

St. Anne's School Student Handbook

Manual de Convivencia del St. Anne's School

"Learning to learn a foundation for life"

"Entendemos la educación integral como cimiento de la realización personal"

Ministerio de Educación y Cultura – Paraguay

International Baccalaureate Diploma Program

Cognia

"With God all things are possible" (Matthew 19:26b)

"Para Dios todo es posible" (Mateo 19, 26b)

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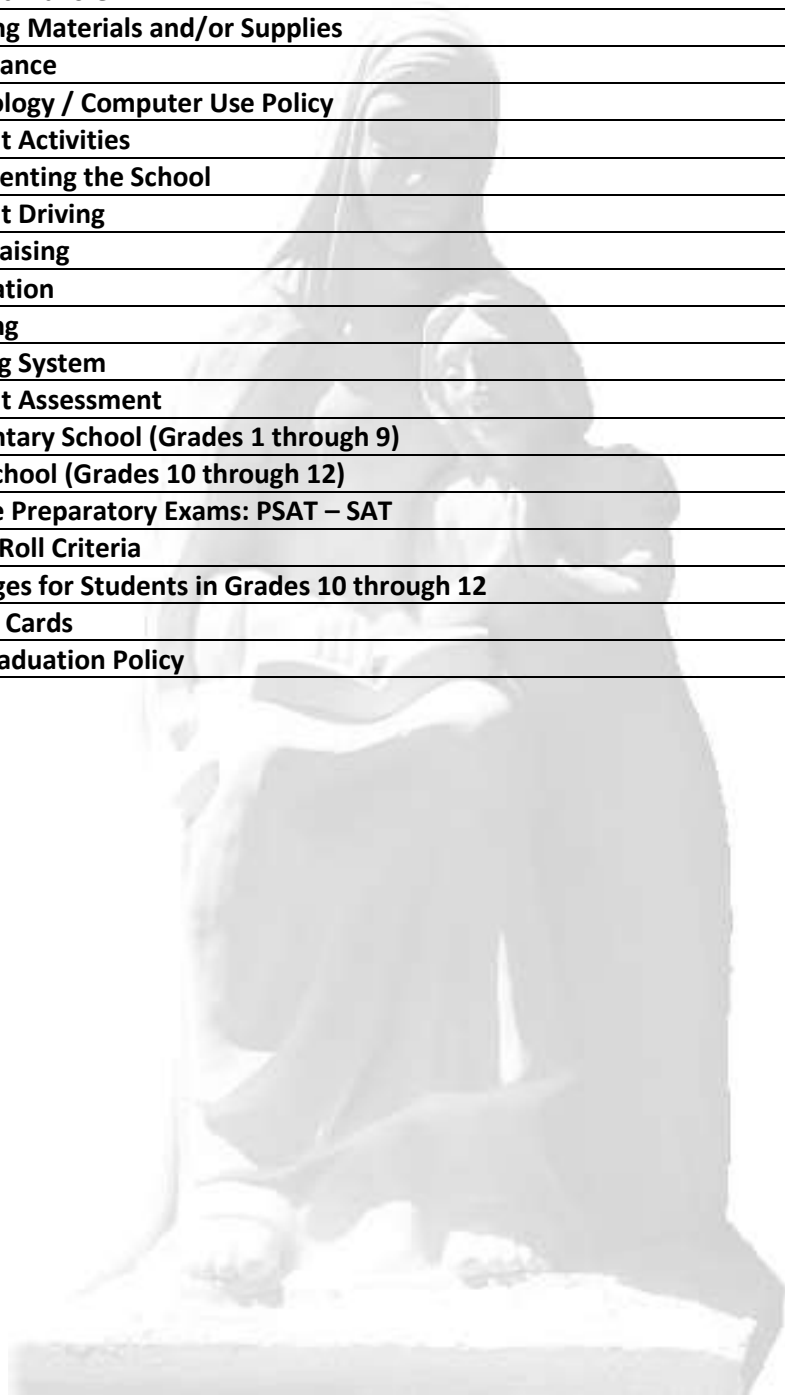
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INTRODUCTION

Saint Anne's School is a private learning community composed of parents, teachers and students who work together to provide, maintain, and support a high level of behavior and academic excellence. The core curriculum in the elementary grades at St. Anne's School prepares students for the rigor they will encounter in the Diploma Program (grades 11 and 12) of the International Baccalaureate in High School.

This Handbook describes the rights and responsibilities of every parent and student. The Handbook is reviewed and revised as deemed appropriate by the School Advisory Board.

New situations or circumstances that have not been specifically covered in this Handbook may sometimes arise. The administration reserves the right to exercise the prerogative to answer such situations. In order for our school's faculty and administration to be able to provide an appropriate learning environment, we rely on the support of all parents and students with a spirit of cooperation and collegiality, which is the foundation of our philosophy and catholic educational framework.

Saint Anne's School acknowledges the value of establishing clear guidelines for parents' support and engagement with school life. We thank the support they provide, respecting the simple rules included in this Handbook.



Barbara Jo Karst
President of Board of Trustees

CHAPTER 1: INFORMATION CONCERNING THE SCHOOL

1.1. Institutional Physical Facilities Layout

St. Anne's School is located on a three-hectare campus. The layout of the buildings and green areas were designed in accordance with the school's learning and philosophical objectives.

