



# SCS 2022-2023 Parent-Student Handbook

Santiago Christian School  
Santiago, Dominican Republic

[www.scs.edu.do](http://www.scs.edu.do)



# SCS 2022-2023

## Parent-Student Handbook

### 2022-2023 SCS Parent-Student Handbook Disclaimers

1. This manual supersedes and replaces all previous policies and procedures, including, but not limited to, all written memoranda or policies that have been issued on the topics covered in this manual.
2. The policies included in this manual are for guidance only and are subject to change as SCS deems appropriate and necessary. From time to time, new or modified policies, procedures, benefits or programs may be issued.

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# Section I: Purpose and Philosophy of School

## A. History

Santiago Christian School was established by evangelical missionaries in the mid-1960s to provide an English-language, American education for the children of missionaries and for a limited number of other English-speaking children. On February 9, 1970, sensing the demand in Santiago for an English-immersion school and aware of the increased opportunity for ministry such a school would provide, representatives from several missions legally incorporated Santiago Christian School and elected its first Board of Directors. The school was located at the Instituto Evangélico until 1973, when it moved to its present site. In December of 1993, the school was accredited in the United States by Southern Association of Colleges and Schools. In addition to regional accreditation in the United States, the school has non-profit status in the Dominican Republic, is formally recognized by the Dominican Ministry of Education, and was also accredited in 2012 by the Association of Christian Schools International (ACSI). In 2015, SCS was accredited by Middle States Association of Colleges and Schools and reaccredited in 2017 by ACSI.

## B. Statement of Faith

*The basis of the faith and doctrine of Santiago Christian School shall be the Word of God as found in both the Old and New Testament interpreted by the following Statement of Faith:*

1. *There is one God eternally existing in three persons: the Father, the Son, and the Holy Spirit. (Deuteronomy 6:4; Matthew 28:19; Mark 12:29; John 15:26)*
2. *The Holy Scripture is inspired of God, absolute in its authority, and is our only infallible rule of faith and practice. (2 Timothy 3:16; Hebrews 4:12)*
3. *Jesus Christ, is the only Savior and mediator between God and man. He is the divine Son of God, was born of a virgin, died on the cross, shedding His blood for our sins, and was bodily raised from the dead for our justification. He ascended to the right hand of the Father and He will return visibly and bodily with power and great glory. (Matthew 1:23; Acts 2:22-24, Romans 5:6-9; Hebrews 1:3; Matthew 24:30)*
4. *In His own image, God created Adam and Eve, the historical parents of the entire human race, distinct from all other living creatures, and in a state of original righteousness. Therefore, all human life, from conception to natural death, is worthy of our respect and protection. God created humankind as either male or female, in conformity with their biological sex at birth, to more fully express His image and to reflect His purpose for their lives. He designed marriage to be a lifelong, exclusive relationship between one man and one woman and the only appropriate context for the expression of human sexuality. (Genesis 1:26-27; Genesis 2:18-25; Psalm 139:13-18; 1 Corinthians 7:2; Ephesians 5:21-33)*
5. *Man is, by nature, a sinner separated from God and can become God's child only by grace through faith in Jesus Christ. (Romans 3:10-26; Ephesians 2:4-5, 8-9)*
6. *Those who are born into God's family have eternal life; and those who are not, remain in spiritual death and will be separated from God forever in hell. (John 3:6, 15-19, 36; Revelation 20:15)*
7. *The Holy Spirit lives in the believer, enabling him to walk in purity of life and submission to the will of God, as revealed in the Scriptures. (Romans 8:1-11; Galatians 5:22-25)*
8. *All believers, regardless of sex, race or social status, are united in the Body of Christ, the Church. (1 Corinthians 12:12-27; Galatians 3:26-28)*

*This Statement of Faith does not fully exhaust the extent of our beliefs. For purposes of faith, doctrine, practice, policy, and discipline, the Santiago Christian School Board of Directors is the school's final interpretive authority on the Bible's meaning and application.*

## C. Mission: *Formando personas íntegras*

The school's mission statement incorporates a vision and purpose (that students will become *personas íntegras*). In addition, the mission statement describes what the school does every day (forming *personas íntegras*). Therefore, the mission statement may be alternately referenced as the school's "Vision" or "Purpose" statement. The mission statement is derived from the Board's Ends Policy.

### Mission statement

Santiago Christian School exists to form *personas íntegras*  
who reflect Jesus in character, wisdom, and influence.

## D. Ends Policy

The Board's Ends policy describes the difference Santiago Christian School seeks to make in its beneficiaries' lives (i.e., the lives of students).

### Ends Policy

Students are *personas íntegras*, reflecting Jesus in character, wisdom, and influence, in an environment which models these same qualities, at a cost that is justified by the results.

1. Students display growing maturity as disciples of Jesus.
2. Students model character traits which enable a fruitful life of service to God and to their communities. Students are grateful stewards of their gifts.
3. Students display wisdom rooted in a biblical worldview.
  - a. Students communicate with skillfulness and versatility in English and Spanish.
  - b. Students have a strong knowledge of scripture and recognize it as God's unique self-revelation in written word.
  - c. Students leave SCS college-ready and transfer-ready for accredited schools in the US and DR.
4. Students exert a redemptive influence on their world.
  - a. Students understand the principles of healthy, moral family living.
  - b. Students advocate on behalf of the weak.
  - c. Students possess the emotional intelligence and collaborative skills needed to be successful servant-leaders and ethical followers.
  - d. Students commit to a body of believers for the purpose of worship, teaching, encouragement, and service.
5. Students follow the examples of the school's faculty and staff in living as *personas íntegras*.

## E. Graduate profile

SCS graduates will be *personas íntegras*. SCS students will display growing maturity as disciples of Jesus by increasingly reflecting him in character, wisdom, and influence.

## CHARACTER

At SCS, **character** is...

- A. Confidence in God's divine purpose for our lives
- B. Understanding that integrity is consistency
- C. Commitment to following Jesus as Lord

In reflecting the *character* of Jesus, graduates will demonstrate

- 1. Excellence
- 2. Gratitude
- 3. Honesty
- 4. Purity
- 5. Cultural discernment
- 6. Self-regulation
- 7. Independence
- 8. Initiative
- 9. Perseverance
- 10. Creativity
- 11. Curiosity

## WISDOM

At SCS, **wisdom** is...

- A. Confidence in the Bible as the Word of God
- B. Understanding that God is the source of all truth
- C. Commitment to making Christ-centered decisions

In reflecting the *wisdom* of Jesus, graduates will demonstrate

- 1. Knowledge of Scripture
- 2. College readiness
- 3. Critical thinking
- 4. Bilingualism
- 5. Information literacy
- 6. Communicative excellence
- 7. Technological competence
- 8. Healthy living
- 9. Creation stewardship

## INFLUENCE

At SCS, **influence** is...

- A. Confidence in God's redemptive love for the world
- B. Understanding that leadership is service
- C. Commitment to loving God and sharing His love with others

In reflecting the *influence* of Jesus, graduates will demonstrate

- 1. Leadership
- 2. Humility
- 3. Forgiveness
- 4. Sacrificial love
- 5. Respect
- 6. Tolerance
- 7. Empathy
- 8. Advocacy
- 9. Fellowship
- 10. Civic responsibility

The school works towards the Ends as articulated in schoolwide outcomes found in the Graduate Profile, within the parameters of both the Statement of Faith and the Philosophy of Education.

## F. Philosophy of education

The school's philosophy of education articulates SCS's biblically-based, mission-focused approach to education that is coherent across all programs of the school, in all classrooms and school activities.

### 1. The focus of an SCS education: the heart

*"Sh'ma, Yisra'el! Adonai Eloheinu, Adonai echad."*

God provided his people with the central focus in the education of the next generation. As the people of Israel camped on the plains of Moab, preparing to enter the Promised Land and build the nation God desired to stand as a light to the nations, Moses instructed Israel in the way to pass on their faith to their children. This philosophy for education was powerfully captured in the *Shema* of Deuteronomy 6:4-9:

Hear, O Israel! The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates.

In Deuteronomy, God’s vision for education—for shaping the next generation for his glory—starts with the heart, from which flow all the passions and energy of life. God’s vision is that these passions would be channeled into a life lived for Him: “Love the Lord your God with all your heart and with all your soul and with all your strength.” In Deuteronomy 6, education begins in hearts of adults as their love for God transforms their sense of purpose and mission in life and as they pass this along to their children.

## 2. All day, every day

Spiritual formation does not happen through a daily or weekly lesson but through a process that continues all day, every day through relationships within our community. Moses said, “These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up” (Deuteronomy 6:6-7). Jesus modeled this kind of all day, every day mentoring with his own disciples.

SCS faculty and staff partner with parents to provide our students with continuous instruction and mentoring in the teachings of Jesus. Just as teachers are required to have educational training and credentials in order to teach students academic subjects, so SCS faculty must also have a passion for Jesus and for teaching students about him. “Talk about them,” God writes, urging adults to communicate the written word and bear it on their lips. The context for communicating God’s Word is not simply a Bible class. The context for shaping a new generation is much broader, “when you sit at home and when you walk along the road, when you lie down and when you get up.” Discipleship happens in all seasons and in all settings, in and out of class, working together in the community and cheering together on the soccer field, in the midst of discipline and in the midst of rejoicing. At SCS, we seek to create a community in which teachers and students live together within the context of ongoing discipleship.

## 3. Modeled by Jesus

Jesus, the Living Word, sets the perfect example. The community in which Jesus lived—both the hostile religious leaders and his own disciples – viewed Him as a teacher. As a teacher, Jesus often addressed large crowds with groundbreaking sermons that left the multitudes stunned at his intellect and his command of the Scriptures. Yet, beyond the large crowds, Jesus had a select group of followers whom He had chosen for special instruction. His friends followed Him everywhere, and, everywhere they went, Jesus taught them in the normal rhythms of life: when they were reclining around the dinner table, or walking down the road, or sleeping in the hull of a ship. Mundane, everyday objects and encounters became glimpses into the Kingdom of God: a fig tree, a coin, a small child, a blind man, a storm, a fish, a mustard seed, a wineskin, a loaf of bread, a sheep, a vine, a dead friend, a field, a farmer, a pearl, a wedding, a father, a son.

Jesus, the teacher, shaped His disciples in the very manner that God, through Moses, instructed His people to shape their children. As a school, SCS is committed to the vital role that a Christian school can play, through its teachers, coaches, maintenance workers, office staff, food service personnel, administrators, and Board of Directors. The adults in the community are called upon by God to flesh out the *Shema* of Deuteronomy 6. With students walking alongside faculty and staff for seven hours a day and 180 days a year for up to 14 years in a row, no other institution beyond the family is better positioned to shape the life of a young person than the Christian School.

## 4. Context for a *Shema* model of teaching and learning

At SCS, the *Shema* model of discipleship—of forming *personas íntegras*—is an educational experience that is (1) educational, (2) relational, (3) intentional, (4) ordinary, and (5) participatory. These components,

taken together, provide an opportunity to develop a biblical worldview deeply rooted in the passions of the heart.



**Educational.** Enacting the *Shema's* command to “talk about” God's commandments require direct instruction. Indeed, Jesus’ direct instruction—preaching—provided the content that his life exemplified. As such, as we seek to shape the lives of children, we believe strongly in the role of the teacher as the voice of truth. Truth—as revealed in Christ, in Scripture, and in creation—needs to be articulated clearly and directly, shaping the worldview of our children. As it was in Jesus’ ministry, speaking truth to students is the central work of the disciple-making teacher. Working together with relationships, that truth comes to life in the context of the real world.

**Relational.** As powerfully illustrated in the life of Jesus, whose teaching had the greatest impact on those with whom he had a relationship, education thrives in the presence of positive relationships. The school's perspective of the student sees children as created in the image of God, and teachers are recruited who view their students as individuals called to be followers of Jesus. On this foundation of respect for the learner, and with the understanding that discipleship happens in the context of “all day every day,” SCS has selected two social-emotional programs as a daily guide to relating to children within the school environment. Love and Logic describes the school’s overarching, PK-12 approach toward relationships in the classroom; in the elementary school, the Responsive Classroom provides specific direction on building a classroom community that maximizes the potential for discipleship relationships.

**Intentional.** Shaping *personas íntegras* is intentional. Discipleship is not left to chance at SCS. The entire school experience should shape the discipleship process. All student experiences are designed as part of the “curriculum” in the broadest sense as part of the process of capturing the heart and harnessing students’ energies for God’s glory. SCS relies on programs created beyond language arts, math, and science, to help provide opportunities for discipleship through leadership development, service, and character formation. Programs are designed and articulated through program descriptions and are filtered through the lens of how each student learning experience will further shape *personas íntegras*. Effective discipleship requires planning and design.

**Ordinary.** The *Shema* directs parents to bring the Word of God to light in the ordinary, day-to-day processes of life: “when you sit at home and when you walk along the road, when you lie down and when you get up.” The ordinary experiences of life were redeemed by Jesus as he used a fig tree, a storm, fishes and loaves, and a sick child to help his disciples understand the implications of truth. At SCS, teachers look for redemptive moments that arise in the course of each day, whether passing between classes, talking with a student about classroom behavior, or chatting on the sideline at a game. Noticing and redeeming these ordinary events of life as a vehicle for truth require the staff to come every day to school with hearts that are passionate for the Word and ready to make a difference for God’s kingdom.

**Participatory.** A Deuteronomy 6 approach to discipleship will be inherently participatory. It requires staff and students to “walk along the road” together, to form relationships in the process of sharing life experiences. Forming people of character, wisdom, and influence is not something that can be

accomplished in front of a whiteboard alone: students need to see truth lived out and be given the chance to try it for themselves. The fundamental element of educational best-practice can be seen in Jesus' ministry: he engaged his disciples early in his ministry in disciple-making themselves, sending them out in pairs to preach the gospel far before they had even come to full understanding of its implications. At SCS, students need to be given the opportunity to uncover deepening levels of truth by living it out under the guidance of adults who have gone before them. When walking together, students see that the faculty and staff of the school are living examples of the truths they are being taught.

## 5. Living examples

The SCS Ends policy concludes with policy 1.5, which reads, "Students follow the example of the school's faculty and staff in living as *personas íntegras*." Moses' instructions were first directed not at the children but to the parents. Before he said, "Impress them on your children," he said, "Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be on your hearts." A *Shema* model of Christian education works only when the teachers, coaches, and staff members who direct the experience are themselves transformed by the truths they teach. Just as Moses assumed that parents must know God's commandments, teachers must not only know the truth themselves but also must be committed to it with all their heart, soul, and strength. As Jesus lived his life before his disciples, their faith grew and their understanding of discipleship deepened every day. His example is a key component in calling us to be his disciples. With the apostle Paul, the faculty and staff at SCS must be able to say, "Follow my example, as I follow the example of Christ" (1 Corinthians 11:1).

## G. Spiritual participation

Santiago Christian School requires participation in daily Christian devotions, participation in a curriculum that applies the Christian faith to all areas of learning and life, and satisfactory performance in Bible courses at each grade level. Chapel attendance is required.

In the event that a student does not wish to participate, the Student Welfare Department will dialogue and follow-up with the student. If the student persists in choosing not to participate, parents will be informed, for the purpose of evaluating a change in school environment that meets the needs and requirements of the child.

## H. Faculty and staff profile

The board of directors endeavors to provide only professionally and spiritually prepared teachers and staff, dedicated to providing quality education and committed to loving and training the whole child.

The majority of teachers at Santiago Christian School have been recruited from accredited colleges and universities in the United States. Teachers must have a minimum of a four-year college degree and have a valid teaching certificate from a state education agency. Many teachers at SCS possess a master's degree and have a significant number of years of teaching experience. Some teachers at SCS are citizens of the Dominican Republic and are chosen because their experience or qualifications meet the high standards set by SCS.

