



**THE
SOUTHLAND
SCHOOL**

**MANUAL AND
INTERNAL REGULATION
ON SCHOOL COEXISTENCE
(under review)**

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I. BACKGROUND

The Southland School understands education as a process of socialization and integral formation in the trajectory of each male/female student. In this process, physical and intellectual capacities are developed, as well as abilities and skills within a framework of values and good coexistence to develop reflective, critical, participative and good-oriented people.

The Southland School is committed to its Educational Project with the mission of educating for a healthy coexistence. Being a male/female student at the school requires serious commitment and responsibility to assume attitudes of mutual respect, cordiality, kindness, responsibility and cooperation with the educational community.

Within this context, the Coexistence Regulation constitutes a means to protect and actively promote the moral development of male/female students according to pro-social values that allow them to make founded, responsible, autonomous and free decisions.

Thus, the objective of this coexistence manual is to formulate the bases and framework for action, from the formative and preventive aspects, for a good coexistence. This is based on tolerance and mutual respect, thus promoting the basic conditions that favor the integral development of the educational community members.

In addition to the foregoing, the present Coexistence Manual places a strong emphasis on promoting and respecting values present in the institution, which are described in our Educational Project. These values are the cornerstone of coexistence within the school space and that all members of The Southland School educational community must respect. The present Coexistence Manual is based on the following national legal documents, established in the different public policies, among them we can find:

- ❖ General Education Law No. 20,370 of 2009
- ❖ Statute of Education Professionals: Law 19,070 of 1991
- ❖ Declaration of the rights of the child. 1990. 2nd, 5th, 7th, 8th, 9th, 10th, 11th Articles.
- ❖ School Inclusion Law 20,845 (2015)
- ❖ Law No. 20,536 on School Violence (2011)
- ❖ Law No. 20,609 establishing measures against discrimination (2012)
- ❖ Law 20,244 on Educational Assistant Personnel (2008).

II. FRAMEWORK ON COEXISTENCE VALUES

The Southland School Institutional Educational Project is the fundamental reference for the educational, formative and administrative work of the school. It reflects the identity of our educational community, which is based on a Christian anthropological conception, which seeks the integral development of students as people committed with themselves, others and their environment.

There are certain concepts that accompany our action, among them:

a) INTEGRAL VISION OF THE PERSON

From our Educational Project, we believe that every person is unique and unrepeatable, whose open and rational nature is endowed with intelligence, will and is called to a transcendent life.

b) EDUCATION

We understand education as a process of socialization and integral formation of the human being where perseverance becomes a fundamental pillar that supports the development of physical and intellectual capacities, abilities and skills, values and forms of behavior. It is a permanent and systematic process that aims at transforming people into reflective, critical and participative beings in a demanding and full of challenges society.

c) SCHOOL

The Southland School is considered a place of secular education, with a Christian orientation, open to all faiths, which aims at forming integral people, with values and principles, in an environment full of learning experiences, where demand, discipline and affection accompany our male/female students in their daily work, trying to develop their abilities to the maximum.

d) SCHOOL COMMUNITY

It is that formed by male/female students, teachers, guardians, assistants, headmasters/mistress and administrative staff, who share values and unity of criteria to achieve the same purpose, contribute and enrich the training process of our male/female students from different dimensions.

e) SCHOOL COEXISTENCE

As a school we adopt the definition of school coexistence given by the Ministry of Education (from now on MINEDUC). According to this government entity, school coexistence is:

“The peaceful coexistence of the educational community members, which supposes a positive interrelation between them, in addition to allow the adequate fulfillment of the educational objectives in an environment that favors the integral development of students. School coexistence is about building a relationship between people in a community, based on mutual respect and reciprocal solidarity, expressed in the harmonious and non-violent interrelation between the different actors and entities of the Educational Community.”

To achieve positive school coexistence, it is necessary to implement a formative approach, where the skills, knowledge and values that allow the practice of living in peace and harmony with those around us are taught and learned. During the school trajectory, these learnings are considered basic and they can be found in the Transversal Fundamental Objectives, as well as in the Vertical Fundamental Objectives of our country Curricular Bases.

The formative approach, which this coexistence manual is based on, contains a preventive dimension, which aims at the development of knowledge, skills and attitudes that allow the formation of autonomous people, who are able of making personal decisions and anticipating situations that threaten or alter healthy coexistence. In this sense, the preventive dimension implies overcoming the notion of risk and is not limited to inform or prohibit, but to educate to act in advance.

Hence, this manual of coexistence establishes three essential axes:

- ❖ A formative approach, since it is taught and learnt to live with others.
- ❖ It requires the participation and commitment of the entire educational community, according to the roles, functions and responsibilities of each actor and entity.
- ❖ Everyone in the educational community is subject to rights and responsibilities, and must act in order to safeguard the dignity of all.

III. DUTIES AND RIGHTS OF THE SCHOOL COMMUNITY

The dignified and respectful treatment with the members of the school community is a right and a duty - basic foundation of all civilized coexistence.

The members of the educational community will enjoy the following rights and will be subject to the following duties:

FAMILY'S PROFILE

The school expects to have families that:

- ❖ Are committed, aware and responsible with the educational process of your child.
- ❖ Know, value and support the educational project and School Coexistence manual.
- ❖ Educate and form their children in the light of the principles and values of the School educational project.
- ❖ Motivate their child to learn by favoring progressively their independence and autonomy.
- ❖ Actively participate in the School extra-curricular activities.
- ❖ Feel part of the educational community and permanently contribute to strengthen it.
- ❖ Achieve open and respectful communication with each of the members of the educational community.

RIGHTS AND DUTIES OF PARENTS AND / OR GUARDIANS

RIGHTS
Be the first educators of your children.
Be informed by headmasters/mistress and teachers in charge of the education on your children academic performance and educational process, as well on the school's operation.
Be heard and participate in the educational process areas, contributing to the educational project development, in accordance with the school internal normative.
Request an interview with the head teacher or subject teacher. You must do this in writing through the agenda book or email, adjusting to the available teacher hours assigned for these purposes.
Receive guidance in relation to learning, behavioral and / or socio-emotional needs of your children.

