an example to the entire institution.

In Primary, this role is performed by one boy and one girl from each CASA in grades 2 to 4, led by the CASA Captains in grade 5, as they are the oldest in the section.

In high school, one female and one male student are elected for each grade from 6th to 12th. The student who obtains the second place in the vote is designated as a substitute and assumes the duties of Representative in the event of the latter's absence.

Profile of CASA Representatives by grade

CASA Representatives are particularly distinguished by being:

- **Good communicators** who understand and express ideas and reliable information. They defend what they believe in with valid arguments, courage, and eloquence, acting responsibly by making reasoned and ethical decisions.
 - **Supportive:** they show empathy, sensitivity, and respect. They are committed to helping and act with the purpose of positively influencing the lives of people and the world around them.
 - **Balanced:** they understand the importance of physical, mental, and emotional balance to achieve their own well-being and that of others.
 - **Reflective:** They are able to recognize and understand their qualities and limitations, celebrating triumphs with enthusiasm and restraint and recognizing defeat as a learning experience.
 - **Integrity:** They act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of others. They take responsibility for their actions and their consequences.
 - **Open-minded,** they critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate diverse perspectives and are willing to grow from experience.
 - **Bold,** they approach uncertainty with foresight and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.
- Athletes, active and outstanding participants in individual or team sports, such as soccer, basketball, volleyball, track and field, swimming, etc., inside or outside of school. Physical conditioning does not apply.

6.4.3 System for Electing Captains, Vice Captains, and House Representatives

Students who meet the established profile are nominated by each HOUSE.

6.4.3.1 Candidates for HOUSE Captains:

- They nominate themselves or are nominated by their classmates and teachers. They must have the approval of the teachers of the grade to which they belong (4th, 11th), the HOUSE teachers, the Headmaster, and the respective Section Head.
- They are elected by secret ballot and simple majority vote by the students belonging to their same CASA, the teachers of their grade, and the CASA Heads. If there is a tie, the vote is repeated.

- The student who obtains the second place in the vote is designated as Vice-Captain, who assumes the duties in the absence of the CASA Captain.

6.4.3.2 CASA Representatives are elected by a simple majority vote by secret ballot by the students of their own CASA and grade. In the event of a tie, the vote is repeated. If a majority of blank votes are cast, the group is given the option of nominating additional candidates, who must be approved by the CASA Head Teacher and their Advisor.

The student who obtains the second highest number of votes in grades 6 to 11 is designated as an alternate and assumes the duties of Representative in the event of the latter's absence.

The Headmaster and the Head of High School must give final approval before the Captains and Representatives are announced.

6.4.4 Grounds for Ineligibility and Loss of Office of CASA Captains and Vice Captains and CASAS Representatives

House Captains and Vice Captains and House Representatives who have committed serious offenses in the previous year, resulting in one or more suspensions, shall be ineligible to run. Those with minor offenses that have resulted in three suspensions may apply to be candidates after sending a letter of commitment to the Section Head, the Coexistence Coordinator, and the Sports Director. Each case will be reviewed individually, and a timely response will be given regarding approval or denial.

Once the captain, vice-captain, or CASA representative has been elected, compliance with this requirement will be reviewed at the end of each term. Serious or very serious disciplinary offenses are grounds for dismissal. The community will be informed of who was elected captain and vice-captain, but the results will not be disclosed in terms of numbers or percentages of votes.

6.5 SPORTS TEAM CAPTAINS

The captains and vice-captains of representative teams are responsible, together with the coach, the ECAs coordinator, and the sports director, for working to promote a good atmosphere within their teams both on and off the field.

SPORTS TEAM CAPTAIN PROFILE.

Captains and vice-captains of sports teams are particularly distinguished by being:

- Good communicators.
- Supportive.
- Balanced.
- Thoughtful.

Captains must demonstrate good behavior, which serves as an example to the entire institution. This means not having received any disciplinary sanctions for serious or very serious disciplinary situations during the previous school year. However, each case is evaluated individually.

SPORTS TEAM CAPTAIN SELECTION PROCESS.

The captains and vice-captains of sports teams are pre-selected by their teammates. Subsequently, the coach, the ECAs coordinator, and the sports director verify that the candidates meet the stipulated profile and make the official appointment to the team.

6.6 REVOCATION OF THE APPOINTMENT OF STUDENT REPRESENTATIVES

The following are grounds for revoking the appointments of members of leadership groups, such as the Student Council, *Prefects*, *Head/Deputy Head Boy*, *Head/Deputy Head Girl*, Student Representative, Vice Student Representative or Delegate Student Representative, House Captains/Representatives, Sports Team Captains, President and Vice President of Corazón Verde:

- 1) Failure to fully comply with any of the assigned duties.
- 2) Missing three meetings that they are required to attend without a valid excuse. The Council Coordinator (accompanying teacher) or the President of the High School Student Council will approve valid excuses for members of the Student Council.
- 3) Failure to deliver the money corresponding to the Student Council to the Treasurer, or failure to provide clarity in the collection of funds.
- 4) Committing a serious or very serious disciplinary offense, subject to disciplinary action.
- 5) Committing fraud or failing to maintain confidentiality regarding matters of which they have knowledge by virtue of their duties.
- 6) Promoting or carrying out actions that have not been approved by the section or the Headmaster.
- 7) Failing to meet the academic requirements stipulated by the Section.

The appointment is revoked by the Rector, Head of Section, or their delegate at their own discretion or in response to a request and reports submitted by members of the Educational Community, following due process:

In the event that the appointment is revoked or a resignation is submitted.

- A member of the Student Council resigns, the position shall be filled by the student from the same group who obtained the next highest number of votes in the elections. If only one candidate stood for election, the Student Council shall elect a student from the same group to replace them.
- President of the Student Council, replaced by the Vice President
- Head Boy or Head Girl, the Headmaster chooses a replacement from among the Prefects.
- 12th Grade Representative is replaced by the Alternate Representative.
- Deputy Student Representative or Delegate Student Representative is replaced by the student in the same grade who received the next highest number of votes in the elections. If only one candidate stands for election, the Student Representative shall choose a student from the same grade to replace them.
- Captains, Vice Captains, and House Representatives, Sports Team Captains, President and Vice President of Corazón Verde, are replaced by the student who received the next highest number of votes, provided they meet the requirements.

The student whose appointment is revoked may not run as a candidate for the Student Council, *Prefect*, *Head Boy*, *Head Girl*, or Student Representative in the following academic year.

Students in grades 11 and 12 may only aspire to belong to a maximum of two of these leadership organizations (Seniors Prefects, NHS, Student Council, Captains, or Vice Captains of CASA). Under no circumstances may they hold more than one leadership position in the following organizations:

Seniors Prefects (Head Boy, Head Girl, Deputies Head Boy/Head Girl)

Personero 12 and 11

President and Vice President of the Student Council

President, Vice President of the NHS

House Captain or Vice Captain

President, Vice President of Corazón Verde

President, Vice President of Round Square.

6.7 NATIONAL HONOR SOCIETY (NHS)

The National Honor Society (NHS) is one of the highest honors a student can earn in high school. Founded in 1921, it is an organization that recognizes academic excellence, leadership, service, and exemplary character in students. Being a member of the NHS is not only an honor, but also a responsibility, as selected students must demonstrate their

commitment to these values through their daily behavior and active participation in the CCB community. Membership in the NHS prepares young people to take on leadership roles in the future and fosters the development of essential skills for their personal and professional lives.

6.7.1 NATIONAL HONOR SOCIETY MEMBER SELECTION PROCESS

There is no maximum number of NHS members; however, they must meet all requirements.

Candidates for NHS membership must meet the four pillars, such as having good academic performance, which means maintaining a minimum weighted average of 6.5 (as of the first quarter of 11th grade), have two leadership experiences, two service experiences validated by the people in charge of those activities, and have impeccable behavior that meets the character standards established by the NHS and the CCB Chapter, such as:

High or higher in Ethics and Values, no more than 2 unexcused absences, no more than 4 unexcused tardies, no more than 2 uniform violations during the first quarter of 11th grade. Students must not have had any suspensions or conditional enrollment in the year prior to being elected.

Elections will take place at the end of the first quarter of 11th grade. Finalists are elected by vote of the Faculty Council of the CCB Chapter of NHS, in accordance with the bylaws of that organization.

6.7.2 ELECTION PROCESS FOR NATIONAL HONOR SOCIETY LEADERSHIP POSITIONS

Elections will take place during the last quarter of 11th grade.

Finalists must demonstrate that they have:

- Leadership Experience
- Service Activities
- Academic Excellence
- Participation in NHS (Number of projects)

Leadership positions include the following:

- President
- Vice President
- Treasurer
- Secretary

Students who aspire to be President and Vice President of NHS may not hold any other leadership position in the College.

6.7.3 DUTIES. Duties are set forth in the current CCB Chapter of NHS bylaws:

The President of the CCB Chapter shall:

Prepare the agenda for all meetings with the advice and consent of the other officers and the advisor, and be open to input from all members on the content of the agendas.

Preside over all meetings of the National Honor Society.

Appoint committees as necessary and delegate leadership responsibilities for service projects.

Represent the chapter in public relations and official events.

Plan a rough schedule for the National Honor Society year: service projects, new member selection process, induction ceremony, elections, etc.

Ensure that the chapter conducts a group community service project each semester. At least one project must be organized by the vice president; the other project may be organized by any officer.

Participate in organizing the induction ceremony for new members and assign current members to perform various roles in the ceremony.

Monitor student projects and their participation in meetings and activities. Maintain regular communication with the Headmaster and Advisor on all NHS matters.

Maintain communication with other officers and hold them accountable for the performance of their duties.

Maintain a list of email addresses for all members to communicate updates and reminders about meetings, projects, service opportunities, etc.

Call at least one general meeting every two months and report to the NHS Director on achievements and progress on projects.

Ensure that attendance is taken at each meeting and inform absent members of their absence.

- Do not miss more than one meeting per year (except in extenuating circumstances).
- Prepare and deliver a speech at the induction ceremony.
- Represent the chapter in public relations and official events.
- Set an example of scholarship, leadership, character, and service.

The CCB Chapter Vice President shall:

- Preside over all meetings and perform all presidential duties in the absence of the president.
- Perform any duties delegated by the president.
- Lead and organize one of the chapter's two service projects (either in the first or second semester).
- Work closely with the president and advisors to evaluate progress toward the chapter's goals.
- Represent the chapter in public relations and official events, when necessary.
- Set an example of scholarship, leadership, character, and service.

3.5.1.3 Secretary

The secretary of the CCB Chapter shall:

- Prepare and publish the agenda for each chapter meeting.
 - Prepare and submit the minutes of each chapter meeting to the NHS advisor.
 - Record attendance at all meetings and projects and report to the advisor any member who misses more than one meeting per semester.
 - Notify the president of any members who have missed a meeting so that the president can keep them informed.
-
- Maintain a list of email addresses for all members to communicate updates and reminders about meetings, projects, service opportunities, etc.
 - Assist the president in reminding members of committee responsibilities, induction duties, service project dates, and individual log sheet due dates.
-
- Keep track of committee calendars.
 - Represent the chapter in public relations and official functions, as needed.
 - Set an example of scholarship, leadership, character, and service.

The CCB chapter treasurer shall:

Maintain with the advisor an up-to-date financial record of all income and expenses for the current year.

Maintain a record of the Blood Drive and report the number of pounds of blood collected to the NHS advisor. Maintain a record of Food Drives and report the amount of food collected, in pounds or tons, to the NHS advisor.

Represent the chapter in public relations and official events, when necessary.

Set an example of academic excellence, leadership, character, and service.

6.8 ROUND SQUARE

Round Square is an organization of schools around the world, created in 1966 at Gordonstoun School in Scotland, in honor of the founder of this institution, Dr. Kurt Hahn, due to his impact on modern education. Member schools identify with principles and values such as: Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service (IDEALS). The purpose is to make today's young leaders aware of their responsibility for the well-being and understanding of countries in order to work for the future of humanity.

6.8.1 PROCESS FOR ELECTING STUDENT MEMBERS OF THE ROUND SQUARE STUDENT COMMITTEE

Each year, during the first term of the school year, high school students are invited to apply to be representatives for each grade and are elected by a Leadership Committee made up of the High School Headmaster, the Round Square Representative, and officials from the International Programs office. For the positions of President and Vice President, the election is held before the end of the school year to allow for a smooth transition with the outgoing leaders.