- a) The school consists of four two-story buildings and one one-story building, with spacious classrooms, administrative offices, bathrooms and storage areas. The Pre-school and Kindergarten classes have bathrooms adapted within the classrooms for the children. They also have an enclosed play area for recess.
- b) There is a large, spacious school cafeteria for layered lunch periods for the students and faculty.
- c) The school has two Computer Labs located above the cafeteria with two separate entrances. One lab is for grades k-4 through six, and the other is for grades seven through twelve.
- d) The school has a Chemistry Lab, Physics Lab, and Biology Lab for high school and an Art classroom for both the elementary and high school use.
- e) The Library/Media Center serves the whole school and has computers, visual technology, etc.
- f) There is an administration building, and there are maintenance areas for storage and repair work.
- g) There is also a small chapel on campus realized entirely through the voluntary efforts and largesse of students and parents of the community.
- h) Outdoor facilities at St. Anne's include two soccer fields, two basketball courts a handball and a volleyball court. There is also a recently built gym.

1.2. Academic Program

1.2.1. Kindergarten & Pre-Primary

These two initial grades at St. Anne's School represent the gateway to the integrated personal formation our institution offers.

This level is integrated into the School Improvement Plan with specific characteristics that define a personal identity in the students, preparing them to one day successfully fulfill the IB Diploma requirements.

It is here where:

- a) We provide an environment where communication and literacy flow through the process of learning English without disregarding the native language enrichment;
- b) We organize the educational activity respecting the child's need of learning through games;
- c) We enrich the child's development, contemplating cognitive, social affective, psychological and motor aspects;
- d) We encourage the child's curiosity and exploration of the child's environment;
- e) We work on the different ways of expression through body language and musical activities;
- f) We build a place where children can feel love around them and where they can be confident and trust their own skills;

- g) We work with universal values such as respect, tolerance and acceptance of ideas that are different from our own, living within diversity; and,
- h) We encourage the development of a meaningful learning process that helps children understand the complexity of the environment around them.

Organization

St. Anne's School offers Kindergarten (K4) and Pre-primary.

K4, the grade for four-year old students is where the teaching of English is conducted during the mornings. Gradually, the children have English classes and Spanish language classes and start double schooling by having lunch at the school on Tuesdays and Thursdays, days in which afternoon activities in Spanish are scheduled.

Pre-Primary, the grade for five-year old children, systematizes the entrance to bilingual schooling by carrying out the lessons in English and in Spanish throughout the day.

Schoolwork is carried out in small groups, up to 25 students per class, in order to optimize the interaction in pairs and with teachers.

1.2.2. Elementary School

The Elementary School offers an integral education for children ages six to twelve years old through the development of a daily, eight-hour, bilingual program.

We:

- a) Provide a completely bilingual education. Children learn to think, read, and write in both Spanish and English;
- b) Work with the social, physical, emotional, cultural and educational needs of children of six to twelve years of age;
- c) Instill in our students an international consciousness, yet respecting our national identity and spreading the values and beliefs of our country;
- d) Recognize the value of traditional school disciplines and reinforce the balance between the acquisition of knowledge, essential skills, and the search for the meaning of comprehension;
- e) We offer concrete opportunities as learning instruments for participation linked to the issues in both social and natural environments;
- f) Propose options where the organization of individual work and team work are balanced, encouraging both a commitment towards self-nourishment and peer cooperation;
- g) Encourage a positive attitude towards the caring for oneself and others through learning good health practices; and,
- h) Encourage and reinforce pupils to develop the inner self through spiritual orientation and the teaching of values and principles.

The school hours are organized as follows:

- a) English instruction according to the American curriculum that fulfills AdvancED (COGNIA) (or USA accreditation agency) requirements.
- b) Spanish instruction according to the national program, enriched with multidisciplinary projects and activities.
- c) Computational Thinking: “Computational” abilities have to do with a way to solve problems, make decisions, generate innovations, and design and implement new strategies creatively.
- d) We also offer P.E., art, music, religion classes, body language workshop, and visits to the Library/Media center.

The Psychology Department seeks to accomplish the following:

- a) Monitors the emotional growth of students by creating an environment where children can develop their academic, social and affective skills;
- b) Establishes and maintains communication with parents;
- c) Coordinates work with teachers; and,
- d) Academic Support: The Academic Support Team works with students who need academic support. Students receive individualized support by this team under the supervision of the Elementary Administration.

Afterschool activities for students in the Elementary School include the following (subject to availability):

- a) Sports,
- b) Art Club,
- c) Guitar,
- d) Chess club,
- e) Choir,
- f) French,
- g) Math Challenge, and
- h) Legos workshop.

1.2.3. High School

High School offers a complete educational program which satisfies the requirements of the Ministry of Education and Science of Paraguay, AdvancEd – COGNIA, our accreditation agency in the United States, and the International Baccalaureate Organization. These components make up the SAS curriculum. Students who satisfy the requirements of our program will be well prepared to successfully access and attend national or international universities in which English or Spanish is used.

The important emphasis high school poses on the academic development is at the same level as the concern, equally important, to attend a diverse student body that receives intensive and adequate guidance in relation to a variety of educational needs.

Learning experiences in High School include the following:

- a) Command of languages like English, Spanish, and Guarani.
- b) Introduction to another foreign language (French).
- c) Emphasis on the strategies of learning to learn.
- d) Exploration of all areas of expression, like the Fine Arts, Music, and Theater.
- e) Connection of subjects through interdisciplinary projects.
- f) Appropriate use of technology and its benefits.
- g) Development of an important Individual Project in the tenth grade.
- h) Composition of a supervised extended essay in twelfth grade.
- i) Helping others through the participation in Community Service.
- j) Experience in SAT and PSAT exams, which are offered in our campus.
- k) Complete professional planning activities, including tests and vocational reports.