Right to appeal in respect with the non-renewal of some important disciplinary measures or enrollment cancellation. This appeal must be made in writing directly to the School Directorate 48 hours after informing the measure. The School Directorate will have a period of 15 days to respond to said appeal.

DUTIES

Adhere to the school educational project and its operating and internal normative.

Fulfill commitments made with the school.

Take interest, participate and collaborate actively with your children learning process, understanding parents as first educators and as a fundamental part of the process that is not out of it.

Stay permanently informed of the conduct and academic development of your children (permanent communication with the head teacher, attend meetings arranged and review the Schoolnet).

Provide their children with all the necessary tools to have an adequate development and participation in the school daily activities (uniform, school supplies, books, food, transportation, among others).

Guide and support the fulfillment of the obligations and responsibilities of your children, stimulating autonomy in doing homework and assignments.

Objectively and responsibly channel your concerns through formal instances and channels (agenda book, email and/or personal interview). In the first instance, it should be the male/female Head Teacher who, depending on the situation, will generate a response and/or solution. If it is not possible, he/she will refer you to the Academic Coordinator or the Inspectorate and finally to the school Headmistress.

Attend interviews, meetings and/or family activities set by the school when deemed appropriate and / or for any circumstance that warrants.

Accept and execute measures, suggestions and/or referrals to external specialists proposed by the school, if necessary, in the face of learning, behavioral and/or socio-emotional development problems.

Keep a cordial and respectful relation with all members of the educational community, promoting these attitudes in your children. For no reason, publish offenses or disrespect against them through social media, chats or text messages.

From the circular No. 0027 issued by the Superintendency of Education, dated on January 11th, 2016, that sets the meaning and scope of fathers, mothers and guardian's rights provisions in the educational field, The Southland School considers:

1. PREFERENTIAL RIGHT OF PARENTS TO EDUCATE

Respect fathers and mothers duties and rights, as well as the right of a boy or girl to keep in contact directly with both parents, in the event that they are separated, adding that a mother or father is the main responsible for the education of children.

2. RIGHT OF PARENTS AND GUARDIANS TO BE INFORMED, HEARD AND TO PARTICIPATE AND ASSOCIATE

Fathers, mothers and guardians have the right to be heard and to participate in the educative process. They also have the right to associate, to information and to be heard, whatever they are guardians or not before the educational establishment. Thus, it will be the duty of guardians and authorities to exercise and ensure this right.

Fathers, mothers and guardians of male/female students may exercise their right to be informed, requesting by the formal channels established by the educational institution, the respective marks, personality reports or any other document related to the school situation of your son/daughter.

4. RIGHTS OF FATHERS OR MOTHERS WHO DO NOT HAVE THEIR CHILDREN'S GUARDIANSHIP

The preferential right of parents to educate their children and to associate, to be informed, heard and to participate helps fathers and mothers equally, without making any distinction for their marital status or factual situation.

It is not correct that an educational establishment restricts one parent the preferential right to educate his/her children; to associate, to be informed, heard and to participate, just for not having the personal guardianship of his/her children, unless there is a court order.

School principals, authorities, and in general, all officials of the educational establishments, in relation to the father and mother, whatever they are guardians or not, or do not have the personal guardianship of their children, are obliged to ensure and respect:

- a. Their right to associate and participate in parents and guardians organizations.
- b. Their right to participate in guardians meetings.
- c. Their right to access the educational reports of a male/female student, like the father or mother that is registered as guardians before the establishment.
- d. Their right to participate in extracurricular activities, grade parties at the end of the year, outings, holy communions, father's and/or mother's day.

5. FATHERS, MOTHERS AND GUARDIANS RESPONSIBILITIES:

Duties that fathers, mothers and guardians must fulfill:

- a. Educate their children and support their educational processes.
- b. Stay informed, respect, and contribute to comply with the educational project, school coexistence and operation norms of the establishment that they choose for their children, which are set in the establishment's internal regulation.
- c. Fulfill commitments assumed with the educational establishment
- d. Respect the establishment internal normative and give a respectful treatment to all members of the educational community.

MALE/FEMALE STUDENTS WITHDRAWAL:

At the beginning of the year, the father, mother or guardian who lives with the male/female student from the infant and junior cycle (Playgroup to 4th primary grade) will be obliged to inform, who will be in charge of the withdrawal of a male/female student from the school establishment, whoever the father, mother, a relative or a private transportation means, at the end of a day or during a day for a special situation. This must be reported through the official channels (agenda book and/or email) used by the establishment at the beginning of the school year or during this, if there are any modifications.

Male/female students in junior cycle (5th primary grade and 6th primary grade) may go from school alone with a prior written permission for the head teacher. From junior to senior cycle (7th primary grade to 4th secondary grade), they may go from school alone.

It will not be an obligation of the institution's officers to restrict one of the parents to withdraw his/her child from the educational establishment, unless there is a judicial order.

TEACHER 'S PROFILE

The school expects to have a professional who:

- ❖ Is prepared, responsible, demanding and disciplined in his/her daily work.
- ❖ Manages and uses the English language (Bilingual Cycle).
- ❖ Tends to permanent professional improvement and is updated on new trends in the educational field, incorporating them into its educational practices.
- ❖ Influences, motivates and leads his/her male/female students, according to the goals and objectives proposed by the school.
- ❖ Understands discipline as a fundamental element in the learning process of his/her students.
- ❖ Makes his/her students are interested in learning using efficiently motivating and enriching teaching strategies.
- ❖ Incorporates technological means into the classroom in order to improve and enrich educational practices.
- ❖ Faithfully represents the institutional image and values of the school.
- ❖ Contributes to creating a cordial, pleasant and respectful work environment among all members of the educational community.