6.8.2 OBJECTIVES OF LEADERSHIP POSITIONS

Student members may be elected President, Vice President, Secretary, and Treasurer along with representatives from each grade, taking into account their track record in the organization and an interview. The Student Committee works on organizing postcards, collaborations, school events such as the CCB Lion Run (Round Square Global Challenge), conferences, and exchanges, and provides essential support to the International Programs office.

The President and Vice President of the CCB Round Square Student Committee play leadership roles that guide the committee's mission, in line with the IDEALS of Round Square. The typical roles and responsibilities of each are detailed below:

Chair of the Round Square Student Committee (12th grade)

Leadership and Vision:

- Provides overall leadership and strategic direction for the committee.
- Ensures that committee activities reflect the IDEALS of Round Square.
- Leads meetings, sets agendas, and facilitates productive discussions.

Representation:

- Acts as the committee's main representative at school events and external Round Square activities (such as conferences or exchanges).
- Establishes links with other Round Square schools and partners.

Project Oversight:

- Oversees the planning and execution of initiatives, such as community service projects, global awareness campaigns, environmental programs, or cultural exchanges. - Coordinates with staff advisors and administration to obtain approvals and provide support.

Team Coordination:

- Delegates tasks to committee members and ensures accountability.
- Guides and supports the vice president and other members in their roles.

Vice President of the Round Square Committee (11th grade)

Support and leadership:

- Assists the chair in all duties and serves as a substitute during their absence.
- Assumes leadership of specific projects or subcommittees as needed.

Organization:

- Helps organize meetings, monitor attendance, and manage documentation or communications.
- Coordinate event logistics, such as scheduling, venue reservations, or resource management.

Participation:

- Encourage participation and collaboration within the committee.
- Act as a liaison between members and the chair to ensure that everyone's voice is heard.

FUNCTIONS OF THE ROUND SQUARE STUDENT COMMITTEE

Round Square committees, chaired by students, encourage active and democratic student leadership and participation. Their main functions are to develop the voice of students

within the school and to determine how to inspire, involve, and engage the entire student body to embrace the IDEALS of Round Square.

PRESIDENT (Grade 12)

- Meet regularly with the RS Leadership Committee to coordinate the direction of the RS Student Committee and report on ongoing activities.
- Convene the RS Student Committee periodically and coordinate actions with the Vice President and delegates on the promotion and execution of activities related to postcards, collaborations, and conferences.
- Connect with other RS student committees around the world to exchange ideas and collaborate.
- Integrate actions with the "RS Discovery Framework."
- Coordinate with departments to ensure that all school activities are related to RS IDEALS.
- Prepare an annual report of activities and sign the RS Annual Affirmation together with the Headmaster and the Adviser.

VICE PRESIDENT (11th grade)

- Assist the president of the RS Student Committee and replace him/her when necessary.
- Verify that delegates carry out their actions in RS activities and that they are connected to the IDEALS in each grade.

INTERESTED STUDENTS MUST SEND A LETTER TO THE ROUND SQUARE STEERING COMMITTEE ASKING TO BE CONSIDERED WITH A LEADERSHIP PROPOSAL, AND THIS COMMITTEE SELECTS THEM AFTER A GROUP INTERVIEW. IN TURN, THESE SELECTED STUDENTS BECOME 12TH GRADE DELEGATES.

SECRETARY

- Take minutes of meetings
- Talk to CCB Communications to announce and promote Round Square activities
- Organize orientation programs within the school on the philosophy of a Round Square school

TREASURER

- Organize events to raise funds for social service programs and activities that will go into the Round Square Discovery Fund.

INTERESTED STUDENTS MUST SUBMIT A VIDEO TO REPRESENT 11TH GRADE AND ARE ELECTED BY VOTE FOR THESE POSITIONS.

DELEGATES (Two per grade from 6th to 10th)

- Promote Round Square activities among their peers and organize them with the respective teachers, whether through postcards, collaborations, or conferences.

ROUND SQUARE STEERING COMMITTEE ROLES

Members: Head of High School, Diploma Coordinator, MYP Coordinator, 11th and 12th grade coordinators, Round Square representative, and International Programs team.

The Round Square Steering Committee at CCB motivates and supports:

- Round Square activities according to the ages of the students involved in RS conferences and activities.
- Collaborates with the Round Square Student Leadership Committee in the development of tasks and activities.
- Holds regular meetings to monitor participation in the Round Square section.
- Manages the membership of the Round Square Steering and Student Committee members.

The Round Square representatives from each grade of the Baccalaureate program will work together with the President and Vice President of this organization.

Succession:

- Often positioned as a potential future president, gaining leadership and decision-making experience.

6.9 PARENT COUNCIL

The Parent Council is a participatory body for CCB parents, designed to ensure their ongoing involvement in the educational process and to improve the quality of services. Its formation is mandatory.

The Headmaster, through the Head of Section, calls on parents to elect their representatives to the Parents' Council during the first 30 days of the school year.

The election of parent representatives for the corresponding school year is held at the first meeting by grade, with at least fifty percent (50%) of the parents present or with the parents present after the first hour of the meeting has elapsed.

The Head of Section invites the President or Vice President of the Parent Council to explain the functions and role of the representatives and invites parents from each grade to run for office during the meeting. Each family has one vote. At least three parents must run for office at the parent meeting. The election of Parent Representatives for the EC section for the Maloka and Pre-Kinder grades will be carried out through the following procedure:

No later than August 30 of each year, at least three parents may run for office. Nominations shall be submitted to the EC Section or via email to the EC Section Head. Subsequently, the EC Section Head, the President and Vice President of the Parent Council shall elect the main representative and two alternates for each of the Maloka and Pre-Kinder grades. The section head will then announce the names of those elected. For the other EC grades, the election process is the same as for the other sections.

The Nursery representative will also represent the parents of Tiny Cubs, Toddlers, and Nursery.

Three (3) parents are elected by vote for each grade (main, first, and second alternate), who in turn are appointed as representatives to the Evaluation and Promotion Committee for their respective grade. The parent who receives the most votes is the main representative and represents the grade. The parent who receives the second highest number of votes is the first alternate and is called upon in the Headmaster's absence or when the Headmaster is unable to attend due to a case involving his or her child. In each grade, a second alternate is appointed, who is the parent who receives the third highest number of votes, to replace the Headmaster and the alternate on the evaluation and promotion committee. In the event of a tie, a second round of voting is held to break the tie at that time.

Parent representatives must be parents of at least one student in the respective grade. A parent cannot be a representative in more than one grade. Only parents who are in good standing with the CCB may apply.

Teachers, administrators, employees, contractors of the School (including their spouses), or PTA administrators (including their spouses) may not be representatives of parents on the School Parent Council, in order to avoid potential conflicts of interest.

The Parent Council meets at least every two months when convened by the Headmaster or by the President of the Parent Council, after coordinating with the Headmaster.

6.9.1 Functions of the Parent Council

- 1) Contribute to the Headmaster in the analysis, dissemination, and use of the results of periodic competency assessments, state tests, and the IB Diploma Program.
- 2) Require that the CCB, with all its students, participate in the competency and state tests administered by the ICFES (SABER tests).
- 3) Support artistic, scientific, technical, and sports activities organized by the school, aimed at improving students' skills in different areas, including citizenship and the creation of a culture of legality.

- 4) Participate in the development of improvement plans and in the achievement of the objectives set.
- 5) Promote training activities for parents aimed at developing strategies to support students in order to facilitate the consolidation of learning, encourage the practice of extracurricular study habits, improve self-esteem and the atmosphere of coexistence, and especially those aimed at promoting children's rights.
- 6) Foster a climate of trust, understanding, integration, solidarity, and cooperation among all members of the educational community.
- 7) At the beginning of the school year, the Heads of Section create a chat group in which the Head of Section, the Deputy Head, and the main representatives of each grade participate, in order to have more effective and timely communication.
- 8) The main parent representative creates and administers a one-way chat for the grade, reviewing updates from members and reporting or removing inactive parents. The main representative ensures compliance with the principles of communication.
- 9) Submit proposals for improvements to the Coexistence Manual within the framework of the Constitution and the Law.
- 10) Collaborate in activities aimed at promoting the physical and mental health of students, solving learning difficulties, detecting school integration problems, and improving the environment.
- 11) Submit proposals for modifications to the PEI that arise from parents in accordance with the provisions of the law.
- 12) Elect the President of the Parents' Council, the Vice President, and the representatives of RedPaPaz.
- 13) In the event of the inappropriate exercise of the functions of a representative to the Parents' Council, a breach of the provisions of the Coexistence Manual, or a disagreement or conflict between the Headmaster and the substitute that affects the performance of their functions, the President of the Parents' Council shall report the situation to the Parents' Council. Once the situation has been analyzed, the Parent Council may decide that the Headmaster or alternate representative may not run for representative in the following year. In any case, the matter must be reported to the Ethics Committee so that it may decide on the continuity of those involved in the Parent Council.
- 14) Lead the review, promotion, and implementation of the Essential Agreements discussed in Chapter 13 of this manual.

Paragraph 1. The Headmaster shall provide all necessary information to enable the Parents' Council to fulfill its functions.

Paragraph 2. The Parents' Council exercises these functions in direct coordination with the Headmaster and requires express authorization when assuming responsibilities that commit the School to other bodies or authorities.

6.9.2 Election of the Parent Representative on the Board of Directors

The Parents' Council, at a meeting called for this purpose by the Headmaster, elects the President of the Parents' Council and its Vice President. Only the main representatives of

the Council shall participate in the election of the President and Vice President. The President of the Parents' Council is the representative of the parents on the Board of Directors, the Coexistence Committee, and the Ethics Committee.

The parent elected as President or Vice President must have been a Headmaster member of the Parents' Council for a minimum of two academic years. The person elected President of the Parents' Council must be a representative of grades 8, 9, 10, 11, and 12.

The President may be re-elected for up to three (3) consecutive school years.

The President of the Council shall periodically inform the Parents' Council about the most relevant aspects of his or her management and participation in the Board of Directors.

The President of the Parent Council may be invited to some meetings of the PTA Central Committee to coordinate management.

6.9.3 Absences

Any representative who misses a meeting of the Evaluation and Promotion Committee without just cause or prior notice to the respective Section Head may not stand as a candidate or be elected in the following academic year.

When the parent representatives of a grade are excused from attending the Evaluation and Promotion Committee, or are unable to attend, the Section Head or his/her Assistant shall call another parent, preferably from the same grade, calling the parents in alphabetical order by last name.

The Headmaster representative or alternate who misses fifty percent (50%) of the meetings to which they have been summoned by the Parent Council may not stand as a candidate or be elected in the following academic year.

6.9.4 Confidentiality

The information accessed by the representatives of the Parent Council in the Evaluation and Promotion Committee is confidential. Any parent representative who discloses information discussed in this Committee may not stand as a candidate or be elected in the following academic year, as this is considered a breach of the confidentiality agreement required of them.

6.9.5 School for Parents. The School has an ongoing program to support parenting, in accordance with the provisions of Law 2025 of 2020. A Committee will be formed, made up of Headmaster representatives and alternates, which will meet every two months at the call of the President of the Council.

The Parent Council meets with the School sections to identify opportunities for improvement, areas of need, and to offer support for conferences and workshops that are appropriate for the needs and ages of the children.

The three academic sections provide spaces to develop the aforementioned program.

In furtherance of this commitment, the Parent Council appoints at least one representative from each section for each year to attend and support the promotion of conferences offered by Red Papaz. Red PaPaz offers conferences that support the fulfillment of the objectives of the Parent School. The parent representative will communicate, if required, to the school's Psychology team their support in attending Red PaPaz meetings or their participation in a particular event.

6.9.6. Essential Agreements Committee.

The Parent Council will elect from among its members those who will form the Essential Agreements Committee, who in turn may invite parents who are specialists in any of the topics that need to be developed in application of the agreements established in Chapter 13 of this manual.

The Committee shall be convened by the President of the Council, in accordance with the needs for implementation of the agreements in each of the grades.