The staff members of SCS have the qualifications required for their position, and they consistently strive to meet the high standards set by SCS. All staff members are committed to fulfilling both the mission and the purpose of the school.

## I. School contact information

Street Address: Autopista Duarte Km. 5 ½  
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Santiago De Los Caballeros  
Republica Dominicana

Mailing Address: Unit 3019 SCS-DR  
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(646) 736-6657 (United States)

Fax: (809) 570-6145

Website: [www.scs.edu.do](http://www.scs.edu.do)

## J. Handbook compliance

These provisions set out the SCS procedures and standards to be complied with by students and members of the school community. The content incorporates the principles of the Christian faith, the legal framework of Children and Adolescent Code and MINERD. Each student is required to know and comply with the rules and standards of the **Santiago Christian School Parent and Student Handbook** from the time of enrollment.

Failure to comply with or non-compliance with this Handbook could give rise to disciplinary action, non-enrollment of the student for the next school year and/or legal action, if applicable.

The procedures, rules and standards described in the handbook are subject to change as deemed necessary by the administration, the Board of Directors, international accreditations and/or entities regulating the Dominican educational system.

The **Santiago Christian School Parent and Student Handbook** is available in English and Spanish in print or through the SCS website.

## Section II: Student Enrollment Process

### A. Enrollment procedures

- Enrollment dates are set at the beginning of the school year by the administration.
- Current students will have priority to enroll over new admission applications.
- Santiago Christian School does not guarantee a place after the date established for enrollment if the signed contract and payment of the corresponding tuition and fees have not been received.
- Enrollment for students who do not perform well in terms of academic, disciplinary and/or attendance policies and/or their families not complying with the financial commitment will be suspended, conditioned or cancelled.
- Enrollment is closed by grade when that grade and section has reached the established quota.
- Families waiting for admission will be placed on a waiting list.

### B. Enrollment requirements

Complete the enrollment requirements established by the SCS administration.

## Section III: Programs and Guidelines

### A. Academic programs

#### 1. Primary Division

##### 1) Early Childhood Education (ECE)

The ECE program is designed to prepare the student for Kindergarten which is taught in English. The success of this program depends in part on the amount of parental support and practice that the child receives.

##### (1) PRE-K (FOR CHILDREN AGES THREE AND FOUR)

The preschool program is designed to give children an early beginning in the acquisition of English language, basic and social communication skills, fundamental academics, and gross motor skills. It is open to children who are three years old by September 1st. Children do not need to know how to communicate in English in order to enter this program.

##### (2) KINDERGARTEN (FOR CHILDREN AGE FIVE)

Kindergarten is a traditionally-structured, English language program. Children must have basic English communication skills (listening and speaking) and must be five years old by September 1 in order to enter Kindergarten. Children must demonstrate a beginning understanding of letter names, letter sounds, numbers, shapes, counting, and colors.

##### 2) Elementary (Grades 1-6)

The elementary school offers a traditional academic program based upon United States standards and is open to all students who qualify and have a working knowledge of the English language. Students entering 1st grade must be six years old by September 1st or have proof of successfully completing Kindergarten at an accredited school.

#### 2. Secondary Division

##### 1) Junior High School (Grades 7-8)

The Junior High School program at SCS focuses on developing independent learners who are prepared for a college-preparatory high school program. The program transitions students in graduated phases from the self-contained classroom approach of elementary school to the specialist approach of high school, developing students' personal responsibility and fostering healthy independence while establishing the important academic habits that ensure students' success in high school and beyond. Students continue the academic program based on U.S. standards in an English-immersion context, deepen their mastery of Spanish in their Sociales and Español courses, and take their first steps in the French language.

##### 2) High School (Grades 9-12)

Grades 9-12 are designed to prepare graduates for further study. Students are expected to make regular progress towards this goal and maintain an acceptable grade point average (GPA) and conduct record. SCS is a U.S. accredited school through the Middle States Association of Colleges and Schools and the Association of Christian School International (ACSI). Therefore, our students are recognized by North American colleges and universities. SCS is also recognized by the Ministerio de Educación de la República

Dominicana (MINERD), enabling students to also graduate with credentials recognized by national universities.

## B. High school credits and graduation requirements

### 1. Sample high school course schedule

(See HS Course Description Book for more detailed course information)

#### 9th Grade

Spanish 9  
Biology  
U.S. History Part 1  
Sociales 9  
Algebra I or Geometry  
English 9  
Bible 9  
French 9  
Introduction to Technology & Engineering  
Elective in Fine Arts or PE

#### 10th Grade

Spanish 10  
Chemistry  
U.S. History Part 2  
Geometry or Algebra II  
American Literature  
Bible 10  
French 10  
Elective in Fine Arts or PE  
Salida Optativa: Modern Languages or  
Technology and Science

#### 11th Grade

Spanish Literature  
Physics  
Algebra II or Precalculus  
British Literature (Honors option)  
Bible 11  
Sociales 11  
French 11  
Health  
Elective in Fine Arts or PE  
Junior Seminar  
Salida Optativa: Modern Languages or  
Technology and Science

#### 12th Grade

Dominican Literature  
Advanced Science, Human Anatomy, or  
Environmental Science  
Statistics or AP Calculus  
World Literature (Honors option) or AP English  
Literature  
Bible 12  
Sociales 12  
French 12  
Elective in Fine Arts or PE  
Senior Seminar  
Salida Optativa: Modern Languages or  
Technology and Science

\*Students must enroll in a full schedule each year.

## 2. SCS graduation requirements

<b>Subject</b>	<b>Credits</b>
English	4 credits
Social Studies	5 credits
Math	4 credits
Science	4 credits
Spanish	4 credits
Bible*	3 credits
French	2 credits
Fine Arts	2 credits
Physical Ed./Health	2 credits
Computer	0.5 credit
Salida Optativa	2.25 credits
<i>Total Credits</i>	<i>32.75 credits</i>

\*Bible course credits are dependent on the number of semesters a student is enrolled at SCS. A Bible credit is required for each year of attendance at SCS.

Students who are not receiving their diploma will not be allowed to participate in the graduation ceremony.

## 3. Determining high school grade levels:

### 1) Current high school students

Current SCS students will be allowed to enroll in a grade level when all of the requirements for the previous grade have been completed.

### 2) Transfer high school students

The grade level and credit requirements of transfer students will be determined after review of their transcripts and the results of their admissions testing with the final approval in conjunction with the guidelines of the Ministry of Education. Approved transfer credits count towards required credits for graduation, but are not calculated in the student's cumulative GPA as reported on their SCS transcript. Any credit deficiencies will have to be made up with additional coursework, and additional costs are the responsibility of the family.

## C. Student Support Programs

### 1. Program overview

The Student Support Programs are offered in order to help meet the unique learning needs of each individual student. For each level of service, a plan will be developed and provided to teachers that will outline the needs, accommodations and support required. The plan will be reviewed throughout the school year to ensure that the student is successful.

Parents of children who have been referred to the Student Support Programs will be required to participate in the planning process for their child. A contract will be provided that outlines the service

recommended for the student to be successful, as well as any applicable fees. Fees must be paid prior to receiving support services.

## **2. Program services**

Support program services are determined by program category and support level, which are described below.

### **1) Program categories**

#### **(1) LEARNING SUPPORT PROGRAM**

Teachers will refer students to the Learning Support Program who are struggling in the classroom or who are identified through academic testing. Parents who have previously obtained a diagnosis or testing results for their child may also connect with the Learning Support Teacher and refer their child.

The core of the Student Support Program is the school's Learning Support Program. The Learning Support Program is broadly designed to support the academic students across a spectrum of additional need. Students who are referred to the Learning Support Program will be tested and, if necessary, placed into a support contract. Admittance to the Learning Support Program requires a positive diagnosis by an outside professional. In order to continue in the program, students must have on record a current psycho-educational evaluation no more than three years old.

Through regular communication, quarterly reporting and year-end transition planning, the student's plan will be reviewed and revised with parent input in order to ensure that the student is receiving the required support to be as successful as possible. A copy of the student's plan will be placed in the student's record at the end of each academic year.

#### **(2) ENGLISH LANGUAGE SUPPORT PROGRAM**

Students in the elementary division who are observed by specialist and classroom teachers to be delayed in their acquisition of English will be referred to take a language test and, if necessary, placed into a support contract. For each level of English Language Support service, a plan will be developed and provided to teachers that will outline the needs, accommodations and support required. The plan will be reviewed throughout the school year to ensure that the student is successful.

Through regular communication, quarterly reporting and year-end transition planning, the student's plan will be reviewed and revised with parent input in order to ensure that the student is receiving the required support to be as successful as possible. A copy of the student's plan will be placed in the student's record at the end of each academic year.

#### **(3) SPANISH LANGUAGE SUPPORT PROGRAM**

Spanish Language Support services are offered for non-native Spanish speakers who are in the very basic stages of learning Spanish. Typically, these are students from foreign countries. Support is provided in a second language class in which students learn basic grammar and communication skills. Instruction is also offered in Sociales (social studies) for students who need to fulfill the graduation requirements but are unable to achieve the learning outcomes in a Spanish-immersion class. The goal of the Spanish Language Support program is to provide students with a foundation in the Spanish language that will enable them to transition into the Spanish-immersion classroom as quickly as possible.

Students' growth in Spanish proficiency is assessed at the end of each year. Once students have achieved the language proficiency objectives of the second language program, they are transitioned into the Spanish-immersion classroom. Continued participation in the Spanish Language Support program will be

based on student progress and program capacity. The Spanish Language Support program requires payment of a special services fee each year of enrollment in the program.

#### **(4) COUNSELING SUPPORT PROGRAM**

Contracted counseling support is available on a limited basis based upon referral by teachers, administrators, counselors, the school psychologist, or parents. This program is designed to provide specialized intervention in addition to the counseling support available to all students through the school counselors and psychologist.

#### **2) Support levels**

Student support is divided into two categories: Level 1 and Level 2. Level 1 is moderate support, providing testing accommodations and flexible in-class support approximately 3 days per week (grades K-4) and up to 5 periods per week (grades 5-12). Level 2 is high support, providing testing accommodations and regularly scheduled direct support in and/or out of the classroom 4-5 days per week (grades K-4) and more than 5 periods per week (grades 5-12). Scheduling for in-class and pull-out support will depend on student learning needs and staff availability.

### **D. National Honor Society/National Junior Honor Society**

The National Honor Society (NHS) and National Junior Honor Society (NJHS) chapters of Santiago Christian School are duly chartered and affiliated chapters of this prestigious international organization. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Students are selected to be members by a Faculty Council, which is appointed by the principal.

Students are eligible for membership in NJHS in grades 7, 8, and 9 and in NHS in grades 10, 11, and 12 if they have attended SCS for at least two semesters. For the scholarship criterion, a student must have a cumulative GPA of at least 3.7 for NJHS and at least 3.5 for NHS on a 4.0 scale. Those students who meet this criterion are invited to complete a Student Information Form that provides the Faculty Council with information regarding the candidate's leadership and service. School disciplinary records are also reviewed. The Student Information Forms are carefully reviewed by the Faculty Council to determine a commitment to serving school and community. A majority vote of the Council is necessary for selection. Candidates are notified regarding selection by letter.

A formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance in all four criteria that led to their selection. This obligation includes regular attendance at chapter meetings held a minimum of once a month and participation in the chapter service project(s). Failure to maintain membership standards will result in removal from the chapter.

### **E. Model United Nations Program**

The Model UN is a program characterized by rigorous commitments and challenges that meld junior high and high school students into one group with one purpose: to participate as diplomats in one of the United Nations conferences in which each delegate has the function of representing a country, researching a theme and debating a position.

This program is in an after-school club format in which students have the opportunity to learn about the United Nations organization, its protocol and purpose, develop debating skills, commit to the resolution

of global issues, resolve and negotiate conflicts, learn oratory skills, and understand more about the world around them.

Requirements for participation:

1. The student must submit an application and teacher recommendations.
2. Once chosen for the program, the student will attend weekly Model UN club meetings for the necessary training to be a successful delegate and fulfill the role effectively.
3. Every participant will have the opportunity to take part in the drills that SCS will participate in during the school year.
4. Payment of participation fee: Families are responsible for the cost of participation in Model UN conferences. Conference fees include conference registration, travel and lodging, and the cost of tutorials.

## F. Student leadership

**Junior High School Leadership:** The junior high leadership team consists of 4 students, two from each grade level, who are elected by their peers. The team meets weekly and provides direction to junior high activities and plans/coordinates activities that involve fundraisers, and service opportunities in order to develop a stronger sense of community. Also, the team works to positively impact the school and surrounding society through servant leadership while striving to reflect Jesus in character, wisdom, and influence.

**Student Council and Executive Council:** High school students elect an executive council that oversees the high school student council. The executive council is elected each spring for the following school year. The senior class council positions for their grade level are also elected in the spring, all other grades (9-11) are elected in the first two weeks of the new school year. The executive and class council members promote communication amongst class members, high school events, class events, and promote high school spirit and unity.

**LIT – Leaders in Training:** LIT-level leaders are students in grades 9 to 12 who are in good standing, demonstrate an interest in or talent for leadership, and agree to participate in LIT-level trainings. LIT-level leaders are approved through a simple application process confirming academic and behavioral standing; acquiring signatures of support from parents, faculty members, and peers; offering brief essay responses to questions regarding personal goals and commitments; and promising participation in all LIT-level trainings. LIT-level leaders are the grade 9 to 12 members of Class Council, captains of high school sports teams, and others who desire to grow in leadership.

**Prefect Board:** Prefects are the school's top student leadership positions. Members apply during the spring of their junior year and are chosen after an intensive application and interview process. Each must strongly exemplify the school's core values and possess a proven record of leadership and involvement in SCS leadership programs. Prefects provide practical leadership at SCS in their area of service and grow in servant leadership through the leadership training program and the guidance of their staff mentor.

In September, prefects attend a unifying retreat in which the concepts of leadership are more deeply explored, relationships are forged with the staff mentors, and plans are initiated for the following year. Prefects are the tone-setting welcome committee for new and returning students, poised to lead their peers into a positive and productive year. The Prefect Board is comprised of six positions:

- *Senior Prefects – Plan and lead all prefect meetings, meet with the prefect advisors weekly, and work with senior class advisor and senior class council to provide leadership for all senior class activities*
- *Academics Prefects – Manage the student tutoring programs, study groups, literary magazine, and help coordinate activities with the NHS and NJHS*
- *Fine Arts Prefects – Work with fine arts teachers to promote the arts throughout the SCS community*
- *Spiritual Life Prefects -- Assist with implementation of the weekly chapel programs, service projects, junior high and high school ministries, and find new ways to encourage students' spiritual growth*
- *Advancement Prefects – Assist with campus tours, fundraising events, Jeans Days, school publicity, and special events like Family Day, Open Houses, etc.*
- *Community Prefects – Assist with the Community program to encourage community-building and prevent bullying at SCS, coordinate the Big Brothers/Big Sisters mentoring program for elementary students and for freshmen as well as other initiatives from the guidance office*

## G. Athletic program

### 1. Introduction

The athletic program at Santiago Christian School is a development continuum, beginning with — for many — the students' first introduction to competitive school athletics and preparing them for the highly skilled and competitive level of High School Athletics. All students have received gifts from God and should be able to develop and use those gifts for his glory, in academics, in fine arts and in ATHLETICS.

At the **Elementary** level, grades 1-6, when belonging is important and skill levels are low, we are committed to allowing as many students to play as possible, where students are able to play multiple sports and discover the sports that they may grow to love. The emphasis at this level is on participation, developing skills, and building confidence.

All students are welcome to participate in our developing B team where they have games and may participate in tournaments, but the main goal is to give students the opportunity to play. This means that all the players will have enough game time to help them improve. Students with more highly developed skills for their age group are assigned to the A team. The A team participates in competitive tournaments and games outside the city. Game time for A team players is determined according to skill and the coach's discretion, but still with an aim for developing players' abilities.