TEACHERS'S RIGHTS AND DUTIES

RIGHTS
Work in a safe, tolerant and mutually respectful environment.
Have the necessary spaces to properly carry out their work.
Stay in a space, where their physical, psychological and moral integrity is respected, and cannot be subjected to humiliating, degrading or psychological mistreatment by other members of the educational community.
Propose initiatives that are considered useful for their practices improvement and/or for school progress.

DUTIES

Perform the teaching function in an appropriate and responsible manner.
Investigate, expose and teach the curricular contents corresponding to each educational level of the school, according to the curricular bases and the study plans and programs used by the school.
Update their knowledge and periodically evaluate themselves, according to the school's guidelines.
Promote healthy relations and healthy coexistence between male and female students and between male/female students and other members of the educational community.
Respect both the school norms and the rights of the male/female students and their parents and/or guardians.
Have a respectful treatment and without arbitrary discrimination with students and other members of the educational community

MALE/FEMALE STUDENT'S PROFILE

- ❖ Confident in their thinking and acting.
- ❖ Positive leaders with strong sporting SPIRIT.
- ❖ Honest, respectful and responsible with him/herself and the others regarding his/her actions and the incidence of these in his/her environment.
- ❖ Supportive and ready to help those who need it most. Perseverant in the achievement of goals and challenges proposed, with the ability to recognize and overcome adversity.
- ❖ Interested in learning, aimed at excellence, self-demanding and committed with their skills development.
- ❖ Autonomous in his/her determinations and act according to his/her convictions with a critical and purposeful attitude towards his/her environment.
- ❖ Leaders in the use of technologies and English language handling as a tool to face the current world.

RIGHTS AND DUTIES OF MALE/FEMALE STUDENTS

RIGHTS
Receive an education that offers them opportunities for their formation and integral development.
Study in a safe, tolerant and mutually respectful environment.
Express their opinion and that their physical and moral integrity are respected, and that they are not be subjected to a degrading or humiliating treatment and psychological abuse.
Be respected in their personal freedom and conscience, their religious and ideological and cultural convictions.
Be informed on the evaluation guidelines; to be evaluated and promoted according to an objective and transparent system, in accordance with the school's internal regulations.
Participate in school's cultural, sport and recreational life.
Receive adequate and timely attention, in case of having special educational needs.

DUTIES
Provide a dignified, respectful and non-discriminatory treatment to all members of the educational community.
Attend classes; study and strive to achieve the maximum development of their abilities.
Collaborate and cooperate in maintaining an adequate school coexistence.
Take care of school's implementation, infra-structure and green areas.
Respect and comply with the school's Educational Project and Coexistence Manual.

IV. REGULATIONS FOR COEXISTENCE

A. SCHOOL CALENDAR

At the beginning of the school year, the community will be informed on the annual calendar and the weekly time table of each grade, according to the calendar approved by the Ministry of Education. The classes established in said calendar will be considered for the calculation of the attendance percentage. It is the obligation of guardians and male/female students to know the school's calendar and time table. Male/female students must comply with it, without receiving other warnings.

B. AGENDA BOOK

In March, the school delivers the official agenda book to all male/female students up to 6th primary grade. It will be the responsibility of the male/female student to have it in good conditions and always bring it, since it is a school's official document. In case of loss, the male/female student shall replace it as soon as possible.

The communication between guardian and teacher from junior and senior cycle (7th primary grade to IV secondary grade) will be through the institutional email.

C. SCHOOL TIME TABLE

The school reserves the right, according to the pedagogic needs, to restructure the time table during the school year, as many times as they warrant.

D. ATTENDANCE

Attendance to classes is essential for the achievement of educational objectives. The respective Ministerial Regulation establishes a minimum attendance of 85% for the promotion.

Therefore, the School has provided the following:

In case of absence from classes, the male/female student is obliged to submit a justification or a medical certificate in the early morning the next day. A compulsory medical certificate will be requested for semester tests and complementary reading evaluations.

For travel absences, authorization must be requested to the Academic Coordination one month in advance, to avoid possible conflictive situations due to tasks, assignments, evaluations or other corresponding obligations, to be committed to comply with the requested.

E. PUNCTUALITY

To achieve an optimum development of school activities and benefit male/female students in their learning process, it is very important to create the habit of punctuality.

Male/female students have the obligation to attend classes on time and regularly, as well as to participate in all educational and cultural activities that take place inside and outside the establishment.

Therefore, it is necessary to keep in mind the following points:

The students' entry is at 8:10 o'clock.

The inspector will register the respective delays in Schoolnet.

From 3rd primary grade, if there is a third delay without justification, the guardian will be informed by mail. In case of successive delays, the male/female student must remain at the detention scheduled by the inspectorate to do a pedagogic or collaborative work. Upon completing 6 delays, the male/female student will be summoned on Saturday from 8:00 to 9:00 a.m. If the male/female student delays persist, his/her guardian will be called.

Once the bell is rung to enter classes, parents are prohibited from entering the school yard, hallways, or classrooms **of all levels**.

The entry and exit of male/female students during school hours is not authorized, if necessary it is suggested that the male/female student does not attend school. In exceptional cases of entry or exit out of the regular day, the guardian must appear with the student to be duly authorized.

F. PLANS AND PROGRAMS

The school requires 60% achievement to obtain a mark of 4.0, in any type of evaluation, including male/female students with special educational needs.

The school works on a semester academic system and is ruled by the MINEDUC plans and study programs. The school permanently informs the academic situation through the Schoolnet platform (<http://southlandschool.colegium.com>) on the school's website, being the responsibility of the guardian and the male/female student to access it, for which they will have a username and password. At the end of the year a written report is given.

Male/female students will be evaluated in all learning subsectors of the curriculum.

G. EVALUATION ABSENCES

From junior cycle (1st to 4th primary grade), the test is taken the same day of the return to classes during the school day.