Classes required for Grades 7 through 9

Grade 7	Grade 8	Grade 9
<i>In English:</i> <ul style="list-style-type: none"> • Drama • English Language Arts • World Geography • Life Science • Math • Physical Science • Technology and Design 	<i>In English:</i> <ul style="list-style-type: none"> • Drama • English Language Arts • Life Science • Math • Physical Science • Technology and Design • World History 	<i>In English:</i> <ul style="list-style-type: none"> • Drama • English Language Arts • Life Science • Math • Physical Science • Technology and Design • World History
<i>In Spanish:</i> <ul style="list-style-type: none"> • Arte • Castellano • Educación Física • Formación Ética • Historia y Geografía • Música • Orientación • Religión 	<i>In Spanish:</i> <ul style="list-style-type: none"> • Arte • Castellano • Educación Física • Formación Ética • Historia y Geografía • Música • Orientación • Religión 	<i>In Spanish:</i> <ul style="list-style-type: none"> • Arte • Castellano • Educación Física • Formación Ética • Historia y Geografía • Música • Orientación • Religión
Guaraní	Guaraní	Guaraní

Classes required for Grades 10 through 12

Grade 10	Grade 11	Grade 12
<p><i>In English:</i></p> <ul style="list-style-type: none"> • Anthropology • Biology • Business • Chemistry • English Literature • Logic and Statistics • Math • Physics 	<p><i>In English:</i></p> <ul style="list-style-type: none"> • Biology • Business • Chemistry • English Literature • Logic and Statistics • Math • Physics • Theory of Knowledge 	<p><i>In English:</i></p> <ul style="list-style-type: none"> • Biology • Business • Chemistry • Economics • English Literature • Math • Physics • Theory of Knowledge
<p><i>In Spanish:</i></p> <ul style="list-style-type: none"> • Arte o Français • Educación Física • Geología • Ed. Ambiental • Historia y Geografía • Literatura • Música • Orientación/Seminario • Psicología • Religión 	<p><i>In Spanish:</i></p> <ul style="list-style-type: none"> • Arte o Français • CAS • Educación Física • Formación Ética • Historia y Geografía • Literatura • Música • Orientación • Religión 	<p><i>In Spanish:</i></p> <ul style="list-style-type: none"> • Arte o Français • CAS • Educación Física • Historia y Geografía • Literatura • Orientación Educacional y Sociolaboral • Orientación/Seminario
Guaraní	Guaraní	Guaraní

After school activities for students in High School include the following:

- Sports,
- Drama Workshop,
- Chess Club,
- Math Challenge Workshop,
- Guitar Workshop.

1.2.4. The International Baccalaureate Organization – IBO

The IBO is a nonprofit, educational foundation motivated by its mission and focused on the student.

Founded in 1968, the IBO is a recognized leader in the field of international education by encouraging students to be active learners, well-rounded individuals and engaged, world citizens. The IBO offers a continuum of high-quality education that encourages international-mindedness, as well as a positive attitude to learning.

St. Anne's School currently carries the Diploma Program. This program is offered from grade eleven through grade twelve and is the basis for our high school curriculum.

The Diploma Program is for students in grades eleven and twelve, and is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world. At present, the following subjects are offered at our school: Spanish Literature, English Literature, Business, Biology, Mathematics, Visual Arts, and French. In addition, to meet IB degree requirements, all students take classes in Theory of Knowledge and must submit an essay following strict research methodology, which represents important preparation for university studies.

Creativity, Activity and Service (CAS). CAS is the abbreviation for Creativity, Activity and Service. It is a fundamental and mandatory part of the International Baccalaureate program. The program seeks to bring consciousness to the students about topics and human problems by developing an ethical position to them. The CAS program at St. Anne's School has as a central component that of service, and it encourages the students to use their energies and special talents to serve others. Our students benefit by participating in social programs since through them, the students can acquire and reflect about human values but mainly all about social responsibility in their respective roles.

The Diploma Program includes a curriculum and pedagogy, student assessment appropriate to the age range, professional development for teachers, and a process of school authorization and evaluation.

1.2.5. Spiritual Education Program

Spiritual education in our school was born from the need to give coherence to our lives and strengthen our existence. This program has a particular purpose, which is that children and young people know and experience Christ and his teachings in the gentlest manner. The result is a personal life project developed from and through our faith leading to a personal and integral social education.

This life project is cultivated in a human community, which is inserted in the midst of social, political and economic circumstances. For both educators and students, evangelization has its own levels of depths and demands that are established from personal choices and never from imposition.

1.3. Mission Statement

St. Anne's School is a private, coeducational, Catholic Paraguayan School dedicated to providing a bilingual, Spanish and English, college preparatory education for students intending to pursue university studies in the United States, Paraguay or other countries.

1.4. Vision

St. Anne's School is a Learning Community with strong bonds among Principals, Teachers, Students, Parents, Administrative Staff and Support Staff, that strongly believes in team work as the only effective means to provide students with the tools necessary to achieve a comprehensive development. Members of the Learning Community believes in a comprehensive training dedicated to the development of knowledge and skills, based on the intellectual, emotional, spiritual, social and physical wellbeing.

St. Anne's School is a Catholic school that follows the Roman Catholic Church framework; at the same time, the school accepts and respects cultural, religious and ethnic diversity.

The school has the vision of an environment in which all the students respect each other, their respective strengths and weaknesses, and their different styles of learning. The school strongly believes in establishing a safe physical, emotional, healthy and positive environment before attempting any kind of teaching. The school approaches these appropriate conditions by providing the students with a variety of opportunities to show how valuable everyone is as an individual and as a member of the St. Anne's community.

1.5. Goals of the Community

The goals of St. Anne's School are the following: 1) to create and maintain a bilingual, Catholic-orientated, co-educational school for students from kindergarten through the senior year of high school; and, 2) to provide a rigorous education for college bound students in an environment of respect and responsibility.