At the **Junior High** level, grades 7-8, skills will continue to be developed. The focus is to give the students who are interested the opportunity to grow and compete with other schools' teams, so they can take their skills to the next level. Those students who have not been involved in an athletic program will learn what it means to be part of a team and will see how, with effort and guidance, their skills begin to improve. They learn to win and lose as a team. Student athletes will not be cut from the teams except for behavioral issues. We may also have A and B teams at the Junior High level.

By the **High School** level, grades 9-12, as students mature physically and psychologically, the focus will be to be competitive amongst other schools in the country, while teaching the students the aspects of accountability, teamwork, and dedication, amongst other important character traits. Team strategy becomes more complex. Try-outs will be conducted, and there may not be a place on the team for every athlete who wants to play at the High School level. Those with a higher level of skill development will begin to represent the school in a more competitive environment.

## 2. Sports teams

Junior Varsity and Varsity sports offered by Santiago Christian School will last the entire school year and tryouts will be conducted as early as possible in the school year, as scheduled by the Athletic Director. The Athletic Director will assess the student interest and make a determination on offering additional sports on a year by year basis.

### Elementary (Boys/Girls)

- Soccer (grades 1-2, 3-6)
- Basketball (grades 3-5, 6-8)

### Junior Varsity

- Boys Basketball
- Boys Soccer
- Girls Soccer
- Girls Volleyball

### Varsity

- Boys Basketball
- Boys Soccer
- Girls Soccer
- Girls Volleyball

## 3. Expectations of student athletes

At all levels of play the purpose of the athletics program at Santiago Christian School remains the same. We want to use the gifts that God has given us to bring praise and glory to him. We want each student involved in the program to reach a level of success, to feel good about his/her role on the team and have fun doing it. Christian character and leadership is the primary focus of the program at all times. Student athletes are *expected* to:

- Be a part of everything their team does and make sure every action represents the team positively.
- Be committed to do what their team needs them to do in order to make it the best team possible.
- Attend all practices and games, be on time, and serve a one-game suspension for each absence from practice, unless the absence was excused by the Coach.
- Work hard in the classroom and attend all classes to remain academically eligible. Students must be in school for the entire day in order to compete in a game that same afternoon/evening, unless the absence was excused.
- Meet the SCS standards of behavior which are also expected during practices and competitions by all students.
- Make the season a good experience, even if it is a learning experience for the future.
- Be prepared with proper practice attire and uniforms for all practices and games.

Students who are not meeting these expectations may be removed from their teams.

## 4. Eligibility

Participation in SCS athletics, including tryouts, is voluntary and open to eligible athletes only. Students are not obligated to participate and participation is not required for graduation. Thus, participation in SCS athletics is a privilege and not a right. Accompanying this privilege is the responsibility to conform to eligibility standards. This privilege may be revoked if an athlete fails to comply with the rules.

The athletic director administers all policies as they relate to eligibility and has final authority regarding athlete eligibility. Sound reasoning and adherence to the school's core values will be the standard by which the athletic director evaluates and decides situations outside stated policies.

Eligible athletes must maintain a current signed Consent and Commitment form on file in the Athletic Department.

Students will be excluded from the SCS sports program whenever they do not comply with: (1) grades (being on academic probation p. 23), (2) the standards set out in this Handbook, those involved in fights, consumption, sale, distribution of harmful substances and/or prohibited by law, (3) for misconduct (disrespect to teachers, staff, schoolmates, etc.) conduct that violates the law and (4) for medical conditions.

### **1) Medical eligibility**

All student athletes will be required to have an annual medical clearance filed in the health office in order to participate in practices or games. This medical clearance includes the following:

1. An up-to-date SCS Health Record Part A completed and signed by the parent or guardian. This may be submitted at the time of registration, preceding the start of the upcoming school year.
2. A complete medical evaluation with SCS Health Record Part B completed, signed and stamped by the student's family doctor. This medical evaluation must be completed after June 1st to be valid for the upcoming school year. (New students and students entering 5th or 9th grade may submit SCS Health Record Part B early as part of their admissions process after February 1st of the previous school year.)

### **2) Academic eligibility**

Students participating in sports must meet the criteria and assessment of academic eligibility established at the beginning of the year by the administration.

Academic eligibility for secondary athletes at the end of each quarter will be determined by report card grades. Students failing one or more classes may participate in practices but may not play in games. After four weeks a grade check will be conducted to determine if ineligible students' grades have improved. If students' grades improve to passing in all classes, they will be cleared to play in games.

### **3) Attendance and eligibility**

Attendance eligible athletes are consistently on time and ready to play at all practices and games. Excuses must be requested from the coach well in advance of practices and games and will be granted at the coach's discretion for extenuating circumstances only. Absences or tardies as a result of detentions are unexcused.

Attendance: Players must attend every practice and every game. Injured and academically ineligible athletes must attend practices and games.

- 1 unexcused absence = loss of playing time ½ of a game
- 2 unexcused absences = loss of playing time 1 full game
- 3 unexcused absences = possible temporary suspension from the team

Tardiness: Five to ten minutes early is on time. Injured and academically ineligible athletes must attend practices and games.

- 1-2 unexcused tardies = see coaches' policy
- 3 unexcused tardies = loss of playing time ½ of a game
- 4 unexcused tardies = loss of playing time 1 full game
- 5 unexcused tardies = possible withdrawal from the team

## 5. Uniforms

Uniforms will be sold to students and will then become theirs to own. Any student who does not have his/her uniform for a game will not be allowed to participate and will be marked absent, which results in a one-game suspension. The family is responsible for uniform expenses.

## 6. Practices

Practices are essential for the development of student athletes in which skills are improved, team concepts are introduced and a community is developed. All are required for a successful season. The athletic director, with input from coaches when possible, will create a practice plan. The practice schedule will allow for students to play in multiple sports as best as possible.

## 7. Sports declaration

Students playing Junior Varsity sports may play on a maximum of two teams per year. Practices will be scheduled as best as possible to allow the students to attend all practices for the two teams that they are participating on. All students who are playing on two must declare a primary sport. When practices or games overlap, the students must practice or compete with the team that is their primary sport declaration.

Students playing Varsity Sports may play on one team only as the time commitment required increases, and a student would not be able to commit adequately to more than one team.

## 8. Athletic teams participation for graduation credit

Students are required to have 2 Physical Education/Health credits in order to graduate. Student athletes may receive ½ credit per semester towards their required graduation credit total. Credit will be given for students according to the following:

- The student athlete must attend 85% of all team events, which includes practices, games and tournaments – a minimum of 68 hours per half-credit.
- The student athlete must meet the expectations of a student athlete as outlined above.
- The athletic director, in consultation with the coach, will determine if a student has met the requirements to receive credit.
- Credits will be reported to the Secondary Office by the athletic director.

## H. After-School enrichment and summer school programs

A variety of after school programs are provided for the student including enrichment programs, tutoring, homework club, music lessons, and summer school. These have separate fees depending on the program.

## Section IV: Grading, Homework and Retention Policies

### A. Online services

It is the responsibility and duty of the parents to remain informed about the policies and procedures of SCS by the following electronic means and not to claim ignorance of the information disseminated through these channels:

**SCS website:** [www.scs.edu.do](http://www.scs.edu.do)

The SCS website provides up-to-date information related to the school such as the Parent-Student Handbook, school calendar, school events and activities, links to other sites such as PowerSchool, etc.

**FACTS:** [facts.scs.edu.do](http://facts.scs.edu.do)

SCS provides this online service to facilitate communication with parents and students regarding grades, homework, and academic progress. Access codes are distributed to parents and secondary students at the beginning of the school year.

**Google Classroom:** [classroom.google.com](http://classroom.google.com)

Google Classroom is an online service for distributing and collecting course information and for collaborating online. Teachers may choose to use Google Classroom for their courses.

**Office 365:** [office.scs.edu.do](http://office.scs.edu.do)

Office 365 provides online storage, online Word/Excel/PowerPoint (and more), email, and calendars. Students may not send email to or receive email from external organizations (e.g., Google/Hotmail, universities, etc.). Student email is strictly for internal use only. Students may use Office 365 to legally download and install a copy of Microsoft Office on their computer. In addition, by using their school accounts to log into iOS, Android, and Windows Store versions of Office applications, students may unlock all the features available in these applications.

**Destiny:** [scslibrary.follettdestiny.com](http://scslibrary.follettdestiny.com)

Destiny is our online library catalog. The catalog is searchable without a login, though logins are useful for seeing which books are checked out to a student's account and the due dates. Most students are able to log in to Destiny with their PowerSchool username and password. Please check with the librarian for further information.

**EBSCO:** [search.ebscohost.com](http://search.ebscohost.com)

Through EBSCO, the SCS family has access to a variety of databases for student and educator research into past events and current topics. EBSCO includes newspaper articles, magazines, reference books, biographies, academic journals, and an encyclopedia. A feature of EBSCOhost is multi-language content; users can translate many full-text articles into their language of choice (such as Spanish, Dutch, or Korean.)

Students can search *Explora Primary Schools*, *Explora Middle Schools*, and *Explora Secondary Schools* for student-friendly content tailored to age, development, and reading levels.

A login is required to use EBSCO off-campus. Please check with the librarian for a user ID and password.

## B. Evaluation reports

It is the responsibility of the family to monitor, verify and track the content of academic reporting. Through SCS's academic platform the family can constantly stay informed about the student's educational progress.

A report card is sent home to the parents for all students at the end of each grading period. Report cards include academic grades and behavioral information. A comment space should be completed by the teacher each grading period reflecting achievements, improvement needed, and student effort.

The faculty and staff desire to work closely with parents to enable each student to achieve his/her highest potential. For this to be accomplished, open communication and support between parents and our school are necessary. Parents are urged to call at any time to schedule a conference regarding their child's progress or school programs. Parents must have an appointment to meet with SCS faculty.

Parents and students are encouraged to monitor academic progress via FACTS. Report cards are sent approximately every nine weeks at the end of the grading period as specified in the school calendar. In case the student presents any academic difficulties, parents will be informed.

A parent-teacher conference is held following the first grading period and following the fourth grading period. Conference dates are specified on the school calendar. Parent-teacher conferences may be requested by the school or the parent any time there is a concern that needs to be addressed.

## C. Grading

### 1. Grading scale for grades K-6

For report cards, students in grades K through 6 are assessed using the Marzano-modeled SCS Standards-Based Grading Scale.

<b>Grade</b>	<b>Description</b>	<b>Extended Description</b>	<b>Student-friendly Description</b>
4	Excellent	In addition to score 3.0 performance, in-depth inferences and applications go beyond what was taught.	I know (can do) it well enough to make connections that weren't taught.
3	Proficient	No major errors or omissions regarding any of the information and/or processes that were explicitly taught.	I know (can do) everything that was taught without making mistakes.
2	Adequate	No major errors or omissions regarding the simpler details or processes, but major errors or omissions regarding the complex processes.	I know (can do) all the easy parts, but I don't know (can't do) the harder parts.
1	Limited	With help, there is a partial understanding of some of the simpler details and processes.	With help, I know (can do) some of what was taught.
U	Undeveloped	Even with help, no understanding or skill is demonstrated.	I don't know (can't do) any of it.

## 2. Grading scale for grades 7-12

Students in grades 7-12 are assessed using percentage scores. Percentage scales, corresponding letter grades and grade point scales are employed in grading and in computing averages. The grading scale is as follows:

### Grades 7-12

<b>Letter Grade</b>	<b>Percent Score</b>	<b>Grade Point Average</b>
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.4
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.4
C	74-76	2.0
C-	70-73	1.7
F	Below 70	0

Only academic credits awarded by SCS are included in students' GPA calculations. Approved transfer credits and credits awarded by other institutions count towards required credits for graduation, but are not calculated in the student's cumulative GPA as reported on their SCS transcript.

## 3. Grading policies

The following standards are used to determine quarter and semester grades:

- Up to 10% of the total overall course grade may be assigned to homework (routine daily work completed outside of class)
- Grades 9-12: Student grades are determined by semester based on summative (70%) and formative (30%) assessments.

- Incomplete grades ("I"): If a student receives an "Incomplete," work must be completed within two weeks following the end of the grading period and the final grade turned in to the office. Incompletes are only assigned due to prolonged excused absences or other circumstances approved by the principal. Unless there are extenuating circumstances approved by the principal, for incompletes beyond the two-week grace period the grades for incomplete work will become a zero and the final average calculated.

## D. Homework/class projects

**Purpose:** Homework reinforces academic concepts, builds background knowledge, and gives students an opportunity to practice for mastery. Teachers use homework as a tool to evaluate student understanding so that group and individual re-teaching can be done before testing time. Homework is neither for teaching new concepts nor practicing skills that have not been previously taught in class. Because practice of skills is valuable, completed homework that is submitted on time will not be subject to a score of zero.

**Projects:** Projects give students opportunities to explore topics more deeply, develop critical thinking, and demonstrate understanding in a variety of ways. Most project work should be done in class, and group projects are to be completed in class during school hours (any exceptions to this must be approved by the principal). Teachers may assign no more than one project per semester for each subject area that requires work outside of class. Time spent at home on projects is subject to the parameters for daily and weekly homework.

**Parameters:** Homework should not interfere with student development and well-being such as family time, time to play, and sleep. When an elementary or middle school student has worked the designated maximum minutes, the parent should stop the child and write a note to the teacher explaining the amount of time that the child worked. The child will not be penalized for incomplete homework if he has worked the maximum amount of time for one day. At the high school level, if a student is working beyond the maximum time more than once a week, the parent should contact the high school principal to discuss a solution. Students who choose not to use the time given in class to complete classwork or projects should expect to spend additional time on this work at home.

For each grade, parameters have been established for the maximum number of homework minutes per day:

### Parameters for Combined Daily Homework

Grade	Daily Average
PreK-K	0-10 minutes
Grades 1-2	10-20 minutes
Grades 3-5	30-50 minutes
Grades 6-8	60-80 minutes
Grades 9-12	90-120 minutes

Since students in grades 5-12 students receive homework from different teachers for each subject, parameters have been established for the maximum number of homework minutes per class per week.

### Parameters for 5-8 Weekly Homework

Math	4x20 minutes
English	4x20 minutes

### Parameters for High School Weekly Homework

Math	4x30 minutes
English	4x30 minutes

Spanish	4x15 minutes
Science	3x15 minutes
Social Studies	2x15 minutes
Bible	1x25 minutes
French	1x25 minutes
Electives	1x15 minutes

Spanish	4x20 minutes
Science	3x20 minutes
Social Studies	2x20 minutes
Bible	1x30 minutes
French	1x30 minutes
Electives	1x20 minutes

*Note:* Honors and AP courses will require a heavier homework load for high school students.

## E. Testing

### 1. High School exams

Semester and end-of-year exams are designed to test the main concepts taught during the whole semester or the whole year.

- Exams are administered according to a schedule determined by the team of teachers and approved by the principal.
- Grades 7-8 do not have semester exams and function on a full class schedule during high school exam week. The 8<sup>th</sup> grade Algebra I class does take semester exams.
- All exams for grades 9-12 will be during a 90-minute exam periods.

Unless an absence is permitted in the case of an emergency, students must take semester exams on the designated exam dates to receive academic credit for their exams. A student with a score of 90% or above in a class may exempt the final exam in that class with a maximum of four test exemptions per student per semester. Each class may only be exempted once per academic year. Math and English language arts courses may not be exempted. Students may lose exam exemption privileges if they do not maintain attendance standards (see section on attendance).

### 2. Standardized testing

SCS takes the academic progress of our students very seriously, and, as a result, the school uses a variety of methods of measuring and monitoring academic progress.

Standardized tests are given for grades K through 12 and are administered regularly during the academic year. While these tests measure each student's performance, their main purpose is to assess how the school is meeting the educational needs of the students as a whole. Individual test results are available for parents' review by contacting the principal's office.