From junior to senior cycle (5th primary grade to IV secondary grade), the test is taken on the first Thursday after returning to classes. A maximum of two tests may be taken in order of pending dates.

If there is no justification from the guardian or the male/female student did not show up to take the test on Thursday, he/she will be evaluated with a minimum grade of 1.5.

It is the responsibility of the male/female student to worry about taking late tests.

In cases of prolonged absence, a recovery calendar will be drawn up that exceeds this period. If the male/female student does not show up at this second opportunity with a written justification, he/she will be scored with a minimum mark, according to the Evaluation Regulation. In the case of global tests, a medical certificate will be required.

H. UNIFORM

Playgroup to 2nd Primary Grade

- Physical Ed school T-shirt (the use of plain white T-shirt is not allowed)
- School tracksuit
- Blue school shorts
- Sport shoes (white, gray or blue, without other colors or laces of other colors)
- White, gray or blue socks
- Blue apron

3rd Primary Grade to 6th primary Grade

MALE STUDENTS

1. Gray school pants (it is not allowed to wear them at the hip or skinny, it must also be of the student's size and must wear a black belt)
2. Black shoes or black sneakers
3. Gray or black socks (white socks are not allowed)
4. White school shirt
5. School tie
6. School vest and/or school sweater shirt
7. School piqué shirt (compulsory until April 30 and from October 1)
8. Navy blue anorak (use is allowed only in winter and must not have strong colored logos)
9. Scarves and gloves, all navy blue
10. Blue apron (students from 1st primary grade to 4th primary grade)

FEMALE STUDENTS

1. School kilt (minimum length, 5 cm. above knee)
2. Black school shoes (the use of black sneakers or booties is not allowed)
3. Navy blue socks (knee length)
4. Blue tights (use only in winter)
5. White school shirt
6. School tie
7. School vest and/or School sweater shirt
8. School piqué shirt (compulsory until April 30 and from October 1)
9. School sweater shirt
10. Navy blue anorak (use is allowed only in winter and must not have strong colored logos)
11. Scarves and gloves, all navy blue
12. Blue apron (students from 1st primary grade to 4th primary grade)

PHYSICAL EDUCATION UNIFORM

1. School T-shirt (the use of plain white T-shirts is not allowed)
2. School tracksuit
3. Blue school shorts
4. Sports shoes (white, gray or blue)
5. White socks

7th Primary Grade to IV Secondary Grade

MALE STUDENTS

1. Gray school pants (wearing hip or skinny pants is not allowed. It must also have the student's size with a black belt)
2. Black shoes or black sneakers
3. Gray or black socks (white socks are not allowed)
4. White school shirt
5. School tie
6. School's sweater shirt and/or sweater
7. School piqué t-shirt (compulsory until April 30th and from October 1st)
8. Navy blue anorak (wear it only in winter and must not have strong colored logos)
9. Scarves and gloves, all navy blue

* Hooded sweater shirts will not be accepted under the regular uniform.

FEMALE STUDENTS

1. School kilt (minimum length, 5 cm. above knee)
2. Black school shoes (the use of black sneakers or booties is not allowed)
3. Navy blue socks (knee length)
4. Blue tights (wear them only in winter)
5. White school shirt
6. School tie
7. School piqué shirt (compulsory until April 30 and from October 1)
8. School 's sweater shirt
9. Navy blue anorak (wear it only in winter and must not have strong colored logos)
10. Scarves and gloves, all navy blue

PHYSICAL EDUCATION UNIFORM

1. School T-shirt (the use of plain white T-shirts is not allowed)
2. School tracksuit
3. Blue school shorts
4. Sports shoes (white, gray or blue, without other colors or laces of other colors)
5. White socks

The adjustment to some garments in the uniform may be requested for specific reasons of the male/female student that are duly justified by the treating specialists. For this authorization, a letter from the male/female student and their family is required to the school directorate that will respond according to the background submitted.

I. PERSONAL APPEARANCE

- ❖ It is expected that all male/female students take care of their hygiene and appearance that reflect a neat personal cleaning and express self-respect and respect for their belongings.
- ❖ Female students should not wear makeup or painted nails.
- ❖ Long hair (which touches the shirt, forehead and ears) or shaved hair is not allowed in male students. Unshaved students or students with sideburns are not allowed either.
- ❖ Earrings, rings, bracelets, piercings, necklaces, tattoos or badges, artificially colored hair, extravagant cuts and hairstyles are not allowed.
- ❖ Only a white undershirt is allowed under the shirt or T-shirt.
- ❖ All of the male/female students' school supplies and clothing must be properly marked.
- ❖ In case that the male/female student repeatedly incurs the wear of earrings, rings, bracelets, piercings and/or necklaces or other garments that are not related to the uniform, both the inspectorate and teachers may remove this item and return it at the end of the school day. If the offence is repeated, it will be returned at the end of the semester.

V. ORDER AND DISCIPLINE PROVISIONS

School life and classes require an order that contributes to the realization of the educational process. The teaching and steering staff, as well as male/female students are directly responsible for keeping the order within a group and in the School.

Discipline is understood as a set of norms that must be followed in favor of a harmonious and respectful coexistence, which allows the male/female student to show attitudes that help them insert positively into family life, school environment and society in general.

1.- Responsibility and Honesty Attitudes

- Correct and timely wear of the school uniform.
- Attendance, punctuality and timely justification of absences.
- Correct personal appearance and hygiene.
- Appropriate behavior in the classroom, dependencies and School's activities, as well as in other environments, when a male/female student is wearing the uniform.
- It is the responsibility of each male/female student to return the found objects.
- Compliance with tasks, duties and commitments made.
- Care of own goods, goods of community and others.
- Timely delivery of the school's communications and their responses, when appropriate.
- Homework is intended for a male/female student to practice certain skills that require more time than the class time assigned for their achievement. Under no circumstances these must be done by another person or copied to a classmate. To incur it is a lack of responsibility.