6.10. SCHOOL COEXISTENCE COMMITTEE

6.10.1 Formation of the School Coexistence Committee

- The Headmaster, who chairs the committee, or his or her delegate, who is the Head of Section.
- The Grade 12 Student Representative, who may be replaced by the Grade 11 Representative.
- A psychologist representing each section according to the topics to be discussed.
- The Head of the EC, Primary, or High School Section, or according to the topics to be discussed.
- A parent representative from the Section's Parent Council, depending on the topics to be discussed.
- The President of the High School Student Council or their substitute.
- The High School Coexistence Coordinator, depending on the topics to be discussed.
- The Child Protection Officer
- The Assistant General is the Secretary and attends with voice but no vote.

Paragraph: The Headmaster may invite members of the educational community who are knowledgeable about the facts, or members of the Section whom he or she deems necessary, to attend with voice but no vote.

6.10.2 Functions of the School Coexistence Committee

- 1) Identify, document, analyze, and resolve conflicts that arise between teachers and students, administrators and students, and among students.
- 2) Analyze and make recommendations when conflicts arise between parents and members of the educational community.
- 3) Lead actions in the school that promote coexistence, citizenship building, the exercise of human, sexual, and reproductive rights, and the prevention and mitigation of school violence among members of the educational community.
- 4) Promote the school's involvement in strategies, programs, and activities for coexistence and citizenship building that are carried out in the region and that respond to the needs of its educational community.
- 5) Convene a conciliation forum to resolve conflicts that affect school coexistence, at the request of any member of the educational community or ex officio when deemed appropriate in order to avoid irreparable harm to members of the educational community. The student will be accompanied by their father, mother, guardian, or a schoolmate.
- 6) Define, review, and propose improvements to the promotion, prevention, care, and follow-up processes within the framework of the Comprehensive Care Plan and Protocols for handling type II and type III situations (see section 4.10), and submit them for approval by the Board of Directors.
- 7) Activate the Comprehensive Care Plan for School Coexistence defined in Article 29 of the School Coexistence Law (Law 1620 of 2013) in specific situations of conflict, bullying, high-risk behavior of school violence, or violation of sexual and reproductive rights.

Depending on the severity, some are handled by the Coexistence Committee.

Those that cannot be resolved by the Coexistence Committee in accordance with the provisions of the Coexistence Manual, because they transcend the school environment and have the characteristics of punishable conduct, must be addressed by other bodies or authorities that are part of the System and the Route.

Define the report in the Unified School Coexistence Information System (SIUCE).

The purpose of the SIUCE is to identify, record, and follow up on cases of harassment, pregnancy, school violence, and violations of sexual and reproductive rights, gender-based violence, bullying, racism, suicide, cyberbullying, and psychoactive substance prevention, among others.

- 8) Advise the Headmaster on how to handle information when dealing with the media or the educational community in general, if required.
- 9) Review and analyze the data provided by the SIUCE reports to identify and classify situations. This information is used to identify the most common situations and then define the steps to be taken to prevent them.
- 10) Follow up on Type II and Type III situations.

- 11) Lead the development of strategies and instruments aimed at promoting and evaluating school coexistence and the exercise of sexual and reproductive human rights.
- 12) Monitor compliance with the provisions set forth in the Coexistence Manual and submit a report to the respective body that is part of the National System for School Coexistence and Training in Human Rights, Sexuality Education, and the Prevention and Mitigation of School Violence, on the cases or situations that have come to the attention of the Committee.
- 13) Propose, analyze, and implement pedagogical strategies that allow for flexibility in the pedagogical model and the articulation of different areas of study that reflect the educational context and its relevance to the community in order to determine more and better ways of relating to each other in the construction of citizenship.

6.10.3 Rules of Procedure of the Coexistence Committee

1. **Sessions:** The committee meets regularly every month and may schedule extraordinary meetings. Sessions may be held in person or remotely.
2. **Quorum:** The quorum for deliberation and decision-making is 50% of its members.
3. **Minutes:** The secretary shall prepare the minutes of the meetings, including at least the following:
 - a) Place, date, and time of the meeting.
 - b) List of committee members who attended the meeting.
 - c) Indication of the means used to notify Committee members of the meeting.
 - d) Summary of the topics discussed at the meeting, as well as the actions, measures, and recommendations.
 - e) Signed by the Rector and the Secretary
4. The members of the Coexistence Committee must be guided by the principles of the Code of Ethics and Good Corporate Governance (published on the school's website).
5. The following duties are particularly noteworthy:
 - a) Maintain strict confidentiality of personal data and, in general, of all matters discussed.
 - b) Reporting cases of conflict of interest and refraining from participating when these arise. Conflicts of interest shall be resolved in accordance with the procedure established in the Code of Ethics and Good Corporate Governance.
6. **Teamwork:** The members of the Coexistence Committee undertake to:
 - Value different opinions, experiences, histories, and ways of understanding situations.
 - When a difficulty is identified, not focusing on the negative, but rather on finding solutions.
 - Listen actively, attentively, and with interest to what other people have to say.
 - Intervene so that participants
 - Speak in turn and allow participants to have equal opportunities to speak.
 - Identify your own emotions and those of others.
 - Respect confidentiality as the cornerstone of trust.

7. **Action Plan:** At the beginning of each school year, department heads must submit an Action Plan for the school year to the School Coexistence Committee that addresses the processes of promotion, prevention, care, and follow-up within the framework of the Comprehensive School Coexistence Care Plan (see format in Appendix 27 PEI). The School Coexistence Committee monitors the Action Plan on a monthly basis.

7. TEACHERS AND EMPLOYEES

7.1 EMPLOYEE RIGHTS

- 1) To benefit from the guarantees derived from the Political Constitution of Colombia, the Laws of the Republic, and the internal regulations of the CCB.
- 2) To benefit from training and social welfare programs, in accordance with the requirements determined by the CCB.
- 3) To be treated with respect by administrators, parents, colleagues, and students.
- 4) Receive timely remuneration and social benefits assigned according to their position and the school's internal salary scale.
- 5) Request leave and time off in accordance with the CCB's internal regulations.
- 6) Not be discriminated against on the basis of their political or religious beliefs, social status, race, gender, sexual orientation, or nationality.
- 7) Enjoy paid vacations in accordance with the provisions of the employment contract.
- 8) Have the possibility of using the College's transportation system, always bearing in mind that children have priority.
- 9) Receive recognition for achievements from their immediate superiors.
- 10) Those established in the rules and internal regulations of the school and its section/area.

Teachers: In addition to the above rights, teachers have the following rights:

- 1) To be promoted within the National Rankings and within the school's internal hierarchy.
- 2) To join professional, sporting, cultural, scientific, and humanitarian associations and to share their achievements with the different levels of the institution.
- 3) To elect or be elected as members of the College's Board of Directors.

7.2 DUTIES OF EMPLOYEES

- 1) To comply with the obligations arising from the Political Constitution and the Laws of the Republic, as well as the General Statute of Teachers and other internal rules and regulations of the School and its Section, in particular the Child Protection Manual.
- 2) Refrain from proselytizing or discriminating on the basis of politics, religion, race, or any other factor among colleagues and students.

- 3) Refrain from promoting (including displaying paraphernalia) any position regarding gender identity, politics, or race.
- 4) Promote a sense of belonging to the CCB, reflecting behavior consistent with its philosophy and values.
- 5) Work in an integrated manner with other colleagues in a way that promotes unity, collaboration, and benefit to the educational community.
- 6) Do not come to school or any work-related activity under the influence of alcohol, drugs, or hallucinogens.
- 7) Refrain from consuming or possessing alcohol, psychoactive substances, cigarettes, or vaporizers on school premises or at activities promoted by the school, whether on or off campus.
- 8) Refrain from administering medication of any kind to students, except with written authorization from the Medical Department or parents in the case of educational trips abroad.
- 9) Wear clothing appropriate for your position. Refrain from wearing: blue jeans, shorts, miniskirts, T-shirts with advertising, clothing that exposes the shoulders and back, transparent dresses or blouses, sweatpants and sweatshirts, tennis shoes (except for General Services, Maintenance, and Transportation personnel, who may wear this footwear provided by the CCB, complying with OHS requirements in terms of safety and comfort for the performance of their duties) or rubber flip-flops. Any exceptions for specific activities must be approved by the respective manager.
On Fridays, employees may wear blue jeans without rips and a shirt or blouse or institutional T-shirts.
- 10) Treat members of the educational community with respect both inside and outside the premises.
- 11) Comply with established schedules and do not leave the school during the workday without permission from the Section Head or immediate supervisor.
- 12) Be loyal to the institution and offer critical judgments and possible solutions that help improve it.
- 13) Comply with the guidelines of the Acceptable Use of Technology Policy.
- 14) Comply with Occupational Health and Safety policies, instructions, and guidelines; participate in activities and training programs scheduled by the OHS department; and comply with safety measures, including the use of PPE. Repeated failure to comply with this provision may be considered grounds for dismissal due to accumulation of warnings, in accordance with Article 2.2.4.6.10 of Decree 1072 of 2015 and Article 62, paragraph 12 of the Substantive Labor Code.
- 15) All persons involved in the administration of personal data are obliged at all times to guarantee the confidentiality of the information, even after the end of their relationship with any of the tasks involved in data administration, and may only supply or communicate data when this is necessary for the performance of authorized activities.
Maintain strict confidentiality regarding information and data belonging to the School, families, students, or collaborators that come to their knowledge by reason of their duties or responsibilities defined in their job description, as established by Law 1581 of 2012 for the protection of personal data. In the event of a breach of

this confidentiality, they shall be liable for the payment of damages caused to the Corporación Colegio Colombo Británico or to third parties, without prejudice to any criminal or labor actions that may apply.

- 16) Comply with the provisions of the Coexistence Manual, the Internal Work Regulations, the employment contract, the biosafety protocols in force, the Code of Ethics and Good Governance, the Child Protection Manual, and other applicable policies of the Colombian British School.

Teachers' duties: In addition to the above duties, teachers have the following specific duties:

- 1) Comply with the provisions of the teaching position competency format.
- 2) Contribute to the development and implementation of the Coexistence Manual and the PEI.
- 3) Participate in the process of establishing the school's disciplinary rules, disseminating them, and monitoring their compliance.
- 4) Identify, report, and follow up on cases of bullying, school violence, and violations of sexual and reproductive rights affecting students. If the bullying is reported through electronic means, it must also be reported to the coexistence committee to activate the appropriate protocol.
- 5) Transform teaching practices to contribute to the construction of democratic and tolerant learning environments that promote participation, the collective construction of strategies for conflict resolution, and respect for human dignity, life, and the physical and moral integrity of students.
- 6) Participate in teacher training and updating processes and in the evaluation of the school climate.
- 7) Carry out academic activities with honesty and intellectual responsibility, respecting different opinions.
- 8) Participate in teacher meetings and academic and administrative activities, as required.
- 9) Develop assigned courses in accordance with the school's curriculum and established schedules, assuming the responsibilities that this entails.
- 10) Instill in students a respect for the historical and cultural values of Colombia, Great Britain, and the world.
- 11) Develop or participate in activities that honor national symbols, ECAs, CASAS, or substitute teaching.
- 12) Keep their students' monitoring books up to date.
- 13) Conduct the academic evaluations scheduled in each department and inform students of the results of their evaluation reports before they are systematized.
- 14) Comply with the delivery of reports, class preparation, annual assessment records, student tracking books, and other materials that they have committed to prepare according to the deadlines set out in the current "School Calendar" or according to the instructions of the respective Section Head.
- 15) Prepare or draft student reports and official documents of the institution, preferably within the CCB facilities.
- 16) Correct or review students' assessments in a timely manner.

- 17)**Take attendance daily at the beginning of the day and maintain an attendance record, which will be transferred to midterm and semester grades.
- 18)**Call parents when necessary to follow up on processes, evaluate external support, suggest management strategies, among other things.
- 19)**Do not give private lessons or paid tutoring inside or outside the institution to any student of the school, except in cases expressly authorized by the department heads.
- 20)**Contribute to conflict resolution and respect for human dignity, life, and the physical and moral integrity of students.
- 21)**Develop assigned courses in accordance with the school's curriculum and established schedules.
- 22)**Be a constant adult role model for students and ensure that they comply with the rules and behave appropriately both in class and in other areas of the school.
- 23)**Comply with the duties established in the current biosafety protocols.
- 24)**Comply with the bathroom protocol, in accordance with the Child Protection Manual.