## F. High School Honors

### 1. Valedictorian and Salutatorian

These merit honors are traditional in academic institutions in the United States and recognized by universities. Students distinguished as Valedictorian and Salutatorian of the senior class represent the best of Santiago Christian School. The following are criteria for Valedictorian and Salutatorian:

#### 1) Academic qualifications

- Valedictorian: The member(s) of the senior class with the highest cumulative grade point average. This is to be computed over the span of grades 9-12 using the school's official grading scale for credits awarded by SCS. The grade point average will be calculated to the hundredth place in determining status.

- Salutatorian: The member(s) of the senior class with the second highest overall grade point average. This is to be computed over the span of grades 9-12 using the school's official grading scale for credits awarded by SCS. The grade point average will be calculated to the hundredth place in determining status.

In order to be considered for valedictorian and salutatorian, students must have attended SCS for two full years. Only credits awarded by SCS will be included in the GPA calculation for valedictorian and salutatorian.

Note: In case of a tie in the grade percentage scale, SCS will honor two or more candidates.

## 2) Character qualifications

The school selects the valedictorian and salutatorian based primarily on grade point average, with the student's character serving as a major consideration, as well. Factors that are taken into consideration include:

- The student's discipline record
- Membership in the National Honor Society
- Demonstrated service and leadership in the school community

## G. Student grade retention

Dominican law requires that students in grades 3-12 must pass all subjects before being promoted to the next grade level. If a student is failing a class at the end of any quarter, the student's parents will be asked to pick up their child's report card in the school office and sign a form stating that they are aware of their child's failing grade.

When the school determines that a student should be retained but the parents are not in agreement, that student may not be allowed to enroll for the next school year. Retention will be enforced, whether or not the parent has responded to a notification and even when billing statements indicate acceptance for the following grade.

High school students (grades 9-12) are not allowed to repeat a grade level at SCS. Therefore, if it is decided that a high school student must be retained, that student will not be allowed to enroll at SCS for the following year.

Students who fail classes must comply with the following policies to be advanced into the next grade level:

### 1. Grades 3-6

Students in grades 3 through 6 who fail classes will be given an opportunity to recover credit through a *completivo*. Students who do not pass after completing the *completivo* may be given the opportunity to take an SCS-approved credit-recovery course at the school's summer credit-recovery course rate.

### 2. Grades 7-12

For students in grades 7 through 12 who fail courses, credit for these failed courses must be recovered according to the following policy:

1. A student may take the *completivo* exam at the end of the year, for grades 7-12. A new grade is computed by averaging together the year grade with the *completivo* exam score (each count 50%).
2. If a student does not take the *completivo* exam or if the post-*completivo* score is not a passing grade, the student has the opportunity to repeat the course in summer school (up to two courses).
3. If a student does not pass with the *completivo* exam, the student may also proceed to the *extraordinario* exam. Like the *completivo*, a new grade is computed by averaging together the year grade with the *extraordinario* score (with the exception that the year grade counts 30%, and the *extraordinario* score counts 70%).

## H. Secondary class schedule changes

Students in grades 9-12 will receive their course schedule on the first day of classes and have two weeks (10 days of classes) to submit a request to drop a class and/or change their class schedule. Schedule changes are approved at the discretion of the administration.

## Section V: Attendance Guidelines

### A. Attendance

Attendance is an important component of academic success and the student must be present for the majority of school days.

When a student is absent, it is extremely important for the parent to contact the academic secretary by telephone on the day of the absence before 9:00 A.M. The parent must send a note when the student returns to school. If the parent does not contact the school regarding the student's absence, the absence will be considered unexcused. If a child is absent for more than 3 days due to illness, a doctor's certificate is required.

When it is known ahead of time that a student will be absent, the parent must submit a signed letter stating the date(s) of and reason for the student's absence. Students must be in attendance at least 80% of the school days of the school year. This is regardless of the reason for the absence.

By ordinance, students must have a minimum of 80% of attendance in the school year. It does not matter the cause of the absence. Check out our school calendar to plan family trips and medical appointments.

In accordance with Ordinance 4'99 from the Ministry of Education, a student who accumulates 20% absences must repeat the grade.

#### 1. ECE and Elementary School

Attendance is taken daily at the beginning and end of the day. Students who do not comply with this attendance requirement may not be allowed to enroll for the following school year.

#### 2. Junior High and High School

Attendance is taken by each teacher for every period. It is the students' responsibility to make arrangements with their teachers to get their homework and assignments when they are absent. This is not the responsibility of the secondary office.

### B. Absences

Absences, to be excused, must have a valid justification. The director of the academic level will determine whether the excuse is justified. Total absences on student records include both excused and unexcused absences.

#### 1. Excused absences

- May include illness, bereavement, prolonged trips out of the country with parents when prior request for absence has been made and approved, and for trips for cédula, driver's license, visa, passport and other legal paperwork.
- Students will be allowed to make up their work for excused absences. The time allowed will be the same number of days they were absent, plus one day. Middle and high school students with homework from block schedules will have one extra day. For example, if a student is absent for three days, he/she will have four days in which to make up the work. All make-up work is due by the end of the marking period.
- For high school students, if the work is not completed within this timeline, then they will receive 50% of the numerical grade.

## 2. Unexcused absences

- Unexcused absences are absences where the office was not contacted by the parents or absences were for reasons not specified as excused. (unexcused reasons according to the administration discretion)
- All absences are considered and recorded as unexcused until a written parent note is submitted to the office explaining the reason for the absence and the reason is determined to be excused.
- Students will need to make up homework or assignments not done during the period of their absence. The time allowed to submit makeup work will be the same number of days that they were absent. For example, if the student is absent for three (3) days, he or she will have three (3) days to submit the assignment. If makeup assignments are not delivered within this timeframe, the assignment will not be graded.
- For high school students, work made up for unexcused absences will receive 50% credit on the assignments missed while absent.

## C. Tardies

It is necessary that students arrive each morning *before* classes begin. Research shows that one of the most productive learning times is the first part of the day. Therefore, we have high expectations for *all* students to be at school on time each day and consequences for being tardy are significant.

1. For ECE and Elementary grades, it is considered "late" to enter the classroom after 8:00 A.M. The ECE and Elementary grades recognize that students sometimes have delays for valid causes and therefore will give excused tardies. Examples of a tardiness are a late arrival of the bus, an appointment with the doctor, etc.
2. ECE and Elementary – Each quarter, students will be allowed three (3) tardies per class. After the fourth (4) tardy, the parents will be notified and a conference will be held with the teacher and administration. An improvement plan will be established. It is considered late to arrive at the class after it has started. Any delay of 10 minutes or more will be counted as an unexcused absence from class.

Procedure: The teacher will submit a report for every three (3) tardies that a student has in a class during the semester. Individual secondary teachers may have additional guidelines to address tardies in accordance with the school's Fundamental Beliefs.

Work plan to improve punctuality for secondary students:

- Student will receive a minor infraction report from teacher at 3<sup>rd</sup> tardy within the semester.
- 6th late arrival in the semester: the student will receive a serious infraction report from teacher and the school will contact the parents to establish an improvement plan;
- 9th late arrival in the semester: the student will receive a very serious infraction report, will be assigned disciplinary consequence, and the student and parents must meet with the designated teacher or administrator.
- 12th late arrival in the semester: - the student will receive a very serious infraction report, must meet with the administrative team and will be assigned an in-school suspension as a disciplinary measure.

High school students will not be able to qualify for an exam exemption if they arrive more than eight (8) times late to a class during the semester.

Chronic tardiness reflects general disrespect for the school, teachers, and classmates. It causes a distraction in the educational process for both the late student and his peers. Chronic tardiness is a violation of SCS rules and policies. So, students who are constantly late can be evaluated and be considered for recommendation of another school for the next school year.

## D. After-school policy

The safety of every student is important to us. In accordance with Dominican law and SCS rules, the school has established a system of supervision of all elementary and middle school students during the arrival and dismissal hours of the school day.

Every morning SCS has supervision of students starting at 7:30am. This service does not incur additional cost. Students should not be dropped off before 7:30am on the school campus. SCS cannot provide care and security before this time to students.

All elementary teachers will wait with their students in their classroom until 3:30pm. Elementary and junior high school students who are on campus after 3:30pm must be in a supervised program or activity. If they are not participating in an after-school program, they must report to the "After Care" program. "After Care" services have a cost per hour determined by the administration. Parents or guardians must be present in person to sign out students and must show the card with the student dismissal number or a school ID.

# Section VI: Community Guidelines and Behavioral Expectations

## A. Philosophy of staff/student relationships

Because we believe that each student is made in the image of God and made for a relationship with God, discipline at Santiago Christian School is viewed within the context of discipleship. Hebrews 12:10-11 states, "Our fathers disciplined us for a little while as they thought best; but God disciplines us for our good, that we may share in his holiness. No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it."

All discipline has the goal of helping students grow in their walk with Jesus or to guide them towards a saving knowledge of Jesus Christ. Because each child has been created to uniquely reflect the image of God, discipline and discipleship must be done on an individual level and will often look different from child to child.

## B. Core beliefs about staff/student relationships

The following list articulates the foundational beliefs that guide staff/student relationships and interactions and inform the discipline process when problems arise.

All students and teachers are created by God, in His image. We are His creation, yet we are sinful by nature and redeemed and transformed by His grace. In this context, we believe that:

1. Every attempt should be made to nurture the dignity of both the student and the adult as unique bearers of God's image.
2. Misbehavior should be viewed as an opportunity for individual discipleship, problem-solving, and development of life skills as opposed to a personal attack on the school or staff.
3. Students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.
4. Students should be guided and expected to solve their problems and the ones they create without making problems for anyone else.
5. Misbehavior should be handled with natural consequences instead of punishments whenever possible.
6. Students should have the opportunity to be heard (at an appropriate time) when consequences are necessary.

## C. School guidelines

Rather than spell out a list of mandates for every area of school life, we ask students to demonstrate respect for God, their neighbor, and themselves (Matthew 22:37-40). When we (students and staff) fail to do this, we hold each other accountable for solving the problem. The following school-wide guidelines apply in every classroom:

1. Treat others with respect. Because each person is created in the image of God and is loved and valued by his/her Creator, students must treat each other with dignity and respect.
2. Your actions, dress, possessions, etc., may not cause a problem for yourself or anyone else.
3. If your actions, dress, or possessions cause a problem, you will be asked to solve that problem.
4. If you cannot solve the problem, or choose not to, staff members will impose upon you an appropriate consequence. This consequence will depend upon the situation and the person or

persons involved. Staff members will use their best judgment based upon the information they have at the time.

5. If students and/or parents feel that the consequences are unfair, they should request a hearing.

## D. Classroom guidelines and management

Teachers have the responsibility of creating and maintaining a positive environment in their classrooms. For this reason, teachers develop additional classroom guidelines and/or procedures related to their own classroom. When students fail to respect others in the classroom or community, the teacher has the authority to determine an appropriate intervention and consequence. Such consequences may include, but are not limited to, temporary removal from the classroom for recovery, a teacher-student conference, detention, reflection assignment, helping with work in the classroom, and parent contact. More serious infractions of classroom or community guidelines or a pattern of repeated infractions will result in administrative disciplinary action.

## E. Specific behavioral expectations

Students are to act orderly and respectfully, maintaining Christian standards of courtesy, kindness, speech, morality, and honesty. This section provides specific instructions on campus behaviors which students are expected to support with their attitudes and actions.

## F. Academic Integrity

If a student in grades 3–12 is found to be academically dishonest on homework, exams, projects or tests, the student will not receive 100% credit for the work done and there will be disciplinary measure assigned. The consequences will be given to all students involved, those who receive the answers and those who provide the answers. At the secondary level, a sanction is assigned for being dishonest on an exam, test, or project. Repeated actions may result in a very serious penalty and/or non-enrollment for the next school year. High school students are expected to comply with SCS Honor Code guidelines, described below.

Plagiarism consists of copying or imitating closely the words or ideas of another and using them as one's own without crediting the source (otherwise known as "literary theft"). Plagiarism is considered cheating, and both academic and disciplinary consequences will apply, and the teacher will contact the parent. A repeated infraction usually results in a zero grade, suspension, and a parent conference with the principal.

Preschool through 2nd grade teachers are responsible for setting up an effective procedure for educating their class on cheating. The procedure will be communicated to the students and parents at the beginning of the school year.

### 1) Honor Code

Our school's mission includes the expectation of high standards in ethical behavior as well as scholarship. Academic integrity is an integral component of this mission and we seek to foster respect (for self and others), trust in honest achievement and positive relationships among all members of our school community. Our Honor Policy, Honor Code and Honor Pledge are intended to clarify the expectations we have for all students to maintain an ethical climate that values honesty, effort and respect for others.

The Honor Code is based upon the values affirmed in the Honor Pledge: *"Santiago Christian School students are personas íntegras, who reflect Jesus in character, wisdom, and influence. As an SCS student, I*

*commit to act with honesty and integrity, treat others with respect, and seek the good of all in our community."*

Santiago Christian School embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning, and represents the highest possible expression of shared values among the members of the school community. The core values underlying and reflected in the Honor Code are:

- **Honesty** in willingly offering the complete and impartial truth. (Exodus 20:16)
- **Academic honesty** demonstrated by students through submitting their own original work on all academic assignments, giving credit to all sources, not seeking an unfair advantage, and not giving unauthorized help to others. (Proverbs 11:1)
- **Integrity** of all members of the school community demonstrated in a commitment to living by the moral principles exemplified by Jesus in every situation, regardless of the circumstances. (Proverbs 11:3)
- **Respect** for others that is evident through valuing and honoring people of all backgrounds, showing empathy and consideration of others' feelings, and defending the weak. (Philippians 2:3-4)
- **Seeking the good of all** by serving, helping, caring, giving generously, acting humbly, and living out the Golden Rule by doing unto others as you would have them do unto you. (Matthew 7:12)

This Honor Code summarizes the Honor Policy, which defines the expected standards of conduct in academic affairs. The Honor Policy is published on our school website. The Honor Council is the school body charged with enforcement of the Honor Code. The student body and faculty at Santiago Christian School will not tolerate any violation of the Honor Code.

## 2) Honor Pledge

At the beginning of each year, to confirm their commitment to upholding the values of the Honor Code, high school students sign a copy of the Honor Pledge, which states: *"Santiago Christian School students are personas íntegras, who reflect Jesus in character, wisdom, and influence. As an SCS student, I commit to act with honesty and integrity, treat others with respect, and seek the good of all in our community."*

As a reminder of this commitment, on every test, quiz, project, or paper, all high school students are required to hand-write and sign the following affirmation: *"On my honor, I pledge that I have not violated the honor code on this assignment."*

## G. Dress code

In accordance with the Dominican Republic uniform guidelines, the board of directors has established a dress code that seeks to cultivate an educational environment conducive to learning. Anything that is disrespectful or interruptive of the educational setting of the school will not be allowed. This dress code applies to all students while on campus or on school sponsored field trips.

The administration reserves the right to make the final judgment and decision with respect to appropriate grooming and clothing or dress issues.

### 1. Grooming

#### 1) Male students

- Facial hair is not permitted.
- Earrings are not permitted.

- Hair must be neatly groomed, cut above the ears, eyes, and shirt collar. Hair may not be worn in a ponytail/bun/knot.

## 2) Female students

- Earrings may be worn but no more than two in each ear and not longer than one inch.

## 3) Both male and female students

- Hair must be a natural color.
- No visible body piercing except for girls' earrings as described above.
- Visible tattoos are not permitted.

## 2. Dress and clothing

Uniforms are available for purchase at the school.

### 1) General classroom attire

#### (1) MALE STUDENTS

- Male students in grades PK-4 must wear solid khaki-colored long dress-style pants or knee-length/Bermuda shorts.
- Male students in grades 5-12 must wear solid khaki-colored long dress-style pants.
- Elastic waist pull-ups may be worn by preschoolers.
- Pants are not to be worn low.