2.- Respect Attitudes

- Respect for the values and symbols of faith.
- Respect and adhesion to the symbols and Patriotic Values of the school.
- Respect and compliance with the norms established by the school.
- Respect for all members of the school community or people who come to the establishment.
- Respect for the opinion of others.
- Respect for all activities, both from the school and the grade group.
- Respect for good customs and Christian morality.
- Care and conservation of the environment.
- Respect for your own health and that of others (the consumption of tobacco, alcohol or drugs is not allowed in any School's activity).

3.- Honesty Attitudes

- Deep respect for the truth and acting accordingly.
- Recognize personal mistakes and take responsibility of them.
- Sense of honesty in interpersonal relations, with a welcoming and solidarity attitude with all classmates.
- Responsible and honest before any evaluation modality.

4.- Order Attitudes

- Concern for your supplies and personal belongings.
- Order and cleanliness in the classroom, bathrooms, dining room and school in general.

5.- Perseverance Attitudes

- He/she overcomes adverse situations.
- He/she keeps a positive spirit facing difficulties.
- He/she strives for overcoming limitations.

A. RECOGNITIONS

In search of highlighting and motivating behaviors, positive attitudes and commitment to the values and ideals of our institution, the school has various positive stimuli and recognitions towards its students. These are granted to outstanding students by Teachers and Headmasters.

a) Positive Incentives

It is the recognition to value and highlight behaviors that show an outstanding commitment with the ideals and values of our project and educational community. It is also used to recognize male/female students' personal effort to achieve their goals and challenges. These incentives will be granted through:

- Verbal recognition
Words of encouragement addressed to the male/female student personally by the teacher or another person as a result of an attitude or performance that warrants it.
- Written recognition
Congratulations expressed through a positive annotation, Congratulations Ballot or a Diploma, for an outstanding participation or action in the school environment.
- Special incentives (Junior School)
Significant badges for male/female students (diplomas, stickers, etc.). These incentives are intended to highlight one or more male/female students throughout the year in virtue of their efforts and accomplishments.

- Student of the month honor roll:

The head teacher will highlight a male/female student who represents the values of the school monthly and they will be present in an honor roll at the entrance of the school and on the website.

- Mention in assemblies

It is the verbal recognition of a male/female student before all his/her classmates and teachers during assemblies, community support events, sport participations or others.

b) School year end awards: Junior and Senior Cycles:

- Best Classmate

Award given by classmates to the most generous, supportive male/female student, who keeps a good relation with everyone.

- Academic Excellence Award - First Place - Academic Achievement

Award given to a male/female student, for his/her outstanding academic performance, and for obtaining the best average in the grade.

- Perseverance Award

Award given to male/female students who, despite all the difficulties they face, are able to overcome them and go ahead with perseverance and effort.

- Sport Award

Award given to outstanding male/female students in the sport field.

- English Achievement Award:

Award given to male/female students who have shown an outstanding progress, participation and love for this English area.

- Southland Spirit:

Award given by the Council of Teachers to the male/female student who has shown a commitment with school values, with his/her teachers and peers, in a spirit of service, generous and caring attitude, joy and good disposition. It is an award that is given to a male/female student from junior to senior cycle (7th primary grade to III secondary grade), and especially to a male/female student from IV secondary grade.

B. DISCIPLINARY CONSEQUENCES

When a male/female student consistently transgresses the norms of coexistence or fails to his/her duties and responsibilities, teachers and headmasters may apply consequences that are congruent with these offences.

Disciplinary measures will be applied to the male/female student who transgresses School's current regulation norms. These measures must be applied with the pedagogical purpose of strengthening the sense of responsibility of male/female students.

In the light of these principles and taking as reference what is expressed in the present chapter, as in the previous ones, a classification of offences and a sequence of steps to follow have been established to make possible a healthy school coexistence.

Teachers are the first managers of good discipline. Therefore, they must give positive feedback on good behaviors and look for adequate strategies to achieve good school discipline.

This way, teachers and headmasters are constantly giving verbal feedback to appropriate or inappropriate behaviors.

The Teacher, in case of observing inappropriate behaviors of a male/female student, will proceed with a verbal warning, will talk to him/her to reconsider the offence incurred and obtaining a commitment from the male/female student.

When a male/female student reiterates positive or inappropriate behaviors, the teacher must make a record on the virtual Class book.

Depending on the offence, these will have consequences taking into account the context and the male/female student's history.

Offences that merit sanctions are classified as: MINOR, SERIOUS AND EXTREMELY SERIOUS.

MINOR OFFENCES

- 1- Arrive late to the time of entry (8:10 am) or to other activities.
- 2- Neglect your personal appearance (wear the uniform inappropriately, have painted nails, makeup, piercing, hats, earrings, colored shoes, etc.)
- 3- Show up wearing the physical education uniform, if it is not applicable in a subject.
- 4- Failure to comply with duties, homework, requirements or commitments regarding the grade level or School.
- 5- Attend classes without the necessary materials for the subject.
- 6- Do not bring your school agenda.
- 7- Consume food, chew gum and/or drink beverages during class.
- 8 – Run in the halls.
- 9 – Show up without physical education uniform and without a justification.

CONSEQUENCES

The male/female student, who commits any of these minor offences several times, may have the following consequences: Verbal warning, annotation on the virtual class book for repetition, an appointment after school hours or on Saturdays, and a letter of commitment with an appointment for the guardian.

SERIOUS OFFENCES

- 1- Do not enter classes.
- 2- Do not justify the non-attendance to evaluations via email or agenda book to the inspectorate, the same day of the absence. It is considered to submit a medical certificate for semester tests and complementary reading tests.
- 3- Tease, mess up and/or interrupt classes in a systematic way.
- 4- Refuse to work in class.
- 5- Use rude, disrespectful and/or discriminatory vocabulary (for example: teasing, nicknames, etc.)
- 6- Do not take care of the environment and the dependencies of the School, such as building, equipment, furniture, materials, etc.
- 7- Do not show respect for national, institutional, religious and/or foreign symbols.
- 8- Misuse of the information and Internet available at school.