7.3 RULES

In addition to all of the above and following rules, the provisions of National Legislation, the Internal Work Regulations, the Individual Employment Contract, the Teaching Regulations, the Code of Ethics and Good Corporate Governance, the Child Protection Manual, and the current Biosafety Protocols shall apply.

8 PARENTS

The CCB considers teamwork with parents to be essential for the success of our students' education. As primary educators, parents must actively support their children's educational process.

When parents are involved in the school, its quality and the academic performance of its students improve. Parents have the right and duty to participate in the process of improving the school.

There are numerous ways in which parents can participate in the CCB, including:

- **Parent Meetings:** Meetings with teachers and other CCB academic staff are an important opportunity to work together for the benefit of your child's development. In this way, we support the development of students' potential, their academic performance, and their ability to participate more fully in university life. The school may schedule meetings with all parents and students at each report card distribution. Punctual attendance at these events is important. When parents or the School wish to hold other meetings during the year, they may make an appointment through the regular channel established in section 3.1.2 of this manual. Upon the first unjustified absence of parents from meetings, a warning will be issued by the Head of Section. In the event of a second absence, a warning will be issued on the corresponding report to the Coexistence Committee. In the event of a third absence, the case will be presented to the Coexistence Committee to evaluate the presentation of the report to the ICBF.
- **Volunteering:** There are volunteer opportunities in which parents can participate, such as:
 - Room Parents and Reading Parents: in EC.
 - Conferences for students on professional topics or topics of interest to children.
 - Preparation of teaching materials, decorations, and props for various events. To participate in these volunteer opportunities, parents sign up at the orientation meetings at the beginning of the school year.

Join one of the CCB organizations:

- **Alumni Association:** This option is open to all CCB alumni.
- **PTA (Parent Teacher Association):** This is made up of a group of volunteer parents who aim to promote the well-being of students and participate in community integration. The PTA is organized into different committees that work for the well-being of the CCB school community:
 - **COS:** Social Work Committee, carries out actions to contribute to social welfare, focusing its main efforts on the CCB community.

- **Pastoral Committee:** supports the entire CCB community in spiritual, personal, family, and social growth through evangelization and community work, strengthening the comprehensive education of all.
- **The Student Committee** works hand in hand with students, supporting them in the various activities they request, thereby strengthening the bonds between parents and students. It welcomes new families joining the CCB community and invites them to become part of the PTA.
- **Warehouse and Purchasing Committee:** analyzes the needs of the CCB community in terms of items and products required by our students. During registration season, it sells textbooks and school supplies in person or online. It serves as an intermediary to rent clothing for first communions, confirmations, and graduations.
- **Teachers and collaborators committee:** looks after the well-being of teachers and collaborators, develops activities for their benefit and that of their families, works for the comprehensive development of its members, and supports them. Delivers housing vouchers.

Attending scheduled school events is one of the ways parents show their children that they value their education. There is a wide variety of events scheduled throughout the year, such as workshops, conferences, assemblies, cultural presentations, inter-house competitions, sports, PTA festival, musical, and celebration of the Immaculate Conception.

It is important to pay attention to invitations to these events through the school calendar, school newsletter, and circulars sent via email.

_8.1 RIGHTS AND DUTIES OF PARENTS

RIGHTS	DUTIES
Be familiar, either in advance or at the time of enrollment, with the characteristics of the school, the principles that guide the PEI, the Student Handbook, the curriculum, basic teaching strategies, the school evaluation system, and the institutional improvement plan, all of which are published on the school's website.	Complete all enrollment procedures by the specified date. This information is provided in a circular.
Express their opinions respectfully and through regular channels regarding their children's educational process and the suitability of the CCB's teaching and administrative staff.	Communicate in a timely manner, and first to the school authorities, any irregularities of which they are aware, including, among others, child abuse, sexual abuse, trafficking or use of illegal drugs. If

	no prompt response is received, contact the competent authorities. (Decree 1286)
Be treated with courtesy and respect by the CCB's management, administrative staff, and teachers during established hours, by appointment and following the established procedures.	Contribute to the creation of a climate of respect, tolerance, and mutual responsibility that promotes the education of children and the best possible relationship between members of the educational community. Treat members of the educational community with respect. Request meetings with teachers or tutors when necessary, avoiding at all costs interrupting classes.
Work as a team with the CCB to support the comprehensive education of your child.	Contribute to ensuring that the educational service is consistent with the exercise of the right to education and in compliance with its social and legal purposes. Comply with the obligations contracted in the enrollment and in the Coexistence Manual to facilitate the educational process. Pay all financial commitments to the Institution within the first fifteen (15) days of each month.
Receive information about their children's academic performance and behavior periodically throughout the year.	To accompany the educational process in fulfillment of their responsibility as their children's first educators, in order to improve personal guidance and the development of civic values. All students must live with one of their parents or their legal guardian. In the event that both parents have commitments that require them to be away from home, they must ensure that their children are adequately supervised by a responsible adult and must notify the school of their absence and who the responsible adult will be. Educate their children and provide them with a safe home environment of love, respect, and tolerance, where their basic needs for food, health, clothing, recreation, school supplies, and other necessities are guaranteed. Ensure that their children arrive at school in good health, wearing their uniforms properly and with all their school supplies. In other words, comply with the recommendations made by the school.

	Ensure that their children fulfill their responsibilities and instill in them respect, self-esteem, and appreciation for themselves, their classmates, the school, and all the staff who work there. Teach your children to take care of school property and to have a sense of belonging to the school. Be responsible for any material damage caused by their children during curricular and extracurricular activities. Bring and pick up their children punctually before the start of the school day and at the end of the day, if they do not use the school's transportation service.
Be familiar with their children's work, workshops, and evaluations in order to review their successes and failures with them.	Offer the necessary support for the completion of schoolwork, proportional to the autonomy expected at each stage of life, in a way that promotes the development of agency.
Receive sufficient and timely responses to their requests regarding the progress of the CCB and matters that particularly affect their children's educational process. (Decree 1286/2005)	Respect the proper channels, without directly intervening with students other than their own children, and inform the corresponding Section Head of any situation that arises. Note: Recriminatory intervention (scolding) by a parent or adult family member of a student in a situation of conflict with a student (other than their child) at the School is explicitly prohibited.
Receive timely information about school events and activities. Provide suggestions and recommendations on school events and activities through the mechanisms established for this purpose.	It is the duty of parents to frequently check their emails and other institutional means of communication (Phidias or Toddle) and, if necessary, parents should contact teachers through Phidias. Attend the school promptly when summoned. When neither parent can attend orientation meetings, Parent Day-EC, academic meetings, tripartite meetings, parent workshops convened by the Sections, or other meetings scheduled by the school, the Section Head may request a written statement explaining the reasons for their absence.

	Attend appropriately dressed and in accordance with the dress code specified in the circular or information sheet for the various meetings.
	Be familiar with, respect, and comply with the school calendar established by the School in accordance with the provisions of the Municipal Education Secretariat. Plan medical and dental appointments, outings, and vacations so that they do not affect the normal development of the activities planned by the School for its students. Inform the school of the reason for their children's absence, disabilities, and/or external treatments.
Be familiar with the College's policies, rules, and procedures, including those established for health emergencies.	Comply with the rules established by the Institution, including biosafety protocols. Be familiar with the Essential Agreements of the CCB community. Only in cases of true emergency, send materials and messages to your children during their stay at the School.
Participate in defining the general guidelines of the School through the Shareholders' Meeting and other relevant mechanisms.	Be familiar with and support the school's vision, mission, and philosophy, its pedagogical principles, and support the established policies, rules, and procedures, bearing in mind that the fundamental interest is to identify their children's abilities, as well as any difficulties, in order to contribute to a better comprehensive education.
Participate in the educational process developed by the School and, in particular, in the construction, implementation, and modification of the PEI, through the established channels.	Support the school in the development of actions that lead to the improvement of educational services and raise the quality of learning, especially in the formulation and development of institutional improvement plans.
Exercise the right of association with the purpose of improving educational	

processes, training parents in matters concerning the best education and harmonious development of their children.	
	Protect the good image of the community that forms part of the Corporación Colegio Colombo Británico and support the school in the educational measures taken by the institution.
Be informed of the results of the school's educational quality assessment tests.	Participate in the annual self-evaluation process of the educational establishment, in the established instances.
To elect and be elected to represent parents on school governing bodies and before public authorities, under the terms set out in this manual.	
Exercise the right of association for the purpose of improving educational processes and training parents in matters concerning the best education and harmonious development of their children.	
Make use of the JPC J. P. Cushnan Information Center at the School, taking into account the rules established for users.	Ensure that their children return materials borrowed from the Information Center on time.

During periods of remote learning, parents have the following additional duties:

1. Parents must ensure that students have:
 - An electronic device (tablet or laptop, not a cell phone) appropriate for participating in ICT-supported education.
 - An internet service that allows them to connect to all their classes.
2. Parents must not interrupt face-to-face or remote learning sessions.
3. No parent may use reproachful or offensive language, either in person at the school or during remote learning sessions.
4. For students in the Early Childhood Section, please ensure that your child's caregiver can support/accompany your child during remote learning in your absence.
5. Ensure that your children attend remote sessions on time and with all the materials requested in advance via the agenda. Parents should support their children in

meeting their academic commitments in terms of connectivity and behavior (supervise that your child is connected and attentive).

6. It is the duty of parents to ensure the privacy of their children and others. Any situation that arises during a remote meeting should be reported to teachers, assistants, or the department head through the official channels defined for this purpose.

Note: Parents or family members are prohibited from taking photos or videos of children during remote meetings and distributing them on social media.

8.2 PROCEDURE FOR PARENTAL NON-COMPLIANCE WITH THE RULES.

In the event that a parent violates the rules of conduct and duties established in this manual, the respective Section Head will report the situation to the Headmaster.

The Headmaster, after talking with the parent (and other members of the educational community involved, if applicable), will ask the Ethics Committee for their opinion. Once this procedure has been completed, the Headmaster may decide on the consequences, which may include a verbal or written warning, or limiting the parent's access to the school premises to events with prior appointments agreed upon with school officials. The period of this consequence may range from one week to one school year.

In the event that the Headmaster considers that suspension or loss of membership should be considered as a sanction, he or she shall refer the matter to the Board of Directors, which shall determine the sanction for violation of the Corporation's statutes and regulations (Articles 31 and 32 of the Corporation's Statutes).

In the event that the parent does not agree with the measure, he or she may appeal to the Board of Directors within five business days of being notified of the decision.

9. ENROLLMENT

The registration fee is equivalent to 10% of the annual tuition fee, payable once a year upon formalizing the student's enrollment in the educational services offered by the institution, or when this enrollment is renewed.

9.1 Requirements for enrollment

- 1) Financial clearance certificate issued by the Treasury.
- 2) Receipt of payment for enrollment.
- 3) Certificate of affiliation with an EPS/Prepaid Medical Plan.
- 4) Parents must provide the CCB with a copy of the updated vaccination card for each child entering Early Childhood and/or Primary School.
- 5) Photocopy of the identity document of the student entering for the first time:
 - For students under 7 years of age: Civil Birth Certificate.
 - For students between 7 and 17 years of age: Photocopy of identity card.
 - For students who have reached the age of 18: Photocopy of the Citizenship Card.
 - For students born abroad:
 - o If they are under 7 years of age and are children of Colombian parents: Photocopy of the Civil Registry issued by the Colombian Consulate in the student's country of origin.
 - o If they are over 7 years old and one of their parents is Colombian: Photocopy of the Identity Card.
 - o If both parents are foreign nationals: Photocopy of the parents' Foreign ID Card if the student is under 12 years of age or the student's Foreign ID Card if the student is over 12 years of age.
- 6) Update of member information, student information, Security and Transportation Department, and student medical history, duly completed through Phidias.
- 7) Virtual signature of both parents on the Educational Services Agreement.
- 8) Duly signed academic certificate of good standing (only for high school students).
- 9) Clearance certificate from the previous institution for students entering for the first time and withdrawal from SIMAT.
- 10) Signing the Registration Form.
- 11) If all required documents are not submitted or attached, as applicable, the student will not be enrolled.
- 12) The CCB establishes dates for regular enrollment. Parents who do NOT meet the enrollment requirements must pay the sum of 150,000 pesos for late enrollment for each child.