#### (2) FEMALE STUDENTS

- Female students in grades PK-4 must wear solid khaki-colored long dress-style pants, Capri pants, skirts (knee-length or longer), or knee-length/Bermuda shorts.
- Female students in grades 5-12 must wear solid khaki-colored long dress-style pants/Capris.
- Elastic waist pull-ups may be worn by preschoolers.
- All clothing must not be inappropriately tight.

#### (3) BOTH MALE AND FEMALE STUDENTS

- Students in grades PK-4 must wear dark blue or light blue polo shirts with the SCS emblem.
- Students in grades 5-12 must wear dark blue polo shirts with the SCS emblem.
- Shirts must be purchased from the school.
- Shirts must be tucked in.
- Shoes must be dress or athletic style, appropriate and closed. Therefore, house shoes, flip-flops, Crocs, and beach shoes are inappropriate. Preschoolers may have slip-on or velcro-type shoes.
- Clothing worn to school and to school functions that has pictures, words, written messages, advertisements or other graphic designs must conform to Christian standards. Designs promoting or depicting beer or other alcoholic beverages, tobacco or drugs, and inappropriate themes are not permitted.
- Caps/hats may not be worn during the school day. Exceptions may be made during recess or outdoor P.E. classes for sun protection.
- Uniforms are to be worn on the buses. Special exemptions may be given for field trips.

#### (4) JEANS DAY AND FIELD DAY GUIDELINES

- Students who participate in Jeans Days may wear:
  - Jeans – not ripped or torn, no shorts, athletic pants, leggings, or yoga pants/lycra
  - A modest shirt – not off-the-shoulder, spaghetti straps, transparent, open midriff, or with inappropriate messages/images
- Field days and retreats – For field days and retreats, students may wear sports clothing including sports pants or sports shorts that are no more than 4 inches above the knee. Shirts should be modest, following the Jeans Day guidelines for shirts. Girls may wear leggings as long as they wear a shirt that is long enough to cover their backside.

#### 2) P.E. dress for male and female students

- Students from Kindergarten-8th grade must wear the designated P.E. T-shirt with the school emblem, athletic shorts or pants, and athletic shoes which they may wear all day long.
- Students from 9th through 12th grade must wear the designated P.E. T-shirt with the school emblem, athletic pants, and athletic shoes during their P.E. course.
- P.E. shirts and pants must be purchased from the school.

#### 3) Public performances

All students during public performances should dress as follows unless the sponsor of the activity designates other attire.

- Males: Dress pants and shirts
- Females: Appropriate dress or blouse and skirt combination. Blouses must have sleeves.

## H. Probation policy

Students may be placed on probation due to behavioral infractions or failure to meet minimum academic expectations. The principal meets with the student and parents to establish the terms of the probation. At the end of the probation period, another parent meeting is held to review progress and determine whether the probation will be lifted. Students who are on probation are not eligible to register for the following year. Once the probation has been lifted and the student is on good academic and behavioral standing, the family is allowed to register that student for the coming year. Students who do not show improvement to be removed from probation may not be allowed to re-enroll for the following year.

## I. Suspension

Suspension is a temporary separation of the student from the classroom and/or school activities for not less than one-half day and not more than two days. Suspension would normally be the result of specific incidents of repetition of improper conduct or for serious disciplinary infractions. Parents will be notified by phone and in writing.

## J. Policy on sexuality

The Santiago Christian School (SCS) Statement of Faith states: "In His own image, God created Adam and Eve, the historical parents of the entire human race, distinct from all other living creatures, and in a state of original righteousness. Therefore, all human life, from conception to natural death, is worthy of our respect and protection. God created humankind as either male or female, in conformity with their

biological sex at birth, to more fully express His image and to reflect His purpose for their lives. He designed marriage to be a lifelong, exclusive relationship between one man and one woman and the only appropriate context for the expression of human sexuality.”

In agreement with its Statement of Faith, Santiago Christian School values and teaches a lifestyle based on biblical standards of moral conduct. The school affirms that the term “marriage” has only one meaning: the uniting of one man and one woman, in conformity with their biological sex at birth, in a single, exclusive covenant union, as delineated in Scripture; that God intends sexual intimacy to occur only between a man and a woman who are married to each other; and that God has commanded that no intimate sexual activity be engaged in outside of marriage between a man and a woman. (Gen. 1:27–28; 2:18-25, Matt. 19:4-9; Mark 10:5-9; Eph. 5:22-33). Acts that violate God’s design for sexuality include, but are not limited to, pornography, promiscuity, homosexual behavior and/or sexual orientation, bisexuality, polygamy, transgender identity, or any other violation of the unique roles of male and female (Ex. 20:14; Lev. 18:7-23; 20:10-21; Deut. 5:18; Matt. 5:27-28; 15:19; Ro. 1:21-27; 1 Cor. 6:9-20).

SCS recognizes there may be instances where members of the SCS community experience disparity between their sex and their feelings about their sex. (For the purpose of this policy, “sex” means the biological condition of being male or female as determined at birth and “member of the SCS community” means any Santiago Christian School employee, volunteer, student, parent, or visitor.) This disparity can motivate them to behave in ways contrary to God’s Word and His plan for their lives. SCS encourages members of the SCS community who are struggling with their sexual identity to seek help from their counselor, pastor, or other trained professionals who might best assist them in clarifying and defining their sexual identity in accordance with God’s Word.

SCS employees will at all times interact with members of the SCS community according to their sex. A member of the school community who wishes to express a gender other than his or her sex is understood to be rejecting the truth and the image of God within that person. Biblical Christianity requires the body of Christ to compassionately dwell in the truth and assist those we love in doing the same (Ephesians 4:15).

A member of the SCS community who within the school community openly and unrepentantly rejects their biological sex or actively promotes teachings/behaviors related to sexuality in conflict with the biblical beliefs expressed above violates the behavioral standards of Santiago Christian School. Such behavior constitutes a person’s failure to adhere to his/her commitment to abide by the behavioral standards established by SCS which is cause for the suspension of eligibility for enrollment in SCS.

In keeping with these values, SCS restrooms, locker rooms, and showers designated for one sex shall only be used by members of that sex. In any other SCS facilities or settings where members of the SCS community may be undressed in the presence of others (e.g., changing costumes during school theatrical productions, accommodations on overnight trips), SCS shall provide separate, private areas designated for use by members of the SCS community based on their sex.

To preserve the function and integrity of Santiago Christian School and to provide a biblical role model to members of the SCS community and the community-at-large, it is imperative that all members of the SCS community agree to and abide by this policy.

## **K. Sexual harassment**

Santiago Christian School is committed to providing a safe, positive learning and working environment for everyone. Sexual harassment and sexual violence not only interfere with a safe and positive environment, but also are in direct contradiction to the evangelical Christian principles upon which SCS is based and with the laws. Therefore, SCS prohibits sexual harassment and sexual violence.

SCS will investigate all formal and informal, verbal and written complaints of sexual harassment and sexual violence. Any student or employee who is found to have used sexual harassment or sexual violence will be considered in violation of this policy and will be reported to the appropriate authorities.

### **1) Definition of Sexual Harassment. It is a crime under the laws of the Dominican Republic.**

For the purposes of this policy, sexual harassment will be defined as unwelcome sexual advances, requests for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature.

Examples of sexual harassment could include, but are not limited to:

- Touching, pinching, and grabbing body parts
- Sharing sexual notes/messages or pictures/photographs
- Writing sexual graffiti
- Cornering someone, forcing them to kiss or to do any sort of sexual gesture or act
- Making suggestive or sexual gestures, comments, jokes, or looks
- Spreading sexual rumors or making sexual propositions
- Pulling clothes off oneself or off another person
- Causing a student or employee to feel that a grade, participation in an activity, raise, promotion, or any positive opportunity is dependent upon a willingness to participate in sexual activity
- Making any sort of implied threat or pressure for sexual favors

It is important to note that not all physical conduct is considered sexual or harassing in nature. Some examples would be a teacher/coach consoling or congratulating a child and students demonstrating mutual platonic affection.

Sexual violence includes rape or other sexual acts physically forced upon a person. In all cases of sexual violence, the definition by public law will supersede this policy.

### **2) Procedure for complaints**

Any person who believes that he or she has been a victim of sexual harassment or sexual violence by a student or employee of Santiago Christian School must report the conduct immediately to the director of the school or anyone in the SCS administration. The complainant must report the following:

- What happened
- When the incident(s) happened
- Where the incident(s) happened
- How he/she felt
- What (if anything) was said between the complainant and alleged harasser
- Names of witnesses (if any)

This information will be turned in to the person handling the investigation. In nearly all instances the principals or the director of the school will handle complaints. If the report is made verbally, the principal or school director handling the complaint must document it in writing within 24 hours. The investigation will be carried out in accordance with the protocol established by MINERD.

The investigation may consist of personal interviews by the School administration with the alleged victim, the alleged perpetrator(s), and others who may have knowledge of the incidents or circumstances that led to the complaint. The investigation may also consist of other methods and documents specified by the investigator.

### **3) Confidentiality**

Information concerning any sexual harassment complaint will be treated with as much confidentiality as possible within the limits of reasonable investigation, imposed sanctions and the corresponding legal framework.

### **4) Mediation of the conflict**

In some cases, the victim of sexual harassment may choose to solve the problem through informal means, such as verbal or written requests to desist as set out in the MINERD mediation system, when the act has not reached the rank of crime according to the law.

### **5) Sanctions**

Consequences for sexual harassment depend on the severity of the situation. They can range from verbal warnings to sanctions or legal action.

Sanctions for sexual violence would fall within the confines of public law and prosecution, but also could include specific sanctions given by SCS.

### **6) Appeal must be in accordance with MINERD**

If an alleged victim or perpetrator disagrees with the results of the investigation, he or she has the right to make a written appeal to the board of directors within 10 business days to request another investigation handled by a different administrator.

### **7) Reprisal and/or retaliation**

The student who files a complaint of sexual harassment or violence will not affect the grades, participation in school activities, homework assignments, etc. Anyone who retaliates against a student who reports, testifies, or contributes or assists on sexual harassment or violence will be liable to a penalty and/or may have legal implications.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

## **L. Bullying**

The intent of the bullying policy is to ensure that pupils learn in a Christian, supportive, caring and safe environment without fear of being personally attacked. Bullying is anti-social behavior and affects everyone; it is unacceptable and will not be tolerated.

### **1) Definition of bullying**

Relational aggression, sometimes referred to as "bullying," is defined as deliberate, hurtful behavior, repeated over a period of time, where it is difficult for those being attacked to defend themselves. The four main types of relational aggression are the following:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumors, excluding someone from social groups)
- cyber bullying (threatening to or intentionally harming a person via use of electronic equipment such as cameras, internet, etc.)

Pupils who are being attacked may show changes in behavior, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work

patterns, lacking concentration or truanting from school. Pupils must be encouraged to report relational aggression.

SCS teachers and staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

## 2) Procedure for complaints

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the teacher or staff who has been approached.
- A clear account of the incident will be recorded and given to the principal. The principal will inform the director and the parents of the children involved.
- The principal will interview all concerned and will record the incident.
- Teachers will be kept informed.
- Parents will be kept informed.
- Disciplinary measures will be used as appropriate and in consultation with all parties concerned.

Pupils who have been targeted will be supported by:

- Offering an immediate opportunity to discuss the experience with the principal, teacher or member of staff of their choice
- Reassuring the pupil
- Informing parents or guardians and offering to assist them in dealing with their child
- Offering continuing support through the counselor's office

## M. Tobacco, Alcohol, Drugs Policy

The SCS campus as well as all school activities off-campus are to be tobacco-, alcohol-, and drug-free. The specific community guidelines for tobacco, alcohol, and drugs are as follows:

**Tobacco and Electronic Cigarettes.** The possession, distribution, sale, use of tobacco or electronic cigarettes is forbidden on school property. Students who violate this measure will be disciplined. SCS will request assessments and counseling/treatment from parents/families.

**Alcohol.** Possession, distribution, sale or use of alcohol is prohibited at SCS. Students who violate this measure will be disciplined. SCS will request assessments and counseling/treatment from parents/families. Students with repeated violations or who are involved in providing alcohol for others may be denied enrollment.

**Drugs.** Possession, distribution, sale or use of drugs is prohibited at SCS. Students who violate this measure, disciplinary action will be applied to them and reported to the appropriate authorities. SCS will request assessments and counseling/treatment from parents/families.

**Lethal weapons.** Possession, distribution, sale or use of lethal weapons (or toys that look like lethal weapons) or ammunition is prohibited at SCS. Violation of this policy will result in disciplinary actions.

SCS reserves the right to deny enrollment the student for the next school year.

## N. Dominican law regarding discipline in private schools

The discipline policy of SCS is established and implemented in accordance with the rules of coexistence of the Dominican Educational System that regulates private educational institutions and the Code of Children and Adolescents - Law 136-03.

## O. Grievance and appeals process

This conflict resolution or grievance procedure is intended to provide recourse for members of the SCS community (students, parents, employees) who believe that they have experienced unjust or unfair treatment from a superior. It ensures that there is a clear, biblically-based process for seeking a remedy for a perceived wrong.

Guidelines for the grievance process:

1. The goal of the process is not only resolution of the concern presented in the grievance, but also reconciliation between the individuals involved.
2. Effort should be made to resolve the concern at the lowest level of authority and not bypass a level of authority.
3. Due to the relational nature of conflict resolution and reconciliation, in-person meetings should be held at each step, both to hear the concerns and perspectives of the parties involved and for the authority to explain personally the decision made with regard to the grievance. Providing written documentation does not replace the need for in-person communications.
4. Individuals may choose to have a person present in the meetings for support. Students may have their parent or guardian represent them in all steps. Employees may have a member of the counseling team or human resources office present with them in all steps.
5. The time limits of five days for responses may be extended by mutual consent.
6. Individuals with outstanding conflicts should refrain from discussing the situation with parties not directly involved in the conflict in keeping with the biblical principles of maintaining unity and seeking to protect the name of others.
7. There will be no financial, professional, or personal retaliation for individuals for following these steps.

**Step 1.** Every effort should be made to first resolve differences directly with the person involved following Christian principles of honesty, humility, love, and forgiveness. As much as possible, the goal is to follow the principles set forth by Jesus in Matthew 18:15-20 of going directly to a brother who has sinned against you. If satisfactory resolution cannot be reached, the party who believes that they have been wronged, hereafter referred to as the complainant, should proceed to Step 2.

**Step 2.** The complainant must, in writing, state the concern, why it is believed to be a wrong, and the remedy being sought. SCS employees should complete the grievance reporting form that is posted in SharePoint. This written concern must be presented to the immediate supervisor who will have five calendar days to write a response and present it to the complainant. A copy of both will be forwarded to the next person in the line of authority. (Example – A student feels a teacher made a wrong decision – he/she, the complainant, will submit his/her concern in writing to the teacher. The teacher has five calendar days to respond in writing and will forward a copy of both the concern and the response to the principal. If satisfactory resolution is not reached, proceed to Step 3.)

**Step 3.** If the concern is not resolved, the complainant may continue to present his/her concern to the next level of authority as specified in step 2 allowing five calendar days for a response. (Example – The student can present his/her case to the principal who will have five days to respond with copies sent to the director.)

**Step 4.** After the individual at the next level of authority has responded, the complainant may take his/her concern to the director, who will have five calendar days to respond in writing.

**Step 5.** If unable to resolve the concern at the level of the director, the complainant may ultimately approach the board of directors via the president of the board. The board's decision will be final.