The academic objectives include preparing students to speak, think, reflect, analyze, and synthesize in English and Spanish.

St. Anne's School aims to provide students with the knowledge, attitudes and skills they need to participate effectively as proactive citizens of the world in the twenty-first century.

Our school aspires to encourage students:

- a) to do their best;
- b) to become reflective, curious, and aware of the different ways of learning;
- c) to speak and write in Spanish and English, by debating, arguing, supporting, analyzing, and synthesizing written, or oral documents, from multiple sources;
- d) to refine their reflective abilities by giving them the necessary tools of analysis to critically read, listen, observe, discriminate and decide; and,
- e) to develop an intellectual, inner self, oriented towards a serious appreciation of intellectual life.

1.6. Principles of the Community

St. Anne's School welcomes students of different nationalities, races and religion without any type of discrimination.

Philosophy

St. Anne's School was founded on the following principles:

- a. St. Anne's School is a Paraguayan school, with firm beliefs in establishing strong roots for its students while educating and encouraging them to be proud of who they are.
- b. St. Anne's School is a bilingual school, carrying the preparatory program that fulfills the requirements of AdvancEd, the International Baccalaureate Program and the Paraguayan Ministry of Education and Science. Students thus receive tools for growth on a worldwide, competitive level.
- c. St. Anne's School professes the Roman Catholic Faith, while maintaining an open-door philosophy of non-discrimination.

Beliefs

- a) The family is one of the most powerful and visible influences on an individual.
- b) All students have the capacity to learn and the right to develop their own skills.
- c) Students with special needs will receive special attention with the accompanying support of the child's family.
- d) Students learn better by "doing", by participating actively in class, and by applying the concepts learned in a meaningful context.
- e) Students develop their intellectual, emotional, social, and physical areas in a balanced manner.
- f) Students shall be assessed in different and varied ways according to specific academic demands.
- g) Students' self-esteem and accompanying success are based on positive relationships and respect among students and all the members of the learning community.
- h) Students shall understand that life-long learning is essential in order to succeed in a changing and globalized society.
- i) All members of the School Learning Community have the responsibility to create and maintain a safe, healthy and positive physical and emotional environment.
- j) All members of the school deserve opportunities to work together for both individual and school success, and the school shall promote opportunities for this to happen.
- k) Parents and teachers need to form an alliance to generate human values and encourage norms of behavior in order to sustain a responsible society.
- l) Cultural diversity helps students to understand more about different peoples and cultures.