10. TUITION AND OTHER FEES

The tuition fee is the amount resulting from dividing the remaining 90% of the annual fee by 10 months, which comprises the school year, and is paid monthly (August to May) to the School for the student's right to participate in the educational process during the respective academic year. Tuition must be paid within the first 15 days of each month, under penalty of incurring late payment interest.

Note: In accordance with the provisions of Resolution 016289 of 2018, of the Ministry of National Education, in Article 14. Retention of evaluation certificates, it establishes: "In the event of failure to pay tuition or fees on time, private preschool, elementary, and middle schools may withhold student evaluation reports, unless the parents or guardians responsible for this obligation can demonstrate inability to pay for just cause, under the terms of paragraph 1 of Article 2 of Law 1650 of 2013. Under no circumstances may educational establishments prevent students from participating in the educational process, including evaluations and other academic activities."

Law 1650 of 2013 (Article 2, amending Article 88 of Law 115 of 1994) establishes: "The withholding of diplomas due to the interested party's failure to fulfill their obligations to the institution is prohibited when they are unable to pay for just cause." To demonstrate inability to pay, interested parties must:

- 1) Prove that an event has occurred that justifiably affects the interested party or the members responsible for their maintenance.
- 2) Prove the occurrence of the event by any means of evidence, other than confession, that is sufficiently conclusive, adequate, and relevant.
- 3) The person responsible for payment must demonstrate that they have taken the necessary steps to fulfill their outstanding obligations with the respective supporting documentation.

In accordance with Resolution No. 019770 of October 22, 2021, of the Ministry of National Education, the Board of Directors may grant discounts to families on the rates authorized by the Municipal Education Secretariat. The School manages discounts for parents on a gradual basis, which are communicated prior to enrollment for items such as early payment, alumni, years of schooling, among others.

10.1 PERIODIC CHARGES

These are the amounts paid monthly by parents or guardians on a voluntary basis for:

School Transportation Service provided by the School: Transportation service is offered through an annual contract for picking up and dropping off students at their residence throughout the school year (August to May) to be provided and billed on a monthly basis.

Families may also contract the service for the periods from August to December and from January to June.

Since transportation spots are assigned at the beginning of the academic year, requests made in September and February are subject to availability, and parents must pay the full cost for the respective period (five months).

The service will be billed in 10 monthly installments (August to May).

The rules established in section 3.15 Transportation Rules apply.

TRANSPORTATION*	2025 - 2026	%increase
SCHOOL (Full) Monthly	\$ 614.783	9.27
SCHOOL (Secondary) Monthly	\$ 399.812	9.27
Full journey (round trip)	\$ 57.169	9.27
Half Trip (One Way)	\$ 39.636	9.27

Food: Food service is optional and must be paid directly to the service provider by the parent or student. The cost varies according to consumption.

10.2 OTHER CHARGES

These are voluntary payments for school services other than tuition, boarding, and other fees. They include:

Extracurricular activities: Activities outside of the school day on weekdays and Saturdays. The ECAS service will be billed in the months of September to January (first period - 5 months) and February to June (second period - 5 months).

ECAs outings (sports tournaments): Parents who want their children to participate in sports tournament outings must be up to date with their financial obligations to the school.

ACTIVITY	REQUENCY	PRICE 24-25	PRICE 25-26
Chess, Athletics, Basketball, Dance, Soccer, Gymnastics, Swimming, Rugby, Skating, Table Tennis, and Volleyball	1 day per week	162,250	170,687
Chess, Athletics, Basketball, Dance, Soccer, Gymnastics, Swimming, Rugby, Skating, Table Tennis, and Volleyball	2 days a week	162,250	170,687
Chess, Athletics, Basketball, Dance, Soccer, Gymnastics, Swimming, Rugby, Skating, Table Tennis, and Volleyball	1 or 2 days a week + Saturday	\$220.66	232,134
Chess, Athletics, Basketball, Dance, Soccer, Gymnastics, Swimming, Rugby, Skating, Table Tennis, and Volleyball	3 or 4 days a week + Saturday (you can combine one day in one sport and one or two days in another sport)	272,360	286,523
Athletics, Basketball, Soccer, Gymnastics, Swimming, and Volleyball	Saturdays only	162,250	170,687
Athletics, Basketball, Soccer, Gymnastics, Swimming, Skating, and Volleyball	1 or 2 days a week + Saturday	220,660	232,134

Tennis	2 days a week	289	304,714
Golf	2 days a week	289,652	304,714
Golf (Kindergarten and 1st grade)	1 day a week	223,256	234,865
Judo	1 day per week	223,256	234,865
Basic Motor Skills, Music Workshop, Aquatic Stimulation (Toddlers and Nursery)	1 or 2 days a week	162,250	170,687
Basic Motor Skills, Music Workshop, Aquatic Stimulation (Toddlers and Nursery)	3 or 4 days a week	272,360	286,523
Art, Music, and Scouting (PK-K and 1st grade)	1 day per week	250,514	263,541
Cooking	1 or 2 days a week	155,760	163,860
Symphonic Band (Elementary to 12th grade)	1 day per week	155,760	163,860
Robotics (High School)	1 day per week	155,760	163,860
Scout Pack	Every Saturday (9:00 a.m. to 12:00 p.m.) (3 hours)	199,892	210,286



Payment platform: \$30,000 pesos per year for each student who uses the payment platform to purchase food services from the school's food suppliers.

Yearbook: \$90,000

Yearbook advertising: Varies according to specifications.

Alumni Association Membership (charged in 10 installments): \$150,000

Duplicate Transcripts and Diplomas: \$13,500

Certificates and Duplicate Report Cards: \$8,547

Student ID Card: \$6,547

Student Accident Insurance (Voluntary): \$29,000 per year.

Shared and Individual Materials: Price varies according to grade.

Textbooks and Art Supplies: Price varies according to grade level.

Textbooks: Price according to grade level.

Penalty for Absence from Assembly: 50% of the minimum monthly wage if no justification is provided within 5 days of the assembly.

Penalty for Failure to Comply with Parking Rules: A warning will be issued to the offender informing them that this is their first warning and that they must comply with the parking rules, by means of a ticket placed on the windshield of the vehicle, which must be handed in at the parking lot exit.

Educational Materials Provided by the School: Educational materials produced by the CCB, directly linked to the PEI, the curriculum, and the methodology used, such as guides, workshops, design kits, agendas, and notebooks that are given to students and charged to parents. Cost varies according to grade level.

Complementary, sports, and cultural activities organized by the institution, such as workshops and events, career guidance, social gatherings, educational field trips (cost varies depending on destination), participation in tournaments and competitions (cost varies depending on destination), exchanges (cost varies depending on destination), Prevention Program (6th–12th grade), Sex Education Program (6th to 12th), First Communion, Confirmation, Model UN, Book Club (cost varies according to order), High School Clubs,

External Tests such as: DELF, ICFES and Pre-ICFES, ICFES Mock Exams, Diploma Program Costs (11th and 12th).

Graduation fees, Graduation Ceremony and Farewell Party, Graduation Party.

100% Organic Compost Subscription: 10 kg bag \$12,000, 20 kg bag \$24,000

Copy Center:

ITEM	2025-2026 Rates
Black and white photocopies each	\$250
Color photocopies each	\$ 250
Black and white prints each	\$250
Color prints each	\$750
Double letter prints (B/W)	\$2,100
Double letter prints (color)	\$3,150
Binding per item	\$4,200

Ambulance service (annual/family)	\$20.532	\$20.532	\$20.532	\$20.532	\$20.532	\$20.532
Voluntary Life Insurance for Parents: Total (10 months)	\$234.864	\$221.972	\$208.955	\$196.446	\$177.871	\$163.488

Concept	2nd	3rd	4th	5th
Voluntary Life Insurance for Parents: Total (10 months)	\$148.677	\$134.706	\$121.977	\$107.271

Concept	11	12
ICFES mock exam (3 in 11th grade and 3 in 12th grade) (Annual - Includes 6 monitors)	\$54,000	\$54,000
Saber 11 Test (varies according to ICFES)		\$150,000
Digital Learning Management System (Annual) Toddle DP 62 USD	\$122,700	\$122,700
Pickdream Career Orientation Test for 11th grade	\$180,000	
Revision Village annual cost per student 499 USD 78% discount for the first year. Second year price without discount from \$980 to \$1,180		
Degree fees (annual)		\$49,400
PREICFES (annual) G11 are 11 sessions	\$435,875	
PREICFES (annual) G12 are 22 sessions		\$874,000
Ambulance service (annual/family)	\$20,532	\$20,532
Revision Village annual cost per student US\$1,176 to US\$1,416	\$5,174,400 to \$6,230,400	\$5,174,400 \$6,230,400
Total Parent Life Insurance (monthly)	\$26,831	\$13,388
Educational Field Trips: Domestic or international destinations, such as Hay Festival, MUN, Round Square Conferences, art or science trips, etc., vary according to the cost of the program. Parents pay the agency or the school directly, depending on the logistics agreed upon, and must also be up to date with their financial obligations to the school.		
Optional Subject Virtual High School - AP US		
One-semester course US\$ 648 US 540 see note	1 semester	\$2,207,600
One-year VHS course US\$ 1,296 US 1,080 see note		\$3,304,800
One-year AP course US\$ 1,555 US\$ 1,170 see note	One year	\$4,415,100
		\$6,609,600
TKS (AI/Quantum/Nanotech/Genomics, etc.) See note		AP Course
Depending on the number of students, discounts may apply.	\$4,783,000	\$7,930,500
The final price will be confirmed in August 2023.		

Note: Dollar amounts are subject to change if there are changes in the exchange rate at the time of payment.

10.3 REFUND POLICY

Once parents have paid the registration fee, it will not be refunded.

No refunds will be made when a student withdraws from the school after the month has begun. The student will be charged the full amount for the month, even if they withdraw before the end of the month.

11. VISITS

The CCB strives to maintain a healthy and safe environment that promotes learning.

Visitors

- must register at the front desk and wear a visitor badge.
- Must be reported by the reception desk to the offices of the corresponding section.
- Visitors entering academic sections must report to the respective offices as soon as they enter.
- Visitors may not interrupt classes without proper authorization.
- Armed persons are not allowed on school premises. In the event that a visitor is carrying a weapon, they must be reported to the head of security for appropriate guidance.

Possible visitors include:

Experts: Those who support inquiry units or learning activities may be invited to interact with children virtually. Teachers should coordinate their visit well in advance with the appropriate school official, in this case the section secretary, and the teacher or teachers in charge should provide appropriate support during the external expert's visit.

Visitors from schools, publishers, and universities. They are authorized by the Ministry of Education or Infocentre.

Parents who wish to make an appointment with teachers should request it through the electronic communication channels (Phidias), by calling the secretary of the respective section, or they can do so directly with the teachers through Phidias.

Parents applying for admission: The Admissions Office organizes visits to the school on set dates or by appointment with the Director of Marketing and Admissions to schedule the visit.

Friends and family: They should not visit the school during the school day, as this disrupts school activities.

Alumni: They must coordinate an appointment with the Director of the Alumni Association, who will accompany them on a tour of the facilities during their visit to the school. Likewise,

they must ensure that the purpose of the visit is consistent with the planned activity and that their behavior complies with school policies.

Drivers, escorts, employees, nannies, and other personnel at the service of families: They require prior authorization from the Head of the respective Section to enter the school.

Animals: Animals are only allowed on school grounds when they are part of a school activity, with prior authorization from the Head of the respective Section.

12. RULES FOR USE AND LOAN OF FACILITIES

Priority in the use of sports areas (Multi-Purpose Gymnasium, Soccer Field, and Sports Courts) is given to CCB students and staff engaged in curricular and ECA activities.

When the sports areas are not being used for curricular activities and ECAs by students or staff, they may be loaned to members of the educational community: students, parents, employees, teachers, and alumni.

Facilities may be loaned after school hours, extracurricular activities, and Sports School (5:00 p.m. Monday through Friday and Saturdays starting at 12:00 p.m.), as long as they do not interfere with activities previously organized and planned by the school.

Under no circumstances is the use of the swimming pool or the area surrounding it permitted.

The School may charge a fee for the use and loan of sports facilities when it deems it appropriate and when the activity involves associated expenses such as maintenance, security, etc., which must be paid by the user.

Occasionally, the loan of the Sports Facilities may also be approved for individuals or legal entities that are not members of the CCB Community. In this case, a fee will be charged to the institution.