9- Use a cell phone during classes.

10- Any inappropriate conduct that is imprudent and disrespectful with dating relationship and friendship.

11- Leave the classroom without authorization.

12- Have bad behavior in official acts, assemblies or pedagogic outings.

13- Withdraw from school before the exit time without authorization.

CONSEQUENCES

The male/female student who commits any of these serious offences may have any of the following consequences: negative notation and notification to the guardian via agenda book or email, arrange an appointment with the guardian, appointment after school hours, internal suspension, letter of commitment and conditionality.

EXTREMELY SERIOUS OFFENCES

1- Be absent from classes or school without previous justification or authorization from the guardian.

2- Be disrespectful towards your teachers, inspectors, managers, peers and personnel in general.

3- Do not appear for detention.

4- Break or irreversibly damage the school's furniture.

5- Smoke or inhale (tobacco, marijuana or any type of substance) inside or outside the School, when wearing the uniform.

6- Copy or transfer information in any type of evaluation.

7- Adulterate or falsify justifications or annotations in the class book.

8- Steal or rob.

9- Attack physically, morally, verbally or through social media to any member of the school community.

11- Lie, cheat.

12- Adulterate, falsify or destroy ministerial instruments (class book, minutes, certificates).

13- Participate or organize vandalism outside or inside the School.

- 14- Bring and/or consume alcohol or drugs in the School or other activities related to it.
- 15- Lack of morality and good customs of the traditional discipline and actions that damage the prestige or image of the School.
- 16- Have a behavior, outside of school that seriously undermines its values and principles.
- 17- Threat and/or extort any member of the school community.
- 18- Inappropriate sexual behaviors.
- 19- Hack or try to enter the school's computer system.
- 20- Promote and participate in situations that alter the normal operation of the school system.
- 21- Carry weapons of any type or other dangerous element.
- 22- Carry and/or traffic pornographic, satanic or other material that violates Christian values and principles. (Including material to handle marijuana).
- 23- Show up at school with signs of having consumed some type of drug or alcohol.
- 24- If a male/female student traffics or sells alcohol or drugs at school, his enrollment will be canceled immediately.

Male/female students who incur any of these extremely serious offences will have the following consequence:

Suspension, appointment for the guardian and evaluation of particular case by the School Directorate, the disciplinary council and, if warranted, the Coexistence Committee determine sanctions, according to the male/female student's offence(s) and his/her history.

* The school reserves the right to check the backpacks of male/female students if the situation warrants it.

* Any offence not mentioned in the previous list will be classified by the School Directorate together with the General Inspectorate, applying the consequences or sanctions that are deemed pertinent.

C. POLICY ON TECHNOLOGY USES

1.- Use of cell phones or similar devices:

Male/female students from junior school cycle (1st primary grade to 6th primary grade) are not authorized to bring cell phones or personal digital devices to school.

Male/female students from junior to senior school cycle (7th primary grade to IV secondary grade) can bring and use a cell phone or digital device. The use is only during recess times or when a teacher requests it for a pedagogic purpose. **The school will not be responsible for thefts or robberies of the digital devices that the male/female students bring to the establishment.**

In each classroom from junior to senior cycle (7th primary grade to IV secondary grade) there will be a box to leave the cell phone at the beginning of each class.

If a male/female student is caught using the cell phone in the room without the teacher's permission, it will be requisitioned and delivered to coordination. If it is the first time, it will be returned the same day at the end of the day. The second time the cell phone or device will be delivered to the guardian at the end of the day. If it persists, the cell phone will be requisitioned until the end of the semester.

2.- Use of Wi-fi Internet

The school has an internal Wi-Fi network, for purely pedagogic uses, the use by male/female students is restricted and may be authorized by teachers for pedagogic instances.

3.- Use of the Institutional Mail

In the event that the male/female students have institutional mail @southland, the male/female student will be obliged to make a proper use of it or that is in accordance with the pedagogic purposes. The misuse of it will be sanctioned as a serious offence (add to serious offences).

4.- Use of Chromebooks, Tablets or Computers

The school has technological devices for being used by male/female students, with pedagogic purposes. It is expected that male/female students maintain this equipment and take good care of it. Misuse, damage, deterioration or loss will be sanctioned as a serious offence for the male/female student and the damage or deterioration will be paid by the guardian.

D. OBLIGATION TO REPORT INFRINGEMENT.

The School Directorate and/or Person in Charge of School Coexistence must report any action or omission that has infringement characteristics and that affects a member of the educational community, such as serious physical injuries, parental neglect, sexual abuse, carrying or illegal possession of weapons, trafficking in illicit substances or others. You must report to Carabineros de Chile, Police of Investigations (PDI), and the service of prosecutors from the Public Ministry or the competent courts, within 24 hours after the fact is taken into account, without prejudice to the provisions of articles 175 letter e) and 176 of the Criminal Procedure Code.

The School is not responsible for the loss of valuables objects or sums of money within the establishment. However, it will cooperate in formal complaints to the competent authorities, made by those affected, depending on the merit of each situation.

E. CONDITIONALITIES

1. Conditionality:

Conditionality is applied for repeated breach of commitments made. The Teachers Council will propose the measure to the Headmaster, who will ratify it or reject it. The Head Teacher will make an appointment with the parents or guardians to analyze the male/female student's situation regarding the seriousness of the offence(s) and inform them of the measure applied.

The conditionality can only be applied during a school year. Exceptionally, it can be maintained for a second academic period.

2. Extreme conditionality:

Cases of serious offences may warrant extreme conditionality, without having complied with the steps outlined above. For this reason, it will be the Teachers Council, as an advisory entity, who will propose to the Headmaster/Headmistress the application of it in the Discipline Council.