## Section VII: General School Procedures

### A. Field trips

All grade levels take field trips for academic reasons which are directly related to curriculum. Field trips are an integral part of the curriculum and the child's learning experience. However, parents must approve their child's participation in such trips by returning a signed parent permission form. Students who do not return the signed parent permission form will not be allowed to participate in field trips (phone calls will not be accepted in place of the signed form). On the secondary level, alternative assignments may be given by the teacher to make up for the learning that is missed when a student does not attend a class field trip. Typically, field trip expenses are covered by the school with the exception of lunch or snack, if needed. Some longer trips (usually for high school classes) require additional fees for tours, overnight accommodations, etc. Teachers, with possible help from parents, chaperon all field trips.

### B. Illness and emergency treatment

1) Allergies: In case the child or adolescent is allergic to any type of food or medication, the parent or guardian must notify the school at the beginning of the school year. If the allergy develops or is discovered after the beginning of the school year, the parent or guardian must communicate it in writing to the school. Otherwise, the school has no responsibility for consequences that may arise as a result of neglecting to do so;

2) Illness: It is not allowed to bring to the school children or adolescents who have a fever of 100 degrees or more, tonsillitis, conjunctivitis (pink eye), diarrhea, currently vomiting or vomiting during the night before, amoebas, constant cough, lice, skin rashes or any other type of contagious disease.

In case of illness or injury, SCS will notify the parent or guardian. It is the responsibility of the parent to transport his/her child from school and provide him/her with the necessary medical treatment. The school does not treat serious injuries or illnesses. Medical care is only provided for first aid.

In case of severity requiring rapid medical attention, the school will transport the student to a nearest clinic or hospital according to the situation, in order to protect the physical well-being of the child. Parents will be responsible for medical expenses incurred in such emergency treatment or care.

The school's accident insurance can be used in accordance with the policy and limitations of the insurance company.

### C. Insurance

SCS provides accident insurance in the event of injury to students at school. When an injury occurs which requires treatment by a doctor and/or clinic, the parent must pay and submit receipts to SCS for processing with/through the insurance company. The insurance company will then issue a check to SCS and SCS will then reimburse the parent the amount received from the insurance company.

Injuries occurring as a result of school-provided bus transportation to and from school, and up to one hour prior to school and one hour after school dismissal, will be covered in the same manner as described in the previous paragraph.

## D. Library

It is the stated aim of the library to develop and nurture literacy; to support the needs of the curriculum; to develop skills of inquiry, curiosity, creative thinking, communication, and collaborative problem solving; and to teach the use of resources to develop life-long learning skills.

The SCS library encourages literacy by allowing students and their families to borrow, or check-out, books for use off-campus. The SCS collection offers books at all levels (Pre-K through adults): fiction (stories, picture books, novels) and non-fiction (informational, historical, biographies) primarily in English and Spanish as well as a few titles in other languages.

The library is open Monday through Friday during school hours and for a short period of time after school. All students must have a pass from a teacher to use the library outside of assigned class time.

Students are expected to abide by the following guidelines:

- Students in 1<sup>st</sup> – 6<sup>th</sup> grades may have one book checked out (borrowed) at a time. Secondary students may have two books checked out (borrowed) at a time.
- Books are checked out (borrowed) for two weeks but may be returned earlier.
- No reference books may be checked out of the library.
- Lost or damaged materials are the responsibility of the person who checked the materials out.
- Value of lost or damaged materials is determined by current replacement cost.
- All materials must be returned to the library two weeks before the end of the school year.
- The librarian may impose other conditions or alter those mentioned above if deemed necessary.

## E. Textbooks

All textbooks are provided by Santiago Christian School on a loan basis and remain the property of Santiago Christian School.

All textbooks must be covered with non-adhesive protective covers. Students who have uncovered textbooks after the first week in class will be assessed a penalty for each uncovered book.

Damage fines will be assessed at book check-in time for damage beyond normal wear. The parents will pay replacement costs for lost or severely damaged books.

## F. Lockers and personal property

Each junior high school and high school student is assigned a locker at the beginning of the school year. Students are responsible for supplying a lock and keeping their lockers locked. Lockers and personal belongings can be inspected at any time by SCS authorities. The school is not responsible for any loss, damage or theft of any personal property.

## G. Releasing school information policy

For the purpose of providing accurate information and to protect the privacy of SCS parents and students, no student information will be made available to any third party without the authorization of the school's registrar.

## H. Transcript

Current and former students may request official or unofficial transcripts by completing a transcript request form (located on the SCS website). For students who are minors, requests must be signed by a

parent or guardian. Upon a student's graduation or transfer, one copy of a student transcript will be provided at no charge. Additional copies of permanent records will be provided at a minimal charge, within a turnaround time of no more than three weeks.

## I. Early Dismissal

A student who needs to leave school before dismissal time must bring a note from their parent or guardian at the beginning of the school day. The note should include: 1) the reason why the student is leaving early, 2) the time they will leave school, 3) the person authorized to pick him up, and/or 4) the type of transportation the student will use to leave the campus. To complete the process the authorized person will have to register the student's departure in reception. An underage individual (minor) is not recognized as an "authorized person" for early dismissals.

## J. Parents and visitors at school

All visitors must have a scheduled appointment or receive approval from administration to enter. Parents are welcomed, and even encouraged, to visit their child's classroom. However, for the safety of all children, all parents and visitors must first sign in with the school receptionist and receive a Visitor's Pass. Anyone not doing so will be asked to go to the office. Even in the case of an emergency, parents need to check in with the receptionist.

Students planning to have friends visit their classroom must complete a Visitor Request Form with their principal at least 24 hours in advance.

## K. Dismissal

Dismissal is an important time of day in which many students must be moved from their classrooms to their vehicles as quickly and safely as possible. Parents are provided with directions for dismissal each year and are required to follow these directions and cooperate with the instructions of SCS staff members or security guards who assist in the dismissal process.

## L. Withdrawal from school

### 1. During the school year

When a student withdraws from school before the end of the school term, the parent or guardian must notify the principal in writing as early as possible, preferably two weeks or more before the withdrawal date. Without this notice the absences will be counted as unexcused. The teachers must be notified at the same time to be sure the student has turned in all required work.

### 2. General guidelines

To receive credit for that portion of the school year that the student has been in attendance, the following conditions must be met.

- All required work must be completed through the last attendance day. Those withdrawing early at the end of the school year must complete the full year's work to be given credit for the school year. Students who fail to complete their final tests in each subject will have their grades reduced by two letter grades.
- Those students withdrawing to attend another school must have an attendance record of 80% minimum up to their last day at SCS. Those withdrawing early but close to the end of the school year must have been in attendance at least 80% of the required attendance days for the entire

school year or credit will not be granted. Absent days resulting from such a withdrawal will be counted as unexcused.

- All classroom and library books must be returned to the school by the withdrawal date.
- No diplomas will be awarded before the normally scheduled graduation date.
- The parent or guardian must be responsible for the actual withdrawal of the student and must complete and sign a Request for Withdrawal form in the school office. The checklist on this form must be completed.
- Fees, fines, and other financial obligations must be paid prior to final approval of the withdrawal process. NOTE: A legalized payment plan must be finalized with the business administrator for any outstanding fees or charges prior to release of school records.
- Tuition is refundable according to our school policy. See the current General Fee Schedule & Registration Policies brochure for current refund policy.
- Once a student has been withdrawn from SCS, the school cannot guarantee re-admission during the current or subsequent school years. The student would need to apply for re-admission.

Parents who have withdrawn students without completing payment of all fees due and who later seek to register the student will need to first pay any fees due from the previous attendance period before any consideration for admission will be given.

## M. English language

Students respect others by communicating in a common language which is understood by all. At Santiago Christian School, the primary language of the classroom and conversations on campus is English (with the exception of Spanish and French classes). In general, speaking in English throughout the school day helps to foster an atmosphere of trust and reduce the level of exclusion non-Spanish-speakers experience, while also improving the English-language ability of native Spanish speakers and preparing them for successful business and academic careers. However, students may seek clarification in their native language when needed. Students should follow their teachers' expectations and instructions for the language to be used in class or other school activities.

## N. Respectful speech

In English, the respectful form of address for teachers is "Mr./Miss/Mrs." followed by the last name (e.g., "Ms. Smith"). Students should address faculty and office/maintenance/other staff in this manner. If the last name is not known, the forms "Sir" or "Ma'am" may be used instead. Students show respect for their peers by addressing them using the names their peers prefer and refraining from calling each other by unkind or derogatory terms.

Cursing, swearing, or using language that is sexual or base also creates a disrespectful atmosphere in which people do not care for their neighbors enough to use pleasant language. For this reason, such language is not acceptable in the SCS community.

## O. Unsafe or illegal activities

Behaviors which are illegal or unsafe are never permitted on campus. Any behavior which violates the law will be addressed in consultation with any appropriate law enforcement personnel. Any behavior which threatens someone's safety will be grounds for potential suspension or denial of enrollment. Smoking (tobacco or electronic cigarettes), fighting, gambling, alcoholic beverages, and the use of narcotics and tobacco are not permitted on campus or at school functions.

For their own safety, students are never permitted to leave campus during school hours without the principal's permission.

For their own safety, children at play are to remain in their designated play areas and in sight of their teacher at all times.

Lockers, personal items, and electronic devices are subject to inspection by school authorities at any time.

## **P. Alcohol possession and consumption**

Under Article 33 of the Code of Children and Adolescents, it is strictly forbidden for our students to possess and/or use alcoholic beverages, cigarettes and narcotic drugs in the school or in activities organized by the SCS, such as excursions, parties, and meetings. Violation of this rule will entail sanctions and/or legal implications.

## **Q. Use of technology**

### **1. Proper use of technological devices**

Santiago Christian School's information technology resources, including email and internet access, are provided for educational and administrative purposes. Violations of this policy will be handled in accordance with the school's disciplinary policy and the legal support as the case may be.

Members of the SCS community must...

1. Respect and protect the privacy of others.
  - Use only those accounts assigned to them (if any).
  - Not view, use, or copy passwords, data, or files to which they are not authorized.
  - Not distribute private information about others or themselves.
  - Logout at the end of each computer session.
2. Respect and protect the integrity, availability, and security of all electronic resources.
  - Not use any technology to circumvent school firewalls.
  - Report security risks or violations to a teacher or network administrator.
  - Not destroy, damage or modify data that does not belong to them, without clear permission of the owner.
  - Conserve, protect, and share technological resources with other members of the community.
  - Use school computers and Internet during school hours for school-related purposes only.
  - Install or download software, if also in conformity with laws and licenses, and under the supervision of a teacher.
3. Respect and protect the intellectual property of others.
  - Not infringe copyrights (e.g., making illegal copies of music, games, or movies).
  - Not plagiarize.
4. Respect and practice the principles of community.
  - Communicate only in ways that are kind and respectful.
  - Report threatening or discomfoting materials to a teacher or administrator.

- Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
- Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

*Monitoring.* School and network administrators and other authorized employees monitor the use of information technology resources, including internet browsing logs, to help ensure that uses are secure and in conformance with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or employee, or to protect property. They may also use this information in disciplinary actions and will furnish evidence of crime to law enforcement.

*Intellectual property.* Content stored in school-managed computer systems is the property of Santiago Christian School.

*Personal devices.* All student/staff-owned devices fall under this policy while being used on SCS campus. SCS assumes no responsibility and cannot be held liable for the condition of a personal device and its safety on campus. Personal devices are not eligible for technical support by SCS staff. Secondary students may not use cell phones during school hours. Devices used solely for video games are not permitted on campus. Electronic devices may be used as directed by a teacher for the following in-class purposes only: (1) note-taking in classes; (2) presentation purposes in a classroom; (3) as an electronic organizer for class work and notes; (4) supervised academic research; (5) electronic books.

Unauthorized personal devices.

Any unauthorized use of personal devices on campus during school hours will be addressed in the following manner:

- First infraction. Device confiscation for the day.
- Second infraction. Device confiscation for two days. A parent/guardian must pick up the device.
- Third infraction. Device confiscation for three days. A parent/guardian must pick up the device.
- Fourth infraction. It is considered a very serious offense; the student and parents must meet with the administration and a penalty will be applied.

Some examples of the items that are considered electronic personal devices include:

- Cell phone. School campus policy: (1) should not be seen, heard, or otherwise used in any way from 8:00am until 3:00pm and (2) must be put away in lockers or backpacks out of reach and out of sight (not in pockets on or under desks).
- Laptops and tablets. School campus policy: teacher-directed use in classes only
- Headphones/earphones (teacher-directed use in classes only, otherwise not allowed on person during school hours): wireless earphones are not permitted at any time during the school day
- Hand-held game consoles: not permitted at all on campus

*Social Networking Sites/Usage.* In order to foster a professional relationship and appearance between the faculty and student population at Santiago Christian School, all SCS faculty and staff members are to refrain from adding current students as "friends", or accepting friend requests, on internet social networking sites such as Facebook, Instagram, Snapchat, and other similar entities. Faculty and staff members who have accepted such requests in the past or currently have SCS students as friends must

remove those individuals from their "friend" list. We ask for collaboration from parents so that students know the policy and do not apply for friend status.

Students must maintain respectful behavior and make proper use of technology and social media, which is defined by the following code of ethics:

1. Unauthorized access to computers, networks, computer systems, or school data, classmates, teachers, administrative staff and/or third parties is not allowed.
2. Do not place images with sexual content, physical, verbal or emotional aggression, images that violate the moral or ethical standards of the school.
3. The placement of videos, information, advertisements, photos or audio on the Web, or other means of communication, in which students, teachers, administrators and/or school staff appear wearing the school uniform, or where the school logo or emblem is visible, is not allowed.
4. Upon receiving images that violate the morals and/or policies of the school, the individual should not share or distribute the images, even if they do not know the person.
5. Any student wearing the school uniform, appearing in social media and/or making a statement on behalf of the institution without proper authorization, will be considered a minor infraction.
6. Do not use images of classmates, teachers, administrators, staff and/or other individuals to make "memes".
7. Do not harass, intimidate, threaten or terrorize peers, teachers, staff and/or third parties by sending or posting inappropriate or harmful messages or photos via emails, instant messages, text messages, digital images, "blogs," websites, or any other social network.
8. Do not make up or spread rumors through social networks of personal and/or intimate information in order to ridicule or humiliate.
9. Do not create fake accounts to damage or affect the reputation of students, faculty or staff. Do not spread/reveal false rumors about a person.

## 2. Legal framework for the appropriate use of technology

Law 53-07 on High-Tech Crime and Crime defines High-Tech Crime as conduct that violates legal assets protected by the Constitution, laws, decrees, regulations and system-related information. Electronic, computer, telematics, cyber and telecommunications offences shall be understood as falling within this definition, as well as the Code of Children and Adolescents – Law 136-03 – and the Criminal Code of the Dominican Republic.

## R. Pornography

The possession, sale and/or distribution of pornography on the school campus or in activities related to the school is not permitted.

## S. Students driving on campus

Students who drive to school in their own vehicles must provide the following documents to the academic secretary:

- Copy of driver's license
- Copy of insurance
- Letter from parent/guardian granting permission to student to drive on campus
- Description of vehicle(s) to be driven as well as license plate numbers

Students may park in the parking area near the soccer field only.

Students driving to school will obey all driving rules, in addition to driving responsibly and carefully. Permission to attend the school campus with its own vehicle, i.e. driving is a privilege, not a right and may be revoked at any time if deemed to be non-compliant and/or posing a danger to himself and the school community. This decision is at the discretion of the school director and/or high school principal.

## T. Situations outside school jurisdiction

The Code of Children and Adolescents establishes the concept of criminal justice for the adolescent which seeks to determine both the commission of the infraction and the criminal responsibility of the adolescent, for the violations of the criminal law in force in the Dominican Republic, ensuring compliance with appropriate legal processes.

Those situations that are sanctioned by Dominican legislation called "crimes" or "punishable acts", are outside of the authority of the disciplinary system established for schools, and are adjudicated by the Criminal Chamber of the Court of Children and Adolescents, which will be responsible for implementing socio-educational measures or corresponding sanctions once the criminal responsibility of the adolescent in the event has been established.