Visitors may use the parking lot outside the facilities. The School is not responsible for the theft or loss of vehicles or items stored in them. The use of the parking lot is authorized for special events by the appropriate authorities.

In any case, the rules and policies for use of each area of the School, as set forth in the Student Handbook or posted in a visible location in the respective areas, must be followed. In the event of non-compliance with these provisions, the School reserves the right to refuse admission, suspend the use of its facilities, and, if deemed necessary, remove any persons who fail to comply with the provisions for these cases and the Rules for the Sports Area, Rules for the Multi-Purpose Gym, specific regulations posted in the area, if any, and the rules for Visitors.

In addition to the sections of the Coexistence Manual indicated, the following regulations and provisions apply:

- 1) Access is restricted to the sports area or facility for which the request was made. Entry to academic areas and offices is not permitted.
- 2) Strictly adhere to the authorized schedule for the activity.
- 3) All personnel using the sports facilities must take care of and maintain the cleanliness of all school premises (Section 3.4 Preservation of the School Environment of the Coexistence Manual).
- 4) The consumption of cigarettes, alcoholic beverages, drugs, or illegal substances is not permitted in the presence of students. (Section 3.5 of the School Handbook: Environment Free of Tobacco, Alcohol, Drugs, and Prohibited Substances). The Headmaster is authorized to approve events where adults may smoke and drink alcohol, only when the organizers guarantee that no minors or students enrolled at CCB (even if they are of legal age) will be present on campus during the event. The organizers must guarantee that all advertising material referring to the consumption of cigarettes and alcoholic beverages is installed and removed from the premises when there are no students on campus. The organizers are responsible for any damage that occurs during the event.
- 5) Conduct activities in a manner befitting good behavior, using appropriate language and excellent manners at all times, in accordance with our core values: respect, honesty, solidarity, responsibility, tolerance, and justice. (Section 3.6 Dignity of the Coexistence Manual).
- 6) Animals are not allowed on campus. They may only attend when they are part of a school activity, with prior authorization from the respective department head. (Section 11. Visits. Student Handbook).
- 7) Athletes must wear appropriate footwear: cleats for soccer fields, athletic shoes for the multi-purpose gym and other sports fields.
- 8) Those who are going to use the soccer fields must warm up outside the field in the surrounding green area.
- 9) Under no circumstances will armed persons be allowed to enter the school premises.

The procedure applicable in all cases is as follows:

- 1) The interested party must request authorization for their visit at least 8 days in advance from the ECAs, PYP, MYP, and/or DP Coordinator, or the Director of Sports, who, after reviewing the request, will seek approval from the Headmaster.
- 2) In the case of activities not scheduled by the school, such as special events, extraordinary requests, and other exceptional situations that require access to sports areas after the school day, these will be analyzed and decided by the Headmaster's Office with the assistance of the Sports Director, PYP, MYP, and/or ECAs Coordinator.
- 3) Once the activity has been approved by the Headmaster, the Director of Sports, PYP, MYP and/or ECAs Coordinator consults with the Head of General Services regarding the status of the requested area (if applicable). In any case, the good condition of the area in question is ensured.
- 4) If accepted, the Sports Director, PYP, MYP, and/or ECAs Coordinator informs the interested parties in writing, who must send to that office a list of the people who will

be entering the facilities, including the names and ID numbers of the visitors, the day, time, activity, and area of the school they will be occupying.

The Director of Sports, PYP Coordinator, MYP Coordinator, and/or ECAs will send the information provided by the visitors to the Administrative Director, with a copy to the Head of Security and General Services.

- 5) The Head of Security duly informs the gatehouse, where the corresponding list will be kept and must be consulted upon entry to the premises.
- 6) The interested party must submit a signed document in which all participants agree to:
 - Comply with the rules that apply in this case,
 - Be liable for any damage caused to the facilities and other property belonging to the School.
 - Exempt the CCB from liability for any eventuality arising from the activities carried out on its premises.
- 7) All visitors must register at the reception desk and carry identification and their EPS or prepaid medical card.

The cancellation of a program scheduled at the sports facilities must be notified at least 3 business days in advance.

13. ESSENTIAL AGREEMENTS

The Essential Agreements are positions taken jointly by CCB parents in response to situations that put their children at risk, which force us to reflect on what is happening with them and their environment. Essential Agreements is a project developed by a group of parents from the school, with the support of a team of psychologists. Its essence does not violate the freedom of families, but it does allow for a CCB parent identity.

As parents, we commit to acting and initiating a cultural change that allows us to uphold clear guidelines and boundaries that provide security for our children, as outlined in the following Essential Agreements:

- 1) We assume our role as authority figures, with coherent and consistent positions regarding compliance with the rules established at home, which vary but are respected, not distorted or omitted, taking responsibility for any discomfort this may cause our children.

Our children must be clear about our ethical and moral position, as well as the consequences of situations that invite them to break the rules.

- 2) We recognize the CCB Coexistence Manual as a guide for behavior for all members of the community. The Community Profile provides ethical support that should serve as a practical reference for adults in family situations that require the parents' judgment.
- 3) We will accompany our children responsibly, ensuring that the contexts in which they develop are appropriate and suitable for their age. In view of this, it is important to:
 - a) Ensure the presence of responsible adults who represent authority at meetings or parties.
 - b) Reemphasize the importance of parents accompanying children invited to children's parties.
 - c) Remember that interaction with others should be the essence of parties and gatherings, without overemphasizing commercial offerings.
 - d) Analyze the appropriateness (age, place, and time) of children's participation in events that mimic adult situations (e.g., spas, discos, sleepovers in hotels, limobuses, and current activities and trends).
 - e) Regulate the number of social outings during the weekend for children and teenagers. Remember that it is not necessary to always have a plan and that leisure time is important for their development.
 - f) Assess the amount of pocket money so that it does not exceed the needs of their age, without overstimulating them with gifts or amounts that are not appropriate for their age.
 - g) Agree among parents to validate the right to know the specific details of social events to which their children are invited, such as: who is responsible for the

- activity, which adults will be present at the event, what type of event it is, what time it will end, and what type of beverages will be served.
- h) Ensure that students are always picked up by their parents or a responsible adult.
 - i) Ensure the safety of children by avoiding exposing them or allowing them to expose themselves to risky situations, with adult supervision.
- 4) We will not offer or allow the consumption of alcohol, cigarettes, electronic cigarettes, or psychoactive substances to minors, because offering these substances to minors causes physical and emotional harm, is illegal, and carries the risk of serious consequences.
- 5) We will provide adequate supervision of the use of technology: We will not leave the use of technological tools to the discretion of children and young people. To this end, we will:
- a) Be an example to our children of the responsible and appropriate use of technology.
 - b) Establish times for family dialogue and communication during the day, restoring the importance of conversation and discouraging excessive use of technology for social interaction.
 - c) Set schedules for the use of TV, technology, and the internet.
 - d) Reflect and analyze together with our children the dangers of information and content on social media and other mass media (music, videos, programs, video games).
 - e) Guide your children's communication through electronic media, with principles such as: "If you can't say it face to face, don't write it." "What you post online (photos) never disappears," and the risks they are exposed to when surfing the internet alone.
 - f) Be aware of and attentive to violent or sexual content in music, videos, television programs, movies, and video games.
 - g) Supervise the appropriate use of social media by children.
- 6) We will provide our children with an inclusive family and social environment by reviewing whether our attitudes promote this position, in order to:
- a) Avoid promoting or validating exclusionary social interactions.
 - b) Recognize that excluding is different from choosing, and including is different from being negligent.
 - c) Strengthen an open mindset in our children.
 - d) Take a position of commitment and solidarity in the face of students' difficulties, even if they are not our own children.
- 7) We will contribute positively as members of the CCB community, knowing and promoting its principles, philosophy, pedagogical model, and regulations, for which we will:

- a) Protect the image and good name of our institution.
- b) Ensure that our comments are constructive.
- c) Recognize and value the efforts made in the education and training of our children, both academically and spiritually, as well as in their personal and social development.

8. We assume our role as authority figures, with coherent and consistent positions regarding compliance with the rules established at home and the biosafety protocols established by the school, taking responsibility for any discomfort this may cause our children.

9. Parents shall refrain from giving cash gifts to CCB staff, and in any type of celebration. They may give gift cards and other types of gifts in kind. When a group of parents decides to collect money to buy a gift on behalf of the group, the contribution shall be voluntary and may not exceed 1.5 times the current legal minimum monthly wage per student. Any employee who receives a gift in cash or in kind with a value above $\frac{1}{2}$ of the current legal monthly minimum wage (equivalent to \$650,000 in 2024) must inform their Section Head, who will deliver the gift to the Ethics Committee. The Ethics Committee will determine the actions to be taken.

10. We instill in our children respect for others by avoiding bullying situations, taking responsibility, and educating children by showing them that mocking and taking advantage of others is NOT acceptable under any circumstances.

14. EMERGENCY PLAN FOR THE COLEGIO COLOMBO BRITÁNICO

14.1 ACTORS IN AN EMERGENCY AT THE CCB

The response to emergencies involves the activation of different services and functions, in accordance with the characteristics of the event and other conditions related to the possible evolution of the emergency.

In an emergency, it is very important to identify the personnel who will act as first responders in order to provide timely assistance.

These actors are:

- 1) Emergency Operations Committee (EOC): Brings together the CCB's senior management and section heads, who must make decisions to overcome the situation as quickly as possible in order to provide effective emergency response.

The COE is the interdisciplinary team that assesses the conditions of the emergency to declare a possible disaster and/or activate the mutual aid plan.

- 2) **BRIGADISTA:** A proactive and dynamic CCB collaborator who voluntarily participates in emergency prevention and response tasks and is trained in various emergency techniques. They act in accordance with COE directives.
- 3) **EMERGENCY LEADER (Section Head and Deputy Head):**
A person who receives census information provided by emergency guides. They are responsible for administrative staff and teachers in their area who do not have assigned groups, in order to include them in the headcount.
- 4) **EMERGENCY GUIDE (Teachers and/or group leaders)** Responsible for informing people in an emergency and directing them to a safe place in the event of an evacuation. They are responsible for keeping the group together and must prevent their groups from dispersing at the meeting point.
- 5) **EMERGENCY COORDINATOR:** Head of physical security and liaison.

In an emergency, no teacher or other staff member may decline their role in providing assistance until the incident is over, and they may only leave the CCB with the authorization of the Emergency Coordinator.

14.2 IDENTIFICATION OF THE EMERGENCY

In order to safeguard the lives of people facing an emergency within the CCB facilities, we have standardized the following procedures to ensure a successful and timely response.

14.2.1. PROCEDURE FOR EVACUATION IN THE EVENT OF AN EARTHQUAKE.

14.2.2. PROCEDURE FOR EVACUATION IN THE EVENT OF FIRE, EXPLOSIONS, LEAKS, AND/OR SPILLS.

14.3. LOCKDOWN PROCEDURE

14.4. PROCEDURE FOR ELECTRICAL STORMS.

14.5. PROCEDURE FOR ATTENTION IN THE POOL AREA.

14.6. PROCEDURE FOR ATTENDING TO PATIENTS.

14.7 PROCEDURE FOR PARENTS AND/OR LEGAL GUARDIANS IN THE EVENT OF AN EMERGENCY NOTIFICATION

14.2.1 PROCEDURE FOR EVACUATION DUE TO EARTHQUAKE

An audio message is broadcast over the loudspeakers, consisting of a siren sounding for 30 seconds, followed by a spoken message in English and Spanish:

***SIREN 30 SEC* "EMERGENCY, PLEASE EVACUATE TO THE MEETING POINT."**

In the event of a failure in the loudspeaker system, the megaphone sirens and whistles (continuous sound) of each evacuation leader will be activated.

When you hear the siren for 30 seconds, follow these instructions:

- Remain calm and try not to panic.
- Identify a safe area to take shelter during the earthquake (tables, desks, columns, and beams, etc.) that will allow you to protect yourself underneath it, sit down, put your head between your knees, and cover it with your arms (fetal position).
- If you are in an open space (green areas) where there are no hazards such as electrical cables, structures, and/or falling branches, stay where you are during the earthquake.
- Identify danger zones in order to stay away from windows, glass, bookshelves, cabinets, and furniture that could fall or slide, as well as heavy objects that are elevated.
- Remain in the safe place until the earthquake has passed or until you hear the spoken message. During this time, we recommend counting aloud to 60, as counting calms you down and earthquakes rarely last longer than 60 seconds.
- Prepare to evacuate and wait for the spoken message.