The decision to apply the Extreme Conditionality sanction is the responsibility of the Headmaster/mistress, who may rely on advisory entities such as the Teachers Council and the Coexistence Committee.

The Extreme Conditionality implies a possible NO-RENEWAL of Enrollment of a male/female student, for not adjusting his/her behavior to the values and principles of the School's Educational Project.

All extreme conditionalities and conditionalities will be reviewed at the Disciplinary Council each semester (June and October).

Extreme conditionality can only be applied during a school year. Exceptionally, it can be held for a second academic period.

3. Expulsion or Non-renewal of Enrollment:

The school may opt to the measure of Expulsion or non-renewal of Enrollment for disciplinary reasons, extreme conditionality situations and/or male/female student history that lead to the non-renewal of enrollment or some exceptional event of a serious nature.

This type of sanctions must always be communicated to the male/female student's guardian in a personal interview.

It is expressly stated that the disciplinary decisions of the School Directorate will be in sole instance, not proceeding against any formal recourse, without prejudice to the requests for reconsideration that the male/female student and/or the guardian may formulate, which will be received and resolved by the School Directorate and all the academic instances that have participated in the process.

In case of non-renewal of enrollment, there is no refund of the right to enrollment value, school fee or incorporation fee.

To carry out the process of enrollment's non-renewal, the school must take the following steps to safeguard the process:

- I. The School's headmistress adopts the measure of non-renewal of enrollment, notifies the male/female student and his/her parents about the sanction.
- II. Once notified, the male/female student or his/her parents or guardians have a period of 15 working days to request the Headmaster/Headmistress to reconsider the measure.
- III. The Headmaster/Headmistress of the establishment must consult the Council of Teachers, who must pronounce themselves in writing, taking into account the entire background.
- IV. The Headmaster/Headmistress resolves the reconsideration, informing the male/female student and his/her parents and/or guardians.
- V. The Headmaster/mistress of the establishment, once the measure of expulsion or non-renewal of enrollment has been applied, must inform the respective Regional Department of the Superintendency of Education, within five working days, for this department reviews the compliance of the procedure contemplated in the law.

4. Early year closure:

The school has the legal and ministerial authority to close the school year in advance in cases that the Steering Board considers feasible the request of the guardian, whether for medical or other extremely important reasons.

To agree on this measure, it is necessary to ensure the following process:

- I. Parents and/or guardian submit the request for early closure of the year to the School Academic Directorate. If this is due to a medical situation, the corresponding certificate or letter from the treating doctor or professional shall be submitted.
- II. The Academic Directorate, together with the School Directorate, shall decide whether to proceed or not with the request of the parents and/or guardians within a period not exceeding 15 days.
- III. The Academic Directorate informs the parents and/or guardian on the resolution.

It is important to consider that in order to close the year early, the student shall:

In cases of health:

- I. Submit the relevant medical certificate issued by a specialist in the area.
- II. Have at least one semester completed and with the minimum passing mark of the grade.

In case of interchange:

- I. Have completed at least one semester.
- II. Overall Average of 5.5
- III. Interchange acceptance letter or backup document.

In case of transfer:

- I. Certificate corresponding to the company that supports the transfer of city or country.

In none of the above cases the value of the right to enrollment, school fee or incorporation fee will be reimbursed.

F. LIMIT OR UNFORESEEN SITUATIONS

A male/female student may be suspended by the Establishment Directorate and be ruled by a program of evaluations and marks different from that of their grade, when it is considered that his/her presence in the classroom has damaged and/or damages the common welfare of his/her group. Such action will be taken specifically in the following two cases:

1.- When the male/female student has a disciplinary problem that must be overcome before continuing his/her normal and habitual coexistence with his/her grade group. The time may vary up to a month of term.

2.- When a male/female student, for a serious and/or extremely serious offence and/or after remaining the regulatory time with extreme conditionality, has committed a new serious or extremely serious offence, which will lead to a cancellation of enrollment, he/she may end the current semester as a student suspended from normal classes.

Any disciplinary situation, unforeseen in the preceding regulatory provisions, will be resolved by the school's steering team with consultations that this entity considers necessary to ensure the due process.

G. ADMISSION OF NEW MALE/FEMALE STUDENTS

The omission of relevant information and/or background by the male/female applicant student and/or his/her guardian, during the different stages of the admission process, will be cause for an immediate enrollment cancellation.

Every male/female students that enters the first cycle, and who has not been in a bilingual project, must have an English leveling process, which will be in charge of parents to finance it.

At the end of the school year, the school will review the fulfillment of the commitments made by new families and reserve the right not to renew the male/female student's enrollment, if these are not fulfilled.

H. USE OF THE FACILITIES

Each male/female students who makes use of the School facilities, accepts the obligation to maintain order and cleanliness.

Male/female students that cause intentional damages for the misuse of the facilities or for not complying with the instructions and/or provisions issued in advance, must respond for the damage caused to the school's facilities.

Premeditated damage will generate, in addition to sanctions provided in the Coexistence Manual, the replacement of the same by the responsible.

Lost objects must be delivered and collected in the School's management office.

The Teachers Room is for the exclusive use of academic personnel.

I. FOOD

Male/female students, who do not contract the cafeteria service, must bring his/her lunch from home at the beginning of the day. None of a male/female student will be allowed to get out of the establishment at lunch time. Having lunch is allowed in the cafeteria and in the specific areas enabled for it. Eating on the floor is not allowed.

The reception of lunches or snacks after the entry of the male/female students at the beginning of the day will not be accepted. In case that a male/female student does not bring his/her lunch, the teacher will manage the lunch with the cafeteria and shall send the money the next day.

It is not allowed to order any type of food by phone and applications during the school day (e.g.: coffee, pizza, hamburgers, etc.). If requested, the order will not be received.