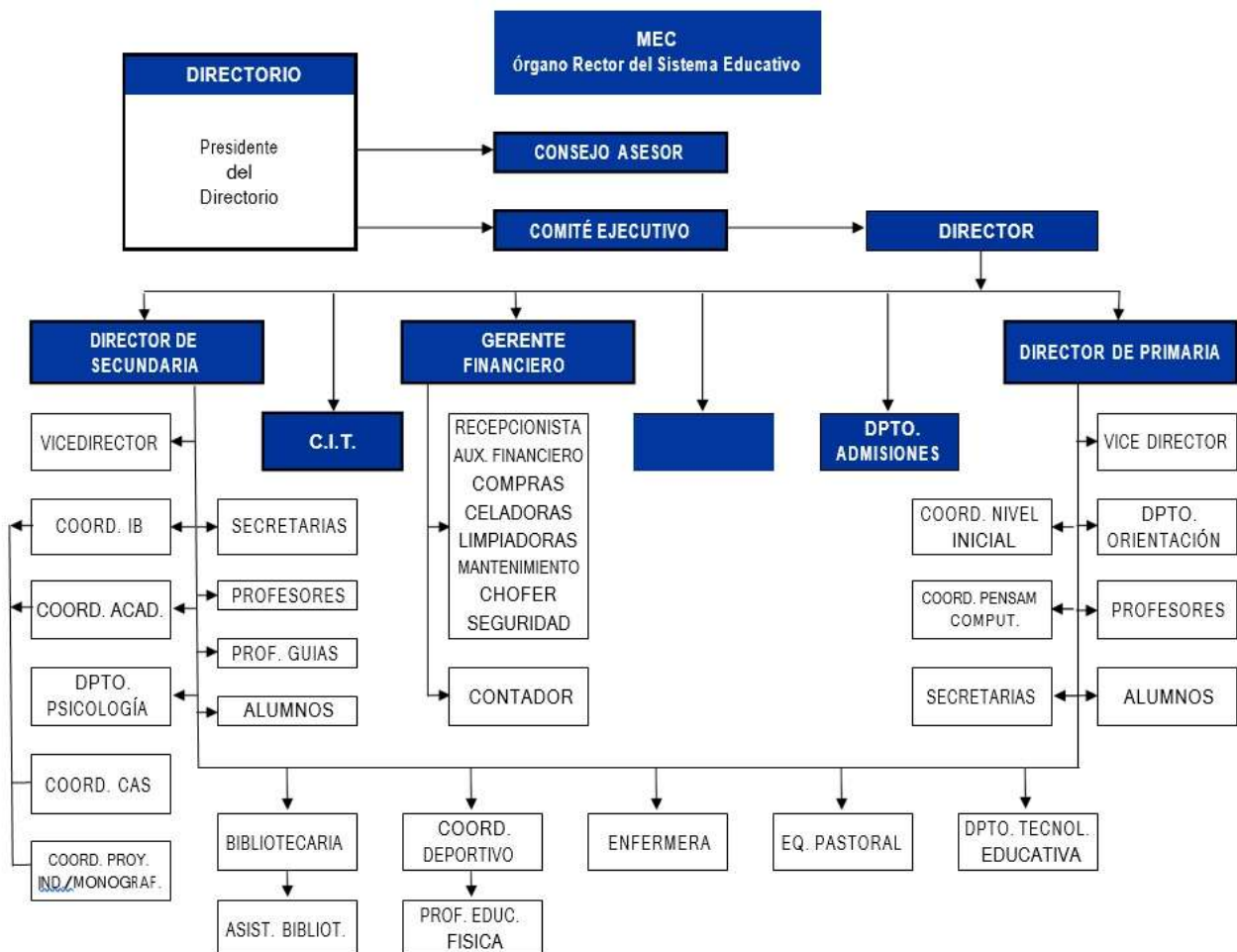
1.7. Historical Background

St. Anne's School was founded in 1977 and was formally accredited by the Ministry of Education and Culture of Paraguay (MEC) in 1987. The first class of Seniors graduated in 1998.

In 1996, St. Anne's School became a participating member of the International Baccalaureate Diploma Program, carrying the IB Diploma Program in eleventh and twelfth grades.

In 2005, St. Anne's school was accredited by the Southern Association of Colleges and Schools (SACS). SACS, a member of AdvancEd (COGNIA), is the organization that officially accredits educational institutions in the southeast section of the United States as well as countries in Central and South America.

1.8. Organization Chart



1.9. SAS / IB Learner Profile

St. Anne's School identifies with the International Baccalaureate's (IB) learner profile, as detailed below:

Inquirers. They develop their natural curiosity, and at the same time they acquire the skills necessary to conduct inquiry and research. They know how to learn independently and with others. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

Knowledgeable. They acquire and use conceptual understanding through the exploration of knowledge across a broad range of disciplines. They are compromised with ideas and issues that have local and global significance.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded. They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

1.10. SAS / IB Educator Profile

Coherent with institutional expectation. They ensure a learning environment and an appropriate instructive program aligned with the mission, vision and philosophy of the school, of the Ministry of Education and Science's program, and the IB Program and the IB Learner Profile.

Professionally committed. They show at all times –in and outside the classroom- professionalism in all aspects as educators. They are compromised with an active, participatory teaching that develops critical thinking. They participate actively and in an informed manner in the curriculum development. They conduct a thorough and varied assessment of the student's learning.

Responsible. They are punctual in school and in fulfilling their responsibilities; they have their lesson plans in advance and their RenWeb grades are updated. They attend school meetings which are established by the professional responsibilities they assume.

Updated. They actively participate in professional development sessions organized by the school. They are constantly growing and developing professionally. They integrate technology and differentiated instruction in curriculum planning and teaching.

Ethical. They are principled, with principles and values according to their role as educators. They accompany the personal and social development of students. They are tactful and loyal with the students, parents and colleagues.

Participant and cooperative. They are open-minded, they show empathy, respect, and tolerance towards group work with colleagues, with the relationships with parents, and with others members of the learning community.

Balanced and reflective. They maintain physical, mental, and social balance in their dealings with students, parents, colleagues and members of the learning community. They are constantly evaluating their daily activities, their ideas and experiences, channeled towards the improvement of their work in education.

St. Anne's School teachers are governed by the legal norms of Resolution 2309/07, "Manual de Funciones del Educador"; "Estatuto del Educador", Law 1725, Law 1264/98 Education Overview and Labor Code. All other particular or special provisions arising from the institution and / or the Ministry of Education and Science shall also be applicable.

CHAPTER 2: ORGANIZATION DESCRIPTION

2.1. Board Of Trustees

The Board of Trustees is responsible for maintaining the principles, goals, philosophy and policies of the school. The Board shall function as a Consultant Body of St. Anne's School's General Policies to accompany the normal institutional development and growth. It is the decisive body.

2.2. Advisory Board

The Advisory Board is a collegial body integrated in a corporate manner, and comprised of parents of students, St. Anne's School alumni, external professionals linked to education, and / or people who could enhance the growth of the institution.

2.3. Executive Committee

The Executive Committee, consisting of the Administrators of each level, the Business Manager and the Director, is responsible for all decisions concerning academic and behavioral measures as well as ensuring the continuous flow of information between all the stakeholders of the school.

2.4. Continuous Improvement Team – CIT

The CIT is an internal organization made up of representatives of the faculty and administrative staff of the school. The group serves as a link between the Executive Committee and the faculty plus the school students. Its main role is to ensure that the Institutional Educational Project is implemented and modified as necessary. They must also identify the appropriate people within the educational community to carry out important roles within the Institutional Educational Project.

CHAPTER 3: DISCIPLINARY MEASURES – STUDENT RIGHTS AND OBLIGATIONS

3.1. Student Rights

Every student at St. Anne's School has the right to utilize the school as a means of self-improvement and personal growth. This growth requires that every student adhere to the basic concept of respect and behave in such a way that other students have the same opportunities, without losing their individual and collective rights.

St. Anne's School's purpose is to offer a vigilant protection of the rights of all school stakeholders, including the right to inquire and to express freely, the right to freely associate and the right to follow the proper administrative procedures.

Each level Principal, along with their staff and students, will pursue the achievement of said purpose by following the school established policies and regulations concerning student rights and disciplinary consequences.