When you hear the spoken message "EMERGENCY, PLEASE EVACUATE TO THE MEETING POINT":

- Follow the instructions in your evacuation guide (teacher or area supervisor) and use the four rules of evacuation: Don't talk! Don't push! Don't run! Don't go back!
- Try to turn off lights and air conditioners if they are in your way.
- Go to the nearest meeting point; leave the area quickly (without running) and quietly.
- The emergency guide will designate staff who are available to help people with mobility difficulties.
- Avoid carrying items that may hinder movement.
- If you notice that someone is missing, notify the emergency leader immediately (green/red paddle).
- At the meeting point, line up for a head count and wait quietly for instructions from the Emergency Guides and/or Leaders.
- Once the facilities have been assessed and the situation has been determined to be normal, wait for instructions from the Guide and/or Leader and return quietly to the classroom or workplace, following the recommendations for safe movement.

14.2.2 PROCEDURE FOR EVACUATION IN CASE OF FIRE, EXPLOSIONS, LEAKS, AND/OR SPILLS

Anyone who detects the smell of gas must immediately report it to the teacher or brigade member so that they can contact Physical Security and/or Occupational Health and Safety personnel, who will investigate the cause and inform the company responsible for repairing the possible malfunction. The maintenance department will proceed to shut off the gas supply to the CCB facilities in order to prevent further emergencies.

An audio message will be broadcast in English and Spanish over the loudspeakers with the following message:

"EMERGENCY, PLEASE EVACUATE TO THE MEETING POINT."

In the event of a failure in the loudspeaker system, the megaphone sirens and whistles (continuous sound) of each evacuation leader will be activated.

Upon hearing the spoken message or detecting a fire, leak, or explosion, proceed with the following instructions:

- Remain calm and do not panic.
- Immediately stop any activity you are doing in the area.
- If the fire or explosion occurs where you are or nearby, evacuate the area immediately, quickly and without running.
- If you are trained and know how to use fire extinguishers properly, locate the nearest fire extinguishers, keep them in good working order and free of obstacles, and attempt to extinguish the fire; otherwise, evacuate immediately and notify a teacher, a member of the fire brigade, or the Safety and/or Occupational Health and Safety office.
- If the fire is out of control, leave the area immediately.
- Follow the instructions in your Evacuation Guide (teacher or area manager) and use the four rules of evacuation: Don't talk! Don't push! Don't run! Don't go back!
- The emergency guide will designate personnel who are available to assist people with mobility difficulties.
- Try to turn off lights and air conditioners if they are in your way.
- If smoke prevents you from seeing, move crouched down (close to the floor) and cover your nose and mouth with a clean cloth, preferably damp (T-shirts, rags, towels, etc.).
- Avoid crowding.
- Go to the nearest meeting point; leave the area quickly (without running) and quietly.

- Do not stop or turn back, remain silent and calm.
- Do not obstruct the work of the emergency services or rescue organizations.
- If you identify that someone is missing, notify the Emergency Leader immediately. (Green/Red Paddle).
- At the meeting point, line up for a head count and wait quietly for instructions from the Guides and/or Emergency Leaders.

Once the facilities have been assessed and the situation has been determined to be normal, wait for instructions from the Guide and/or Leader and return quietly to the classroom or workplace, following the recommendations for safe movement.

In the event of an external evacuation, you may only return to your activity when instructed to do so by the Emergency Coordinator (Head of Security and Liaison).

14.2.3 MEETING POINTS

During emergencies that require evacuation, members of the educational community should, as far as possible, go to the nearest meeting point, avoiding crowding in corridors or enclosed areas.

MEETING POINT NO. 1:

Located on the auxiliary soccer field in front of the cafeteria.

Areas that evacuate to this point:

1. Early Childhood Section
2. Secondary Section
3. Administration Areas
4. Main Auditorium
5. Cafeteria
6. Swimming Pools
7. General Services
8. Extracurricular

MEETING POINT NO. 2:

Located next to the elementary school, in the main court area.

Areas that evacuate to this point:

1. Gym and motorcycle parking area
2. Primary section

MEETING POINT NO. 3:

Located in the central area of the first floor of the Maloka building.

Areas that evacuate to this point:

1. Maloka Students

MEETING POINT NO. 4:

Located in the side area of door #9 and #10.

Areas that evacuate to this point:

1. Casa Colombo
2. 1th and 12th Grade Parking Lot (door #11)
3. Orchard and Composting Area

MEETING POINTS



EVACUATION ROUTES



14.3. LOCKDOWN PROCEDURE

In light of recent unfortunate events in various parts of the world, including mass homicides, attacks by wild animals, swarms of bees, collateral damage from attacks, among others, the CCB has included a procedure establishing the correct course of action, as this alert requires people to take shelter inside areas or sections, securing doors and windows to prevent access, with the aim of safeguarding life and physical integrity.

14.3.1 LOCKDOWN ALARM

A spoken message is issued in English and Spanish indicating:

"CONFINEMENT, PLEASE REMAIN IN YOUR AREA UNTIL FURTHER NOTICE."

In the event of a failure in the loudspeaker system, a public address system with megaphones is activated with "Lockdown" alert messages or a warning via cell phone or telephone to the sections.

Upon hearing the above message, proceed with the following instructions:

- If you are in an open area and have the opportunity (without being easily seen), quickly go to a place that you can close, secure, and hide (rooms, offices, bathrooms, storage rooms).
- Lock doors and windows, turn off lights, close blinds/blackout curtains, remain hidden and silent; if the door does not have a lock or security device, block the door with a chair or heavy piece of furniture that makes it difficult to open.
- If possible, hide under a desk, behind walls, columns, furniture, or places where you cannot be seen from doors or windows.
- Put your cell phone on vibrate or silent mode and remain as quiet as possible.
- Avoid using your cell phone, as the sound of incoming calls or the whisper of your voice may alert the intruder.
- Only security personnel are authorized to notify emergency services.
- If you are in the bathroom, lock yourself in a bathroom with a door, lock the door, stand on the toilet so that your feet cannot be seen, and remain silent.
- If the threat is in your area or section, take the necessary measures to try to block or obstruct doors and windows with objects that will allow you to do so.
- If you find yourself with a group of people in the same area, try to spread out in the room so that you are not too close to each other.

- In all cases, once hidden, try to reduce your silhouette (crouch, kneel, or put your chin on the floor).
- Remain alert until you are informed via loudspeaker that the emergency situation is under control or until security personnel or a member of the emergency response team knocks on the door, identifies themselves by their full name and work area, and indicates that the situation has been brought under control.
- The information that the emergency situation is under control may only be transmitted by CCB personnel. Do not obey information transmitted by other people.
- If evacuation is required during a lockdown, security personnel or brigade members will knock on the door, identify themselves with their full name and work area, and indicate the area to which you should evacuate in complete silence, at a fast pace (without running), with your body bent forward and following the instructions of the guide.
- If any strange objects are found at the initially designated meeting point, evacuation to another meeting point will proceed. Do not handle or approach the object found; it will be examined exclusively by specialized personnel sent by the corresponding police unit.
- Return to normal activities will only be authorized when the Emergency Coordinator gives the instruction to resume classes once it has been confirmed that everything is in order.

14.3.2. LOCKDOWN ORGANIZATION PLAN

In order to organize the lockdown process, the CCB has been divided into four (4) sections: 1) **Early Childhood**, 2) **High School and Elementary School**, 3) **Open Areas**, and 4) **Other Areas**, ensuring that all persons have access to places where they can take refuge while the threat is neutralized or ended.

14.3.2.1. Early Childhood Section

The layout of your rooms means that if the lockdown protocol is activated, people in those areas must move. This section is subdivided, taking into account where they are moving to.

Movement Procedure

You must remain as quiet as possible both during the move and in the safe area. Once in the safe area, follow the instructions in section 14.3.1.

1. Maloka Building

- Students and adults in the Maloka should gather at the building's exit ramp.
- The emergency guide (teacher) directs the evacuation of all persons to the EC music room located in the Plazoleta de la Ceiba.

2. Pre-Kindergartens:

- Students and adults must move under the direction of the Emergency Guides (teachers) through the internal corridors of the building and must divide up and go to the Ludoteka and the EC theater and dance rooms in the primary school building (1st floor), as shown on the map.

3. Kindergarten classrooms:

Kinder E is not included in this process because it is a closed classroom.

- Students and adults should move under the direction of the Emergency Guides (teachers) through the internal corridors of the building to the EC library.

4. First Grade Classrooms:

- Students and adults must move under the direction of the Emergency Guides (teachers) through the internal corridors of the building to the EC gym.

14.3.2.2. Elementary and High School

Classrooms, offices, and classrooms/laboratories are enclosed spaces that have the necessary infrastructure to be used in the event of a lockdown. They do not need to be evacuated if the lockdown alarm sounds.

People in these areas must follow the instructions in section 14.3.1 LOCKDOWN ALARM.

14.3.2.3. Open areas:

Movement procedure: Keep as quiet as possible both during the move and in the safe area. Once in the safe area, follow the instructions in section 14.3.1.

- Auxiliary soccer fields and cafeteria: People should go to the EC music room located next to the bathrooms and inside the cafeteria bathrooms.
- Auxiliary soccer field behind the elementary school: People should go to one of the following rooms: 3A, 3C, 3D, 3D.
- Edgar Jurado soccer fields, additional fields, swimming pool, and gym on the first floor: People should go to the second floor of the gym. Access is located at the back of the gym.

Other areas of the school:

In other areas of the school that have spaces that can be closed off, such as:

- Administration offices, admissions, ICT, PTA, Chapel
- AEB Laurence Auditorium and LA Maldonado Auditorium (High School).
- General Services and Environmental Area
- ECA staff office area.
- Colombo House.

In the event of a lockdown alarm, individuals in these areas must take shelter within their spaces and comply with the guidelines established in section 14.3.1.

14.4. PROCEDURE FOR ELECTRICAL STORMS

Activated when the CCB's thunderstorm detector detects lightning strikes approximately 30 kilometers or less away. The Security Guard at the main gate is responsible for activating the alarm with a spoken message repeated twice simultaneously, which is repeated every five (5) minutes while the alert persists. If, after the last activation, the alert is not reactivated by the Security Guard, it is understood that the electrical storm is outside the danger range and the threat of lightning strikes is minimal or nonexistent.

The loudspeakers for this alert are mainly heard on the playing fields and other outdoor areas with the following message in English and Spanish:

"THUNDERSTORM, PLEASE FIND SHELTER."

In the event of a failure in the loudspeaker system, megaphones are activated with messages saying "Thunderstorm Alert, please leave the playing field and take shelter in a covered area" and/or a constant whistling sound.

14.4.1. Inside buildings:

- Remain inside rooms, classrooms, offices, and covered areas with walls.
- Stay away from windows.
- Turn off electronic equipment that is directly connected to the power supply (plugged in).
- Avoid using cell phones, especially if you are near a window.
- Wait attentively for instructions.

14.4.2. Outdoors, in corridors, during breaks, lunch, entering or leaving the CCB:

- Move quickly to a covered area with walls, without running.
- Avoid using cell phones or computer equipment.
- Do not take shelter under trees; keep a safe distance from trees and lightning rods (approximately 10 meters).
- Wait attentively for instructions.

14.5. PROCEDURE FOR ATTENTION IN THE POOL AREA.

- In all areas of the pool, doors and corridors must always be in good condition and free of obstacles.
- In the pool area, there is a schematic diagram clearly indicating the location of safety zones and evacuation routes.

14.5.1. Earthquake in the pool:

- Once the emergency siren sounds, the Emergency Guide (teacher) stops any activity taking place in the pool and, together with the students, assumes an alert stance.
- The Emergency Guide (teacher) directs the students to one side of the pool, ordering them to form a line and hold onto the mesh (edge) of the pool.
- Once the siren has stopped sounding and the spoken message "EMERGENCY, PLEASE EVACUATE TO THE MEETING POINT" begins, the Emergency Guide (teacher) organizes the evacuation from inside the pool to the evacuation route in an orderly manner.
- Students in dressing rooms and bathrooms should proceed to the evacuation route and wait for instructions from the Emergency Guide (teacher) before proceeding to their safety zone.
- The Emergency Guide (teacher) must be the last to leave the pool area, ensuring that no students remain inside.