Children under the age of thirteen (13) are responsible for their actions in the civil sphere, in no case are they criminally liable for the act committed. If it is a teenager who has committed the violation, he/she has civil and criminal responsibility.

## U. School transportation

General classroom and campus rules apply to students while on the bus for field trips or other activities. Students are expected to obey bus drivers and monitors and show them the same respect afforded SCS staff.

## V. Other campus guidelines

- Students may not enter the teachers' lounge.
- Boys and girls are not to show physical affection beyond handholding or a quick hug.
- Students are not allowed to sell items on campus at any time unless the sale is for a school activity and is approved by the administration.
- Littering is not a respectful way to treat our colleagues who labor to maintain a clean and comfortable space for learning. Littering is not permitted.
- For safety reasons, students may not bring any skateboards, rip sticks, roller blades, or scooters to campus at any time, including during after-school activities such as open house, family day, etc.

## W. Loss of enrollment for the following school year

Some students may be denied enrollment for the following year for inappropriate behavior, violation of the rules in this Handbook, violation of the laws, excessive absences or low academic achievement.

## Section VIII: Emergency Procedures

Santiago Christian School has structured procedures in the event of an emergency, including natural disasters. School personnel are trained for these specific emergencies. Likewise, students participate in practice drills in order to be prepared.

### A. Notification of school cancellations

Notifications of school cancellations due to inclement weather or other emergencies will be posted on the school website.

### B. The emergency team

At the core of a school's emergency procedures is the emergency team which is responsible for coordination and communication of an emergency.

The Security Manager leads the emergency team, which is made up of leaders from various departments in the school.

The Emergency Team is also responsible for:

- Interaction with the media (via Director)
- Designating the duties of administration, teachers, and support staff in an emergency
- Ensuring that adequate warning/alarm systems are in place and functioning
- Establishing evacuation procedures and safe havens
- Providing any necessary supplies and equipment for each type of emergency
- Providing direction for student behavior
- Establishing the chain of command and the dissemination of information
- Ensuring the presence of on-campus first aid and CPR-trained individuals
- Providing contingency plans and follow-up with teachers, staff, students, and community
- Shut off utilities as necessary
- Conduct or direct rescue operations
- If designated, communicate with the school community

Modes of communication for this purpose include the following:

- Telephone/Telephone Switchboard
- Driver/messenger
- Receptionist
- Parent Letters/Staff Announcements
- Chapels

Emergency drills with the students are performed on a regular basis. An emergency procedures handbook is updated regularly and is kept in every classroom and office.

### C. Responsibilities of parents

The safety of the students is foremost in the minds of the school administrators and staff in the event of an emergency and will take priority over all other things. It is important that parents and guardians be patient but alert observers until the school has been able to communicate information and directives to them. Calling the school could jam the system and perhaps jeopardize emergency procedures.

When possible, communication to parents/guardians will be made available on the school website.

If a major emergency occurs, the students will remain on campus until their parents come to pick them up. During emergencies, students will only be permitted to leave the school accompanied by a parent or an authorized adult.

In the case of an evacuation, parents should be aware of and abide by the school's procedures, which are outlined below. Parent cooperation in the following directions will ensure the safety of our students.

## D. Campus evacuation procedures

In the case of an emergency warranting campus evacuation the following procedures should be followed.

- All pedestrian gates will be locked.
- Security and traffic control personnel will distribute evacuation procedures and check-out slips to parents and representatives.
- All students will move to respective emergency locations. Evacuation team personnel will move into their respective positions.
- Parent or representative will go to the cafeteria gate to begin the pick-up process.
- The parent or representative will complete a student check-out form and give to a runner.
- The parent or representative will move to the back gate to pick up their child(ren) (near the theater/arts building).
- Runner will pick up students and deliver them to a checker at the back gate (near theater/arts building).
- Students will be checked off a master list and released to their parent or representative.
- Parents or representatives will immediately leave campus once they have their children.

## E. Security measures

For the safety of the students, they will not be allowed to leave campus during the school day without written authorization from their parents and approval by the office. While students are playing, they must remain in the designated play area and in full view of their teacher.

SCS reserves the right not to deliver a student to the person who picks him/her up (including father, mother, guardian or other authorized person) who is drunk or under the influence of any type of substance.

## F. Right to protection of one's own image

SCS suggests that families handle with caution and discretion the use of images of students that could be taken in school activities before placing them on social networks. Remember that all are required by law to respect the right to the protection of the image of minors. Parents should not publish or share photos of other people's children without the parents' express consent.

As an institutional standard in SCS, students, teachers and administrative staff in general are not allowed to use, distribute or "upload" photos and/or videos on their personal social networks (Facebook, Twitter, Whatsapp, Instagram, etc.) of the students in the facilities or activities of the school without prior written authorization from the Administration. Only the school's Advancement office may authorize the publishing of student photos and post/share/distribute photos of students for official school purposes. At registration, parents indicate whether they choose to give the school permission to use photos and/or videos of their children for school purposes.

As established in Article 26 of the Code of Children and Adolescents: "It is forbidden to have or disseminate, by any means, the image and data of children and adolescents in a way that may affect their physical development, moral, psychological and intellectual, his honor and reputation, or that constitute arbitrary or illegal interference in his private life and family privacy or that may stigmatize his conduct or behavior." Paragraph: "Violation of the prohibitions indicated in the preceding articles shall be sanctioned in the manner provided by article 411 of this Code."

## G. Confidential information

According to what is established in article 18 of the Code of Children and Adolescents: "All children and adolescents have the right to honor, reputation and self-image, to private life and personal intimacy and family life. These rights cannot be subject to arbitrary or illegal interference by the State, natural or legal persons ". Therefore, fathers, mothers, or legal guardians are the only persons recognized by SCS to deal with any matter or receive information (academic, emotional, behavioral, etc.) related to the student.

## H. Birthdays and other special occasions

For pre-school through kindergarten, parents are allowed to bring birthday cakes and juice refreshments (no soda) to their child's class during school hours upon making specific arrangements with the teacher. Balloons or party items are discouraged although favors are allowed. For 1st through 6th grade, celebrations of birthdays during the day are allowed upon making arrangements with the teacher. Birthday cakes and refreshments should be limited to lunch time in the cafeteria or ranchitos. Drinks should be limited to juice only (no soda). Secondary students should not attend ECE and Elementary birthday parties.

Upon occasion, students may wish to distribute invitations to birthday parties or other celebrations while on campus. So as to prevent possible exclusion and hurt feelings, this may only happen if an entire class is being invited. Invitations to a select group of students may not be distributed on the school campus. (For example, it is not allowed to invite an entire class and some individuals from a different class.)

## I. Authorizations

The father, mother or guardian will be consulted regarding the participation of their son and/or daughter in the activities carried out by SCS outside the school grounds, and the father, mother or guardian must give signed written authorization or authorization through via a validated email address. Important: a) It is required that the father, mother or guardian use the same signature as on their identity documents, b) Parents who do not want their children to participate in the field trip must notify the academic secretary one (1) week by in advance, c) If the minor is not authorized to participate, he/she must remain at home that day (unless otherwise indicated), d) These activities are carried out for training purposes as part of school planning, e) In middle and high school, when a student does not go on a field trip, the teacher may assign extra work as an alternative to replaced the learning that occurs through the trip.

## J. Referrals

If the school detects a need for a student to have a psychological or physical evaluation, a referral will be made based on the provisions of article 32 of the Code of Children and Adolescents: "The directors, legal representatives or directors of educational centers ... have the obligation to: b) communicate to the parents and guardians that the child, adolescent or adolescent requires medical, dental, psychological or any other attention ... "; the father, mother or guardian is responsible for fulfilling this request as soon as possible, to follow up on the recommendations of the specialist, and to deliver a copy of the diagnosis to the Directorate of the SCS.

At the time of a student being referred the school will present specialist options, the parent must:

- Open a channel of communication between the school and the specialist.
- In the event that the school is not satisfied with the results, it may request additional evaluations.

## K. Health office

The health office is designed to take care of medical emergencies during the school day. It is not meant to replace doctor's visits and does not have the resources to treat students who were already sick at home. If the student is sick, he/she must stay at home.

## L. Medication policy

For student safety, the SCS policy is for all medications to be administered under the supervision of health office personnel. Students should not bring medicines with them to school. This is to protect students from possible misuse of medications, which could have dangerous consequences for their health.

If a student needs to take any medication during the school day, we ask the parent to bring the medication, in the morning, to the health office along with a copy of the prescription and complete the drug registration form.

All medicines arriving at the health office must come in the original packaging with a copy of the prescription. The health office will not administer any medicines brought without a prescription or a complete and signed drug registration form. A copy of the drug registration form can be obtained from the parent page of the SCS website.

## Section IX: General Policies

### A. Parent meetings with teachers

Should parents need to meet with the teacher regarding the needs of their child, they are asked to contact the division (elementary or secondary) office to make an appointment. Parents may not meet with teachers before school begins or during school hours without a previous appointment.

### B. Delivery of school assignments

It is not permitted for homework or projects to be delivered to a student during the school day. The school staff cannot take responsibility for delivering assignments or personal items to students or teachers, and the parent should not interrupt classes.

### C. Parent visits during lunches

Parents are not allowed to eat lunch with children except for special occasions which must be approved by the principal.

### D. Drivers and family employees

Parents should inform their drivers and other family employees that they should follow the directions of school staff members or security guards on the grounds and in the school's dismissal system. Any failure to follow the directions of school staff members or security guards may result in the prohibition of that vehicle or the driver from entering school property.

### E. Responsibility of the father, mother, or guardian

The acts of a student that causes harm to another, either voluntarily or involuntarily on campus, the father, mother and/or guardian must assume what is established in article 69 of the Code of Children and Adolescents (Law 136-03): Article 69 of the Code of Children and Adolescents (Law 136-03): "The father and mother, while exercising parental authority shall be presumed jointly and severally liable for the damages caused by their minor children who live with them. To this end, it will suffice that the harmful act of the children constitutes the direct cause of the harm suffered by the victim, regardless of any moral assessment of the behavior of the children or the parents. The presumption of responsibility previously provided may only be rebutted by proof of a random accident or overwhelming force."

### F. Guide for handling sensitive situations or special cases

#### 1. Abuse

If a member of the SCS staff detects that there is evidence or suspicion that a student is being physically or mentally abused or abused by his father, mother, guardian or any other person or close family member, the school will inform the corresponding authorities, in faithful compliance with the provisions of Article 14 of the Code of Children and Adolescents: "The directors, teaching staff and any other person who in the performance of their duties has knowledge or suspicion of a situation of abuse, abuse or violation of the rights of children or adolescents, is obliged to report it to the competent authorities, being exempt from criminal and civil liability with respect to the information provided."

SCS is obliged to inform the competent authorities of any suspected cases of abuse.

## 2. Judicial proceedings between parents.

In cases where the father and mother are separated and there is a judicial sentence that determines who has the custody or custody of the child or adolescent, said sentence must be notified to the Administration of SCS. If there is a situation of conflict or judicial litigation or other inconvenience between the parents, to which the school is not party, we are not responsible for said minors. In cases where there is disagreement between the father and the mother regarding the exercise of their rights and duties in relation to a minor, they may not ask the school to intervene in the process. The regulatory body is the Public Ministry of Children and Adolescents. Article 71 CNNA. Article 8 of the Code of Children and Adolescents establishes: "All children and adolescents have the right, on a regular and permanent basis, to maintain personal relationships and direct contact with their father and mother, even when there is separation between them, unless this is contrary to their best interests, which must be verified and authorized by the competent judicial authority".

## Section X: Guide to the disciplinary system

### 1. Student Welfare

The Student Welfare department consists of two counselors and a psychologist who are available to guide and support students and their families. Among the functions of the department is to handle cases of serious and very serious offenses committed by students, in all cases in communication with the father, mother or guardian.

### 2. Technical Report

When the Student Welfare department holds a meeting with the parent or guardian, it should create a meeting record that must be signed by those present and filed in the student's record.

### 3. Disciplinary Situations

SCS assumes the standards established by the Dominican Education System issued by the Ministry of Education of the Dominican Republic dated July 2013, which are mandatory for all actors of the educational system. The following norms are established in those rules:

**Article 15.** *General provision. To objectively assess each disciplinary situation that violates the performance of the duties of students, minor, serious and very serious offenses, disciplinary actions are established.*

**Article 16.** *Criteria for the application of measures. Consequences applied for minor, serious and very serious faults shall take into account the level of the developmental stage of children and adolescents. Before any decision or consequence affecting students, the "best interest of children or adolescents" will prevail (principle V, law 136-03).*

#### · Discipline dialogues

Before applying any warning or sanction, the teacher will try to reflect on the behavior in question with the student and will discuss the possible consequences and importance of respecting the provisions of school life as learning for your present and future life. For this type of dialogue, the necessary support is available from the Department of Guidance and Psychology.

**Article 17.** *Minor misconduct. These are minor misconduct voluntary actions which, although not attempted against a person or harmonious coexistence, influence negatively the performance of students and the fulfillment of their duties within the educational center. Minor misconduct are situations that can be handled by the teacher inside the classroom.*

*Without prejudice to others, expressly indicated in the rules of the educational center, the following are considered minor misconduct:*

- a) *interruption to classroom work, provided it is not due to a special condition or health of the student.*
- b) *disturbing classmates with comments or jokes that ridicule students, teachers or other members of the community, provided that they are not of bullying nature.*
- c) *using of inappropriate language and tone of voice.*
- d) *class disruptions such as unnecessary noise.*
- e) *leaving the classroom without permission during school hours (it is the teacher's responsibility to ensure that students remain focused, developing educational activities in the classroom)*
- f) *ignoring rules on appropriate use of computers and other electronic devices and of cell phone use in school.*
- g) *sitting in classrooms or areas not authorized during recess.*

h) littering.

*Paragraph I. To prevent such slight mistakes from becoming serious, all possible orientation and accompanying measures should be sent out to the students and families, involving all stakeholders in the system, in order to ensure that the process of teaching and learning of the student is not interrupted.*

*Paragraph II. The use of electronic devices should be regulated through the school's internal regulations. These devices may be approved by the teacher under specific circumstances.*

**Article 18.** *Educational and disciplinary measures for minor misconduct. The educational and disciplinary measures that the teacher can apply to minor misconduct, in a differentiated way and according to each case, shall be:*

- a) *reflective dialogues with the student from a perspective of support focused on solutions and logical consequences.*
- b) *verbal reprimand in private and in private apology.*
- c) *allocation of extra work.*
- d) *retention of distracting objects (cell phones, electronic tablets, other) for 3 days at the Principal's office.*
- e) *written agreements and commitments with the student, providing follow-up to the agreements and recognition of achievement.*
- f) *written and verbal communication with the family to implement strategic student support to achieve a positive change in behavior. If possible, the counselor or psychologist will accompany the teachers in this process.*
- g) *analysis and reflective dialogue with students, trying to generate solutions to support healthy coexistence and strengthening of their learning process.*

**Article 19.** *Serious offenses. These constitute serious misconduct by voluntary action that obstruct the development of the pedagogical process integral to members of the student community.*

*Without prejudice to others, expressly indicated in the rules of the educational center, the following are considered serious offenses:*

- a) *failure to comply with the rules set for the administration of tests.*
- b) *using disrespectful actions or words toward classmates and/or authorities.*
- c) *irreverence to patriotic symbols.*
- d) *discrimination against members of the educational community by race, nationality, religion, disability, among other differences.*
- e) *negative use of social networks for defamation or entering pages restricted by school authorities.*
- f) *dirtying, damaging or destroying the furniture or school facilities.*
- g) *wandering around campus without permission.*
- h) *leaving campus without permission.*
- i) *inappropriate behavior at educational outings, and activities of social and cultural events.*
- j) *Entering the school property outside regular school hours.*
- k) *Defamatory attribution of serious misconduct to other people.*
- l) *Plagiarism or copying of work/tests.*
- m) *Recurrence of minor misconduct which, even with the follow-up and support of the school in coordination with the families, have not been overcome.*

**Any conduct that is not expressly established in these rules or the rules of coexistence education may not be considered serious.**

**Article 20.** Educational and disciplinary measures for serious faults: the measures before serious offenses are as follows:

- a) All those established for minor misconduct.
- b) Sending the student to the principal's office, for a maximum time of one hour. This measure must be previously agreed with the principal and the department of counseling and psychology, in order to have an appropriate place for the student to serve this consequence, performing the tasks assigned with proper supervision.
- c) Written reflection assignments.
- d) Public or private apologies.
- e) Conversations with parents or guardians, to establish commitments with the students and ensure a positive follow-up to the process.
- f) Written communication to parents or guardians.
- g) Invalidation of copied or plagiarized work.
- h) Repetition of the plagiarized exam. Loss of points in the corresponding paragraphs of the subject and/or discipline.
- i) Allocation of special tasks that guide reflection.
- j) Limitation on the participation of school activities, trips or social events.
- k) Prohibition of use of computers and other electronic equipment, by repeated inappropriate use of them.
- l) Replacement of furniture or equipment damaged or destroyed. When a penalty includes physical damage repair, there should be a dialogue on the matter with families to establish agreements between them about the replacement. They must also dialogue to seek alternatives that favor a change in behavior of the students.