J. SCHOOL TRANSPORTATION

The school does not have school transportation. So, all transportation contracted by the guardian is his/her sole responsibility.

K. ACCIDENTS

In case that any male/female student suffers from an accident, it will be the General Inspectorate responsible for contacting the guardian to inform him/her on the fact and assess the condition. Depending on the case, the arrival of the guardian will be awaited, or the male/female student will be transferred by ambulance and/or school personnel to the clinic of the school insurance. If the male/female student does not have school insurance, care and transportation cost will be guardian's responsibility.

VI. SPECIAL ACADEMIC PROVISIONS

A. DIFFERENTIATED EVALUATION

What is the differentiated evaluation?

"It is a procedure that considers, respects and assumes the male/female student with Special Educational Needs from his/her individual reality, adapting the instruments or modalities of evaluation applied to the grade, in order to favor an effective evaluation of that student, starting from the particularity of his/her deficit or condition"

Its purpose is to provide answers to all those students who have a disorder or deficit and avoid declines in school performance.

How to access a differentiated evaluation?

- ✓ The request for Differentiated Evaluation must be made in the academic coordination and/or the guidance department during the month of March with a deadline of March 31st, in case the diagnosis is prior to the current year. This request must be issued by a neurologist, psychiatrist and/or neuro-psychiatrist, it will also be evaluated by the academic coordination and/or guidance department.
- ✓ Faced with transitory difficulties or detected for the first time, differentiated evaluation may be requested at any time of the school year.
- ✓ It is essential to attach the reports and certificates of specialists (Neurologist, Psychiatrist, Psychologist, Speech Therapist, Educational Psychologist or another specialist) who treats the male/female student who requires it.
- ✓ The differentiated evaluation must be renewed annually. The acceptance of this request will depend on whether the conditions that determined its application are maintained.

Differentiated evaluation may involve:

- Give more time to make evaluations, if necessary.
- Simplify and reinforce instructions. Allow support material, if necessary.
- Clarify doubts about instructions, ensuring the understanding of what is requested.

B. INTEGRATION PROJECT

Giving those children and young people who have Special Educational Needs, the possibility to access a formal education, is the task of each one of us as members of a society that works for equality between all of its members. That is why, as a School, we welcome and accept diversity through our integration project, which aims at being a space that contributes to inclusion and education as everyone's right.

Number of male/female students per grade who are subject to integration:

In order to safeguard the quality of education provided to integrated male/female students, a maximum of one male/female student per grade will be integrated from the infant to junior cycle (Playgroup to 6th primary grade), and a maximum of two male/female students per grade from junior to senior cycle (7th primary grade to IV secondary grade), depending on the analysis of each case. However, in those exceptional cases in which it is required to integrate more than two male/female students, the corresponding entities will review the situation.

C. GENERAL ORGANIZATION OF THE INTEGRATION PROJECT

Our integration project will be ruled by Plans and Study Programs of Primary and Secondary Education, with the differentiated evaluation and curricular adaptations that the SEN of the male/female students require, which will be carried out by the subject teacher with the support of the Guidance Department through external specialists and/or tutors.

Every male/female students who are inserted in the integration project must have a female tutor in the classroom, who must accompany him/her during the school day partially or totally according to the requirements of the diagnosis. The support of the female tutor may be for one or more male/female students.

Changes of male tutors must be timely reported i to the Guidance Department. The school may suggest parents to change of female tutor.

Female tutors in the classroom will be financed by the parents and supervised by them. However, the School, through the Guidance Department, will coordinate his/her work within the school.

The School will open its doors to those external specialists who wish to use those hours in which the male/female students are exempted from a subject, and/or times of greater availability defined in conjunction with the subject teacher and/or person in charge.

Once male/female students graduate from 8th primary grade, they will have the possibility to continue their studies in the Secondary School, provided that the appropriate conditions and the minimum graduation requirements are met. If not, parents will be guided in the incorporation of these male/female students in other educational options.

D. DIAGNOSES INCLUDED IN OUR INTEGRATION PROJECT

In any integration project, it is essential to delimit and specify the diagnoses that will be addressed, thus defining the specialists that will be needed, teachers training, the implementation of physical places and material resources, in order to carry out a conscious work that is oriented to provide effective educational responses and full of enriching experiences for our male/female students. The included diagnoses are:

1. Intellectual Disability: Slow normal intellectual capacity
2. Alterations in the capacity of relation and communication: Asperger syndrome
3. Specific language disorders: Expressive SLD
4. Development Disharmonies
5. Motor disability: Minor Motor Disorders

All male/female students who apply for the integration project will be evaluated based on his/her diagnosis and the background attached. The school through the Guidance Department will define the feasibility of incorporation into the integration project.

E. PROFILE OF THE INTEGRATION MALE/FEMALE STUDENT

He/she has a defined diagnosis in our integration project.

He/she is autonomous in his/her daily activities inside and outside the classroom. If not, he/she has a female tutor that accompanies him/her in his/her learning process.

He/she actively participates in school activities.

He/she is interested and motivated to learn.

He/she relates appropriately to peers and teachers.

He/she has an attitude according to a school context.

He/she has the support of external specialists and controlled pharmacological treatment.

He/she permanently attends medical checks, performing a semi-annual and/or annual update of his/her certificates and reports.

He/she has the commitment and family support permanently with his/her educational process and with the actions that the school takes to execute it in the best way.

F. SPECIAL SITUATIONS

In case that a male/female student of the integration project has some variation in his/her initial diagnosis that requires greater support than those defined in the project and that the school may not attend, it will be a cause for non-renewal of enrollment next year.

Notarization

The present Regulation has been delivered to the Provincial Service of Education from Western Santiago.

Superintendency of Education

According to the instructions from the Superintendency of Education, every change that is registered in the present Regulation will be officially reported through the school's website.

Protocols that appear attached to this manual or internal regulation will be published on the school's website.