- At the time of evacuation, students should proceed in an orderly manner to their safety zone located outside the pool quickly (without running), calmly and orderly, with their hands empty.
- Once in the safety zone (meeting point), everyone must remain in order and silence. The teacher counts their students and makes sure everyone is present.
- Continue the procedure as indicated in item 14.2.1 PROCEDURE FOR EVACUATION DUE TO EARTHQUAKE.

14.5.2. Fire or leak within the pool area:

- Once the area of the fire or leak has been identified, and if it is close to the pool facilities, or if the alarm is heard, follow 14.2.2 PROCEDURE FOR EVACUATION DUE TO FIRE, EXPLOSIONS, LEAKS, AND/OR SPILLS.

14.5.3. Lockdown in the pool area:

- Go to the second floor of the Coliseo, located at the rear entrance, and take shelter there until further notice. Follow 14.3. PROCEDURE FOR CONFINEMENT (LOCKDOWN).

14.5.4. Electrical storm in the pool area:

Follow the procedure indicated in item 14.4. PROCEDURE FOR ELECTRICAL STORM.

14.5.5. Drowning by immersion:

When a person is drowning, they may be overcome by panic and endanger the life of the rescuer; therefore, the following protocol must be activated:

- If you are alone, do not attempt to rescue a drowning person unless you are experienced in water rescue techniques. Call a teacher or lifeguard or send someone to search for the victim and, in the meantime, do not lose sight of the victim's location.
- Locate the lifebuoys with ropes (orange floats) in the area and throw them to the victim without letting go of the end of the rope.
-
- Once you are no longer alone and have the support of the lifeguard or another adult, proceed to pull the victim out by pulling the rope to the nearest edge or, ideally, toward the pool ladder area.

- Once you have pulled the victim out of the pool, do not try to remove the water from their lungs. The person in question may be in shock.
- Place the victim in the recovery position, i.e., turn their head and body to one side to allow any liquid to drain out and prevent it from entering the deep respiratory cavity or lower airway.
- Cover the victim with a towel, blankets, or clothing.
- Medical attention is always necessary, even if the victim appears to have recovered completely, as a person who has nearly drowned may suffer serious complications that are not noticeable at the time.

14.6. PROCEDURE FOR PATIENT CARE.

The Medical Emergency Plan (PAEMED) guarantees the provision of timely and efficient medical services to students, teachers, administrative staff, workers, and other persons inside the CCB during its operations. First aid and basic medical support are provided at the scene of the incident. Subsequently, the patient(s) are referred to the nearest specialized medical centers in order to receive the medical care required according to the nature of the injury.

This procedure is coordinated by the Head of the CCB Medical Department.

The Patient Care and Triage Point is the CCB Medical Department. If the emergency does not allow the use of the medical department, a temporary site must be set up. A tent and medical equipment must be available, and the site must be in the green area located at the rear of the Administrative Area.



The emergency brigade must meet with the COE to define the areas where assistance is required (coordinated by the Operations and Liaison area), equip themselves, and enter the emergency area to be attended, extract and transfer patients to the point of care and classification.

Once at the Patient Care and Classification Point, patients are stabilized together with the nurse, brigade personnel and/or support groups, firefighters, paramedics, etc.

Subsequently, the doctor performs TRIAGE to compile a patient census, which is reported to the COE, detailing the state of health and the place to which they are being transferred; thus allowing the transfer of patients to the nearest health institution to be coordinated,

with the help of support groups: paramedics, firefighters, and other members of the mutual aid plan who can provide support.

The medical department (doctor and nurses) only proceeds with:

- Minor first aid.
- Medication for minor ailments.
- Application of external gel to relieve inflammation.
- Immobilization prior to the transfer of an accident victim to specialized centers.
- Cardiopulmonary resuscitation.
- If requested to administer any medication that may be part of a previous treatment, this may only be done with the appropriate medical authorization (prescription issued by a medical professional). All other CCB personnel are prohibited from administering any type of medication.

14.7 PROCEDURE FOR PARENTS AND/OR LEGAL GUARDIANS IN THE EVENT OF AN EMERGENCY NOTIFICATION

In the event of an emergency requiring total evacuation of the CCB, the parents and/or legal guardians of the students are informed of the situation through the institutional communication channels (Phidias). In such cases, the CCB proceeds as follows:

14.7.1 Departure from the CCB premises in the event of extraordinary events that do not involve imminent risk (allowing students to wait inside the school premises):

- Once parents and/or legal guardians have been notified of the evacuation, students will be separated into two lines according to their grade (students who are transported in private vehicles and those who are transported on CCB bus routes). Students who normally travel on school bus routes will be directed in an orderly manner (starting with the youngest grades) to their corresponding routes and taken to their homes.
- Students who are normally transported in private vehicles will remain at the CCB meeting points until they are picked up by their parents, legal guardians, or those designated by them.
- In these cases, students will only be allowed to enter the pick-up area through doors 1 and 4, and will be allowed to leave through doors 2 and 3, respectively.
- If the vehicle entrance/exit gates are blocked, the COE and the brigade will assess the most appropriate and least risky route for both the student and the person picking them up, and the parents will be notified.

14.7.2 Evacuation of the CCB in the event of extraordinary events involving imminent risk (which do not allow waiting inside the school premises):

- If the emergency requires the immediate evacuation of the CCB, the mutual aid plan will be activated, evaluating the conditions of neighboring allies with the Head of Security and liaison beforehand.
- All students, without exception, will be evacuated, with their regular teachers acting as emergency guides for easy identification. They will be taken to the nearest safe place identified as being closest to the institution.
- Parents and/or legal guardians are kept informed of the situation through institutional communication channels and are directed to the destination where the students are being taken for reception, depending on the situation.
- In such situations, parents are asked to refrain from arriving at the CCB before being notified.

14.7.3 Procedure in the event of blocked access and exit routes:

This is the most extreme scenario that the CCB could face. It would consist of a catastrophic event of great magnitude, in which there would be a collapse of the access and exit routes to the CCB, which could even cause difficulties in communications with parents. In the event of such an event, the CCB would proceed as follows:

- Activate the Emergency Committee (COE) to assess the situation and manage it appropriately, determining the condition of the school facilities, the presence of victims, and obtaining all the resources required during the contingency.
- Simultaneously, carry out the necessary tasks to activate the available communication channels in order to establish communication with parents and municipal support entities.
- Set up a safe place as a shelter for all members of the community who are in the CCB.
- Conduct a census of all personnel inside the institution and schedule a census every two hours to stay informed of the conditions of each group. If the time spent in the CCB is prolonged, this census will allow for the organization of necessary food and drink supplies.
- Activate the PAEMED and establish medical priorities by obtaining information from all persons inside the CCB.
- Coordinate the appropriate conditions for the supply of food, beverages, and other essential items.

- Form search and rescue teams, who in turn explore the area in search of possible evacuation routes and/or access points for multipurpose logistical support teams.
- Once the conditions and possible scenarios have been assessed, all actions carried out at the CCB are aimed at quickly and safely returning students to their parents, legal guardians, and/or authorized persons, always prioritizing the well-being of the students.

14.8 MUTUAL ASSISTANCE PLAN

In order to establish a private, voluntary, reciprocal, and non-profit agreement, in consideration of the risks inherent in the type of activities we carry out and in accordance with Article 2.2.4.6.11. Decree 1072 of 2015, the CCB has developed a Mutual Assistance Plan, whose main objective is to ensure its permanent and full operation, in order to provide coordinated technical and/or human assistance in cases where an emergency exceeds or threatens to exceed the institution's own response capacity for events such as spills, fires, explosions, short circuits, toxic clouds, and in general, events caused by natural and technological hazards or by malicious acts of third parties or by any other cause at the facilities of the Institution and/or the companies that are signatories to this agreement or that adhere to it.

REQUIREMENTS:

There are some basic requirements that every company or institution that is part of the CCB Mutual Aid Plan must be aware of and must endeavor to comply with in order to operate:

- a) Each company commits resources to the extent that its own safety is not compromised.
- b) Each company must keep its emergency plan up to date.
- c) Hold at least one coordination meeting every six months between the emergency coordinators of the companies or institutions that are part of the mutual assistance agreement.

14.8.1. LISTS OF COMPANIES AND INSTITUTIONS THAT MAKE UP THE MUTUAL AID PLAN

EMERGENCY HOTLINES	
TYPE OF EMERGENCY	SUPPORTING ENTITY OR ORGANIZATION
Integrated Security and Emergency System in which citizens' requests for help are registered in situations affecting coexistence, public safety, the environment, and health matters.	URGENCY REGULATING CENTER NUSE - UNIQUE SECURITY AND EMERGENCIES NUMBER
Assault, disturbances, kidnapping attempt, Bombs.	POLICE LA MARÍA POLICE STATION NATIONAL POLICE QUADRANT - CAI CIUDAD JARDÍN PRIVATE SECURITY SERVICES GAULA VALLE GAULA POLICE GAULA ARMY ANTI-TERRORISM HOTLINES GENERAL PROSECUTOR'S OFFICE
Traffic accident, poor parking, road disorder	SECRETARIAT OF TRAFFIC
Gas leaks, gas pipeline ruptures	GAS NATURAL
Fires, chemical spills, leaks, explosions, ambulance	CALI FIRE DEPARTMENT X11 MELENDEZ
Medical care, ambulance, disaster assistance, Natural phenomena.	PROTECTED AREA: MEDICAL GROUP CALI RED CROSS VALLE DEL LILI FUNDACIÓN VALTALMOLOGY CLINIC OF THE VALLE UNIVERSITY HOSPITAL OF THE VALLE HUV Burns Unit JAMUNDÍ PILOT HOSPITAL IMBANACO CLINIC DISASTER ASSISTANCE AND PREVENTION
Mutual logistical support	CORPOPANCE COLEGIO BOLÍVAR COLEGIO NEW CAMBRIDGE COLEGIO JUANAMBÚ JARDIN INFANTIL MARIA BELEN CLUB FARALLONES

15. INTERNAL DIRECTORY

SECTION	EXTENSION
Reception	385
Gatehouse	340
Principal's Office	304
Administration	307
Admissions	344
Communications	329
General Assistant	306
Financial Manager	313
Treasury	301
Security	352
Occupational Health and Safety	376
Medical Department	346
Main Cafeteria	333
Purchasing Office	318
Alumni Office	391
Sports	339
Transportation	334
PTA	364
Counseling and International Programs	360
Libraries: Early Childhood / Primary / Secondary	370 / 371 / 338 - 393
Audiovisuals	350
Extracurriculars Coordination	335
Early Childhood	319
Early Childhood Psychology	326
Primary	311
Primary Psychology	357 - 358
Secondary	330
Secondary Psychology	366
IT Department	351 - 309

16. GLOSSARY OF ACRONYMS AND ABBREVIATIONS

- ARL- Administradora de Riesgos Laborales
- CAS- Creatividad, actividad y servicio.
- CCB- Colegio Colombo Británico
- CRT- Class Room Teacher - Profesor de Clase
- Deputy Head- Asistente en Jefe de Sección
- DP- Programa del Diploma
- EC- Early Childhood
- ECAs- Extracurriculares
- ELT- Educational Leadership Team
- EPP- Elementos de Protección Personal
- ICT - Área de Sistemas
- IB- Organización del Bachillerato Internacional
- ICFES- Instituto Colombiano para el Fomento de la Educación Superior.
- JPC- John Patrick Cushnan
- LAHC- Latin American Heads Conference
- Link - Enlace
- MEN- Ministerio de Educación Nacional
- MYP - Programa de Años Intermedios
- PAEMED - Plan de Emergencias Médicas
- PE- Educación Física
- PEI- Proyecto Educativo Institucional
- 188
- PGIRS- Plan de Gestión Integral de Residuos Sólidos
- PESV- Plan Estratégico de Seguridad Vial
- PMESV - Programa Marco de Educación en Seguridad Vial
- PTA- Asociación de Padres de Familia del CCB
- PYP - Programa de la Escuela Primaria
- SIUCE - Sistema de Gestión Unificado de Convivencia Escolar
- SLT- Senior Leadership Team
- SST- Seguridad
- TIC - Tecnologías de la información y la Comunicación