Every student at St. Anne's School has the right to receive the following from the targeted individuals/groups at all times.

a) From Teachers:

- Respectful treatment at all times and in all places;
- Equal treatment;
- Access to all evaluations and corresponding explanations in a reasonable time frame;
- Make up tests in case of duly excused absences within a period established by the corresponding Office during the after-school schedule to avoid interference with regular classes; and,
- Access to educational activities, according to the school's mission and vision.
- Maintain a correct and respectful attitude at all times, during live sessions and virtual communication.

b) From Peers, Principals, Technical Team and other Staff Members:

- Respect at all times, inside and outside of classrooms and school;
- Access to all information concerning school rules, regulations and consequences;
- Notification of any disciplinary measures applied;
- The opportunity to appeal a decision concerning accusations to a higher level; and
- Have an accusation or consequence removed from school records if innocence or non-involvement is shown by evidence; and,
- Receive guidance and support for spiritual well-being.
- Check other students' accounts and/or access to their documents is not allowed.
- Use other students' accounts to access to live sessions or to a third-party document is not allowed.
- Share online educational platforms codes and passwords is not allowed.
- Share other students' online educational platforms codes and passwords is not allowed.

c) From the Student Council (CESAS):

- Elect the Student Council and Grade Delegate representatives freely.

- Be elected as a CESAS Officer, as long as the candidate was not suspended from school during the academic year and has passing grades in all subjects with an average grade of C; and
- The opportunity to be a part of the Student Council. The Student Council is advised at all times by the grade 12 Guidance Counselor (Profesor Guía) in accordance with the established by-laws and consistent with the St. Anne's School's general policies, administrative rules, and due process.

d) From the School Administration, in general, the ability to do the following:

- Participate in student organizations;
- Organize and plan activities through the Student Council, with class representatives and or different school organizations, always with the counsel and advice of one or more faculty members, and always with previous authorization from the school administration;
- Use the school campus for activities as long as these are consistent with general school policies and administrative rules;
- Carry out these activities only under the authority of the Administration;
- Publish informative bulletins, newspapers, magazines and books, under the supervision of one or more designated faculty members and consistent with the school's policies, national laws and approved by the administration;
- Publish opinions as long as they do not go against moral principles, do not damage the school's name, or the names of members of the school community. (They shall be published with the approval and under the authority of the Administration. The author of any such publication will take responsibility for his/her publication.); and,
- Hand out or post on campus flyers and banners only in authorized places and with previous consent of the school administration.

e) Right to Petition

- Submit an individual or group petition, following the hierarchical order according to the circumstance: Teacher, Guidance Counselor, Coordinators, Vice Principal and Principal;
- Petitions must be free of obscenities, libelous statements, and personal attacks;
- All petitions must be cleared and justified. The school will determine whether to grant the petition; and,
- Collect signatures on petitions if applicable, only during recess, lunch or before school hours.

f) Right to Use School Premises and Services. The school offers the following:

- A **nursery** that provides first aid care. Should the case be serious, an ambulance will be called.
- **Clean restrooms** for boys and girls.
- **Water dispensers.**
- A **cafeteria** with healthy and varied options, open during recess hours.
- **Security:** a health insurance for students, security guards to control access to school campus, and maintenance personnel to order traffic on campus.
- **Security cameras.**
- **Lockers** for students.

3.1.1. Right to Freedom of Expression

St. Anne's School students are encouraged to empathize with their peers and to strengthen their image of themselves, by identifying the cause, reason, thing or person external to them which gives meaning to their lives. Aiming at student motivation for maximum achievement, we expect to develop a good-natured character in our students, which will lead them to be sensitive, creative and versatile members of their community. The school believes in the process by which students express their opinions, take a position, and support causes publicly or privately.

Therefore, St. Anne's School looks forward that their students think, analyze, synthesize, and follow logical processes in order to:

- a) Have arguments;
- b) Analyze said arguments; and,
- c) Evaluate these arguments.

Once again, we emphasize a mental process that goes through the following stages:

- a) Knowledge;
- b) Analysis or synthesis; and,
- c) Evaluate or arrive at a personal opinion.

3.1.2. Right to Petition

Students are allowed to submit a petition to the appropriate instance at any time. Students may collect signatures on petitions, if applicable, before or after school hours. No student will be sanctioned for signing a petition which was properly and respectfully submitted to the school administrators; that is, the petition is free of obscenities, libelous statements, personal attacks, disputes that pose a threat to regular school programs, and is within reasonable behavior limits.

3.1.3. Student Property

A student's locker must not be opened for inspection, except when the procedure is approved by the Administrator when there are justified reasons to believe that there may be infractions.

Lockers are cleaned periodically. Students will be informed about this so as to clean any leftovers, find missing books or other school property, and any other justified reasons stated by the Administrator.

3.1.4. Student Right to a Due Process

Students need to have the means by which their rights are guaranteed. Their value as an individual must never be doubted. Only the student's behavior must be questioned. The purpose of the school rules and policies is to hold the student accountable for his/her actions.

Students have the right to:

- a. Be aware of the school rules and regulations.
- b. Be notified of any infractions against said rules and have the chance to reply to these charges.

- c. Appeal the decision about the charges to a higher level.
- d. Have the sanctions removed from their records if their innocence or involvement is evidently demonstrated.

3.2. Responsibilities/Obligations

Every student must demonstrate the following with the indicated groups / individuals described:

a) With the St. Anne's School:

- Obey all school rules and regulations;
- Respect national, school, and religious symbols;
- Represent the school with dignity in cultural, sports-related, and / or any other educational activities;
- Have an ethical behavior in all academic situations either on campus or off-campus;
- Respect all members of the school community. Refrain from recording and / or spreading recordings of aggressions or any other abasement against members of the school community;
- Keep the school campus clean and orderly, inside and outside classrooms;
- Return all notifications, or their duplicates, signed by parents or legal guardians in the designated time frame (this might be the following day or the first day back in school, as previously established by the teacher);
- Return report cards signed by parents or legal guardians on the established date;
- Submit documents and / or school notification with authentic (not forged) signatures of parents, tutors, teachers and / or school administrators;
- Return text books and other school's resources in the allotted time stipulated;
- Undergo the Medical Examination required by MEC;
- Comply with the prohibition to smoke on campus, carry or be in possession of any type of weapon, sharp objects, flammable or explosive materials, consume drugs, alcohol and/or toxic substances, or arrive to school under their influence.