*Paragraph 1. The application of any of these measures needs to be communicated to the parent or guardian.*

**Article 21.** Very serious offenses. These constitute very serious actions involving hazard and/or damage to any student, person or school facilities. Also, those which constitute a moral damage to classmates, authorities and the institution itself. Only the following are considered very serious offenses:

- a) Bullying, as defined in this standard.
- b) Bringing or consuming illegal substances.
- c) Misappropriation of school supplies individually or in complicity.
- d) Altering school documents.
- e) Challenge or aggression to a member of the school
- f) Bringing or using dangerous objects.
- g) Reoccurrence in serious offenses which, even with the follow-up and support of the educational center, in cooperation with the families, have not been overcome. The student who incurs any previous offenses must be referred to the school department of counseling and psychology, to provide necessary and timely support in each case. If the school does not have the staff, it must request it from the educational district and/or support of institutions that offer the service in the community.

**Article 22.** Educational and disciplinary measures for very serious offences. The following steps are applicable to very serious offences:

- a) All the educational and disciplinary measures laid down for serious offenses.
- b) Location of the student in a space outside of the classroom (in school suspension), for a maximum period of two days, and they must perform the assignments given by the teacher. The student will

have specific tasks, and will commit to give an account of such under the supervision of the teacher and the family. The parents or guardians must review and sign the tasks assigned to the students.

- c) Suspension of participation in activities outside of school.
- d) Suspension of the student participation in activities within the school, provided that those activities are not part of the mandatory curriculum.
- e) In order to ensure comprehensive protection and guarantee of rights, to very serious misconduct, the principal will coordinate with the district CONANI and networks of organizations that offer programs and psychosocial services and educational community that encourage adherence to school regulations, engaging and focusing on the family throughout the process.

*Paragraph I. For the application of any of these measures, the parent or guardian should be contacted to inform the causes of the actions and establish the commitments of families to accompanying positive processes.*

**Article 27.** Acts that are of a criminal nature. Those actions that may be considered as criminal offences must be reported and remitted to the Court of Childhood and Adolescence to continue criminal actions, when in the case of adolescents over the age of 13, or adopt protection measures that apply, in the case of children under that age.

**Article 29.** Implementing bodies

*The following individuals/groups constitute mediation and enforcement bodies under this Standard:*

- Teacher (for minor offenses)
- Mediation Team
- School Administration Team

**Article 31.** Minor Offenses Sanction Procedure

*The sanctions for minor offenses will be determined by the teacher and may be applied immediately, without any further consultation from other personnel. If the teacher finds it necessary to accomplish the educational purpose of the measures, the teacher may opt to use the mediation process set out in the following articles.*

**Article 32.** Mediation

*In all cases where a serious or very serious misconduct is applicable; the complainant must meet with the Mediation Team. The Mediation Team will hear from the reported student and seek a conciliation between the parties. If an agreement is reached between the parties, the process will be closed, and the Mediation Team will communicate the result to the Administrative Team. In this case, no other measures will be taken against the person complained against. If an agreement is not reached or is breached by one of the parties, the Mediation Team shall immediately inform the Administrative Team of the situation to initiate the relevant procedures.*

**Article 33.** Configuration of the Mediation Team

*The Mediation Team shall be composed of the counselor, principal, and a teacher chosen by the Administration.*

**Article 34.** Purpose of the Mediation Team

*The objective of the Mediation Team will be to seek solutions through the implementation of timely and appropriate measures for coexistence that do not threaten or violate the rights of students, promoting a conciliatory, harmonious and educational environment that is beneficial for the entire community.*

**Article 36. School Administration Procedures:**

*The School Administration Team will assess serious and very serious misconduct. The evaluation process will be carried out within a maximum period of 48 working hours, which may be extended for the purpose of deepening the investigation for the benefit of the student. If the compilation of evidence has not been completed, the need for a longer time limit will be decided by the Director.*

*To determine an educational or disciplinary measure, the Administrative Team will listen to the reported student and the Department of Guidance and Psychology of the school.*

*Paragraph I. During the investigation process, measures may be applied, such as moving the student's location to a space outside-of-the-classroom, prohibiting the use of computers and other electronic equipment, limiting participation in some activities, when they are not essential activities to the core academic curriculum.*

**Article 37. Criteria for Determining Measures**

*Any assessment of behavioral situations that constitute serious or very serious misconduct must consider the circumstances of the event, collected from different sources and perspectives,*

*as well as the student's personal history, previous occurrences of this type of behavior recorded on the student's file, as well as in other sources, considering situations of risk or vulnerability that the student may be going through.*

**Article 38. Appealing the Implementation of Measures**

*Each student and/or family may appeal in writing to the administrative team for an educational or disciplinary action caused by a serious or very serious misconduct, expressing their disagreement, for which they will have 48 working hours, counted from the date of receiving communication of the measure taken by the school.*

**Article 43. Complaint Record Book**

*The Department of Guidance and Psychology (Student Welfare) of the school has a disciplinary record where a Record of Complaints and Cases Attended is kept, with physical and digital support.*

## Section XI: Appendix

### A. Distance Learning Guidelines

Santiago Christian School is always committed to providing an uninterrupted education of the highest quality. Normally, classes are conducted on campus with in-person learning in SCS physical classrooms. However, sometimes there are external circumstances which make it safer to conduct classes off campus with students learning online via the SCS distance learning platform. Regardless of whether learning is taking place in person or at a distance, up-to-date policies and procedures outlined in the Parent-Student Handbook remain unchanged, including but not limited to:

- Purpose and Philosophy of the School
- School Calendar and School Hours
- Enrollment Process
- Academic Programs
- High School Credit and Graduation Requirements
- Grading, Homework and Retention Policies
- Attendance Guidelines
- Community Guidelines
- Behavior Expectations
- General School Policies
- Emergency Procedures

### B. Additional Expectations for Distance Learning

In addition to knowing and abiding by all policies contained in the Parent-Student Handbook, parents and students are responsible for knowing and abiding by all additional Expectations for Distance Learning.

### C. Elementary School Expectations

The elementary school utilizes two learning management systems (LMS). Students in grades pre-kindergarten through third grade use SeeSaw, while students in grade four through six use Google Classroom. Distance learning assignments will be posted on the LMS by classroom teachers as required by curriculum and needs of the students. In all cases, students will have at least one day to complete individual assignments. Exceptions are daily class work, quizzes, and tests which take place during the online class. Students requiring extra time for assignments may contact the teacher to discuss options for late work.

Students should participate in online learning throughout the school day as they would during a regular, on-campus school day. At all times during distance classes, students must wear their blue collared SCS uniform shirts. In addition, during all distance classes, students must participate with their camera on so

that the teacher is able to see the student. Assignment calendars and clear expectations for students and parents will be posted on the LMS and communicated to families each week. We encourage parents of younger students to facilitate their child's schoolwork.

Students should plan to dedicate a similar amount of time to their online coursework as they would during a typical on-campus school day. Students should submit work in a timely manner and communicate with the teacher if issues arise that result in late work or absences. Teachers will plan learning activities and assignments based on the time that they expect students to spend completing the work assigned. However, much of the work will take place collaboratively during class time or will be completed in the afternoons during small group exercises.

Distance learning days are school days; therefore, incomplete work, work not completed with effort or quality, and late work will be handled in the same way as assignments assigned on campus and following handbook guidelines. All distance learning work needs to be submitted according to the teacher's expectations outlined in their learning standards and classroom expectations.

Proactively communicate with your teachers and principal as questions and needs arise. Teachers will typically respond to questions and meet with students until 3:30 PM on weekdays. However, if a question is asked after that time, it is reasonable to not expect a response until the following workday.

Report technical problems as soon as possible to the SCS Tech support, [techsupport@scs.edu.do](mailto:techsupport@scs.edu.do). Also inform your teacher and the secondary office at that moment if you are missing a live online class due to technical problems to have the absence excused. Be proactive about solving any problems. Lack of access to the LMS or Zoom will not excuse distance learning expectations.

Attendance. Students will be marked absent if they do not attend their online class. When students are in live online classes, they should have their cameras on and are expected to participate. If a student experiences technical difficulty and is unable to turn on the camera, he/she should notify the teacher and participate in the lesson verbally or through the written chat. Students will be marked absent on Wednesday if they do not attend their specials classes.

Uniforms. Students must always wear a blue collared SCS uniform shirts during all distance classes.

Video cameras. Students must always keep their cameras on and be visible to the teacher during all distance learning classes.

Travel. Any class a student misses due to traveling or not having access to the Internet will still result in missed content and possibly cause them to get behind in their work. It is better for students to remain in a stable working environment with Internet access while distance learning.

Office hours. Elementary teachers are available 2:30-3:30 PM to answer questions. They will also be answering questions via email. Elementary teachers are also available on Wednesday by appointment for virtual meetings with parents and students. Students should reach out to teachers to schedule a time to meet if they would like help.

Late work. Students in elementary school may turn their work in late and still receive credit. We highly encourage students to turn in work on time to develop good work habits and prepare them for middle school.

Test re-takes. Any re-takes are at the discretion of the teacher and need to be worked out with that individual teacher. There is no school policy for allowing students to have re-takes on assessments.

Technology issues. If parents contact the office to report issues involved with the absence, the absence will be marked as excused. Students will not be penalized for missing the class due to technology problems and would be expected to make up the work without penalty.

Smartphones. Students should not write papers on smartphones. It is best to have a computer/laptop or a tablet with a keyboard.

Daily student workload. Students are expected to work full days even while in distance learning. They have online classes in the morning they must attend, as well as time in the afternoon to work in small groups, on homework, or to view asynchronous assignments. If students have opted to join clubs, extra-curricular activities, or sports, they may need to work on assignments in the evening just like they would if they were attending classes on campus.

Communication. Parents and students must daily check, understand and abide by all policy adjustments outlined in frequent email communications and at the following link:

<https://www.scs.edu.do/distance-learning/elementary-parent>

## D. Junior High and High School Expectations

Daily distance learning assignments will be posted on Google Classroom by 8:00 a.m. by classroom teachers. Some teachers may post assignments in advance. Students should then participate in online learning throughout the school day as they would during a regular, on-campus school day. At all times during distance classes, students must wear their blue collared SCS uniform shirts. In addition, during all distance classes, students must participate with their camera on so that the teacher is able to see the student. Assignment calendars and clear expectations for students and parents will be posted on Google Classroom.

Students should plan to dedicate a similar amount of time on their online coursework as they would during a typical on-campus school day. Students should check in with classroom teachers regularly to inform them that they are working on their assignments. Teachers will plan learning activities and assignments based on the time that they expect students to spend completing the work assigned.

All daily classroom assignments need to be completed according to the class schedules on Google Classroom. Treat distance learning responsibilities with the same high regard as on-campus academic responsibilities. Students will have daily work for their classes. Students should check Google Classroom for assignments every day for each class, including days that they do not have a live video call for a class.

Distance learning days are school days; therefore, incomplete work, work not completed with effort or quality, and late work will be handled in the same way as assignments assigned on campus and following handbook guidelines.

All distance learning work needs to be submitted according to the teacher's expectations outlined on their Google Classroom page.

Proactively communicate with your teachers and principal as questions and needs arise.

Be aware of, and use, the teachers' office hours. Teachers will typically respond to questions and meet with students up until 3:30 PM on weekdays. However, if a question is asked after that time, it is reasonable to not expect a response until the following workday.

Report technical problems as quickly as possible to SCS Tech Support, [techsupport@scs.edu.do](mailto:techsupport@scs.edu.do). Be proactive about solving any problems. Lack of access to Google Classroom or Zoom will not excuse distance learning expectations. Students should inform their teacher and the secondary office at that moment if you are missing a live online class due to technical issues in order to have the absence excused.

Attendance. Students will be marked absent if they do not attend an online class. When students are in live online classes, they should have their cameras on and are expected to participate. If a student experiences technical difficulty and is unable to turn on a camera, he/she should notify the teacher and participate in the lesson verbally or through the written chat. Students will be marked absent on Wednesday if they do not attend their Advisory class.

If a student is sick or unable to attend the live virtual class the parent should call the school office to notify them of their child's absence, the same as if we were on campus. The number of absences from class for a school year still follows the regulations of the Ministry of Education; this includes both excused and unexcused absences.

Uniforms. Students must always wear a blue collared SCS uniform shirts during all distance classes.

Video cameras. Students must always keep their cameras on and be visible to the teacher during all distance classes.

Travel. Whatever class your child misses due to traveling or not having access to the Internet will still result in missed content and possibly cause them to get behind in their work. It is better to have the child in a stable working environment with Internet access while distance learning.

If you decide to travel, students are still expected to complete all work that is posted in the Google Classroom and meet the due dates. They may be excused from the live classrooms, but they will be marked absent.

Office hours. Secondary teachers are available between 1:00-3:30 PM to help students in individual or small-group meetings. They will also be answering questions via email. Students should reach out to teachers to schedule a time to meet if they would like help. Teachers are also available on Wednesday when they are not in advisory or leading a club.

Middle School late work: Students in middle school may turn their work in late and still receive credit. We highly encourage students to turn in work on time to develop good work habits and prepare them for high school.

High School late work: Students in high school may turn in their work up to a week late with a minor penalty. After a week, students may not receive more than 80% for their grade. Students in high school will not be allowed to turn in late work or make up missing work once a summative assessment (test, project, essay) has taken place in a class. Students should have all work completed and turned in before the summative assessments in their classes. All missing assignments after a summative assessment will become a 0 and cannot be made up.

Test re-takes. Any re-takes are at the discretion of the teacher and need to be worked out with that individual teacher. There is no school policy for allowing students to have re-takes on assessments.

Technology issues. If parents contact the office to report issues involved with the absence, the absence will be marked as unexcused. Students will not be penalized for missing the class due to technology problems and would be expected to make up the work without penalty. It is important that the school office is notified of any technology or internet issues at home.

Smartphones. Students may not write papers on smartphones. It is best to have a computer/laptop or a tablet with a keyboard.

Daily student workload. Students are expected to work full days even while distance learning. They have online classes in the morning they should attend, and time in the afternoon to work on asynchronous assignments. If students have opted to join clubs or extra-curricular activities, they may need to work on assignments in the evening just like they would if they were attending on campus.

Communication. Parents and students must daily check, understand and abide by all policy adjustments outlined in frequent email communications and at the following links:

High School: <https://www.scs.edu.do/distance-learning/high-school-parent>