b) With Teachers:

- Maintain a correct and respectful attitude during live sessions and online communications;
- Maintain a correct and respectful attitude at all times, whether while being on campus or during field trips organized by the school;
- Participate actively in class;
- Respect and comply with all instruction and directions from the school, teachers and any other member of the school staff;
- Arrive on time to class;
- Be prepared with all necessary materials for class, as they may not leave the class once it has started;
- Avoid looking through teacher's folders and books, take pictures or record them in any other way without their authorizations;
- Avoid copying and/or letting work copied during exams;
- Avoid taking pictures and/or filming teachers or other school staff, and publishing the photos/videos.

c) With Peers:

- Respect each and every student in every sense;

- Practice tolerance, and treat peers with courtesy at all times;
- Cooperate in creating an optimum ambience for learning and camaraderie, both in and out of classrooms; and,
- Avoid harassment and/or report in case of having knowledge of the situation.

d) Other Responsibilities.

- Arrive to school on time, neatly and properly dressed in the school uniform. (The use of the school uniform is mandatory.);
- Remain on the school campus from the beginning to the end of the school day;
- Attend all classes;
- Attend all school events, internal and/or external, organized by the school;
- Attend evaluations duly prepared;
- Apply oneself to his/her studies, showing respect and cooperation with teachers and peers;
- Avoid the use of any kind of piercing, with exception of ears, as well as all visible tattoos;
- Return all notifications, or their duplicates, signed by parents or legal guardians in the designated time frame (this might be the following day or the first day back in school, as previously established by the teacher);
- Return report cards signed by parents or legal guardians on the established date;
- Have all the needed educational material prepared, ready, to be used in each class;
- Return text books and other school's resources in the allotted time stipulated;
- Keep the school's environment clean and neat, inside and outside the classroom;
- Acknowledge and comply with all school regulations; and,
- Respect all school documents, such as forms, exams, etc.

3.3. Parents' Rights

All parents have the right to the following:

- a) Be treated respectfully by all members of the school's staff;
- b) Receive periodic reports on the general academic progress and behavior of their children;
- c) Receive confidential treatment regarding any aspect of their children;
- d) Meet with teachers and/or school authorities on established dates and times, in order to receive information and share concerns regarding their children;
- e) Receive information related to school activities, both co-curricular and extra-curricular, organized by the school;
- f) Have access to the documents relating directly to their children, such as grades, annotations in the log books, cumulative records, financial records, and meeting logs. (These files may not be photocopied or copied nor can the documents leave the school campus under any circumstance.);
- g) Form a Parent Association (APASAS) and initiate organizations that may and can enhance St. Anne's School. (The school administration must approve and recognize these organizations.);
- h) Organize activities that help advance the school's mission, with the approval by the school administration; and,

- i) Present written complaints, petitions, concerns, and suggestions to the school administration on behalf of their own children.
- j) Report bullying cases in written form to the corresponding Administration Office along with the case evidences.

3.4. Parents' Responsibilities

All parents have the responsibility to do the following:

- a) Be present in disciplinary meetings of their children; establish, in conjunction with all present, their commitment to support and follow through any agreement made, and, guarantee the fulfillment of the agreement and progress assumed;
- b) Present all required documents on time for the enrollment of their children in school;
- c) Provide their child with uniforms and supplies required by the school in order to meet academic expectations;
- d) Be responsible for their child's attendance, neatness and punctuality in complying with the schedules;
- e) Supervise and support their child's conduct and academic performance;
- f) Communicate in writing the reason for their child's absences;
- g) Send in written authorizations on time for their child's participation in field trips, camping trips, and any other activities organized by the school;
- h) Attend meetings and/or interviews requested by authorized school personnel;
- i) Sign and return to school report cards and other documents provided by the school;
- j) Treat teachers and other administrative staff members with respect and decency;
- k) Use the different channels established by the school for communicating;
- l) Respect and comply with sanctions as determined by the school;
- m) Refrain from being on campus during the school day without a previous appointment or notification;
- n) Name a legal guardian for their children and communicate this to the school in writing, in case of parental absence for trips and/or other personal reason; and,
- o) Be aware of, acknowledge, and support the present handbook.

We also ask that parents refrain from doing the following:

- a) Make informal comments concerning academic and/or personal matters outside of the school and after school hours with any member of the faculty and/or administration;
- b) Contact authorities or the media without first exhausting the possibilities of every level in the school hierarchy;
- c) Mistreat the Directors, Faculty, the school's Technical, Administrative and Maintenance personnel in word or deed; and, finally,
- d) Attack school students in word or deed at school or during a school-sponsored activity for acts which may have occurred on or off the school campus.

Please note: Any physical aggression to a minor by an adult taking place on the school campus shall be reported to the District Attorney's Office for the Protection of Minors and Adolescents.

3.5. Classification of Offenses

a) **Minor Offenses:** These offenses, although minor, will be considered as serious violations of the Code of Conduct, if they become habitual.

- Being late to classes.
- Not complying with disciplinary measures assigned by any authorized member of the school staff to guide interaction, control discipline and organize educational tasks, inside the classrooms and on school grounds.
- Carrying out acts that go against the elemental standards of civic-mindedness, etiquette, or improper conduct that might be considered misbehavior.
- Not following the dress code properly.
- Copying homework.
- Consistently not having all the materials needed for each class.
- Leaving the classroom without permission.
- Not handing report cards or other documents to parents or legal guardians and/or not returning them signed on the established date.
- Using a cellular phone or other electronic devices during class hours, unless the teacher authorizes the use for instructional purposes.
- Displaying inappropriate public affection in school and/or at school sponsored events.
- Writing, drawing or painting on school property (materials, walls, and/or furniture).
- Violating security policies established by the school.
- Disobeying or ignoring the instructions coming from teachers, or any other school staff members.
- Demonstrating any other inappropriate behavior that could be considered a minor offense.
- Not following the dress code properly for online sessions.
- Consistently not having all the materials needed for each class (laptop, internet, camera, microphone) for online sessions.
- Leaving the online session without permission.
- Violate the norms of virtual security through the inappropriate use of school accounts.
- Interfere with the normal development of online sessions.

b) Major Offenses

- Persistent repetition of offenses and/or not having complied with an earlier consequence duly communicated. (Each case will be evaluated according to the situation.)
- Being untruthful (lying).
- Skipping class while being present at school. (This is considered 5 minutes after class started.)
- Proselytizing or promoting any political party or ideology, or any tendency, at the school.
- Verbalizing or writing an insult referring to any racial, ethnic or religious person, group, or entity.
- Attacking other students resulting in physical and/or psychological damage.
- Not showing a positive change in attitude or conduct (from a previous concrete proposal from the institution).

- Carrying, taking, commercializing, encouraging the use of, or being under the effect of alcohol, tobacco, drugs and/or toxic substances while being on campus, on school-sponsored activities, or any events where the school's name and/or symbols are involved.
- Dishonoring and/or disrespecting national, foreign, and/or school symbol(s), and/or school name.
- Promoting or encouraging events that might stand in the way of the normal development of school activities.
- Forging a parent's or teacher's signature, school seals or any other document or instrument of authority.
- Stealing any object belonging to a member of the school or school community member.
- Disrespecting the privacy of any member of the school community.
- Leaving school campus during school hours without a parent's and the school's authorization.
- Committing any kind of dishonest acts such as:
 - Bringing and using cheat sheets to an exam.
 - Plagiarism.
 - Stealing an exam or school document.
 - Receiving or giving information during an exam.
 - Bearing false witness.
 - Not cooperating with regular school proceedings.
- Using or possessing anything that contains foul language, obscene gestures, pictures or graffiti, and/or disrespecting people and/or the school.
- Carrying out or instigating any physical act in which a person and/or others may be hurt, physically or morally.
- Skipping school or any school event.
- Inappropriate behavior at school sponsored events, even if the student is not wearing the school uniform.
- Instigating or participating in any type of bullying behavior, or hazing (an initiation process involving harassment) towards incoming students or any current member of the school.
- Communicating or transmitting any type of information orally, by text, video images, or photos that would damage the school's good name and image, or of any member of the school community.
- Photographing or recording a teacher or any other member of the school staff, and then uploading the photo and/or video on social media.
- Showing lack of respect towards a classmate in a verbal or physical manner.
- Failing to follow a teacher's guideline, and/or behaving in a way that may interfere with taking exams.
- Bringing and/or using any type of substance that could interrupt the normal school day or of school activities.
- Organizing and/or participating in any kind of curricular, co-curricular and/or extra-curricular activity without the school's written authorization.
- Using the school's name without prior authorization of the school administration, or any other misbehavior conducted by the students that is not stipulated in this handbook and that contradicts the conduct expectations and values of the school.

- Any other student behavior or offense that is considered serious by the School Administration.

c) Very Serious Offenses

- Insulting, threatening, slandering, and/or defaming any member of the school community, or his/her private property including members of his/her family.
- Hurting any member of the St. Anne's School community either in writing or physically.
- Consuming, carrying, or being in possession of, and/or, selling/giving alcohol, tobacco, drugs and/or toxic substances to other students at school or any school sponsored event where the use of the school's name or symbols are present.
- Damaging any school equipment or property.
- Possessing or bringing to school, any type of weapon, munitions, and/or flammable materials of any sort that might constitute a danger to people and/or the school's property.
- Starting a fire or setting fire to any article in school.

3.6. Disciplinary Consequences

Appropriate student behavior is a goal of everyone: parents, teachers, administrators, and students alike. One of the goals of our school is to help our students learn, internalize, and demonstrate the standards of good behavior which our school and society regard as fundamental to the development of good character.

Outside-of-class behavior is a result of in-class instruction, school wide policies and parental support for the staff of our school. In order to facilitate the development of good character and appropriate student behavior, the school relies on the following: that reasonably strict rules are encouraged in the classroom; that students be given reasonable freedom on campus so that they may act honestly and demonstrate their awareness of their rights and duties; and, that the staff members of St. Anne's are here to help students understand the importance and necessity of setting limits on oneself, and setting goals for his or her own growth.

What challenges a student's spirit and develops his/her character is becoming aware of the consequences of the behavior or action against clearly specified school guidelines and rules. "Facing up" to these consequences is demonstrating responsibility. When a student then decides to change his or her behavior, the student is on the path of developing a civil and democratic outlook on life, and learn to adjust to the reasonable conflicts of democratic life.

3.6.1. Policy and Procedure for Student Sanctions

a) Elementary School – K4 through Grade 4

- The student shall reflect with his/her teacher about the situation and receive an oral warning. This instance may be resorted to a total of three times.
- The student shall reflect about the situation with his/her teacher and will receive a written warning, which must be signed by the student, his/her teacher and parents. This warning must be returned to the principal's office and be placed in the student's file. Should this warning not be signed, the parents will be called by telephone. This instance may be resorted to a total of three times.
- Should the student repeat the behavior again, he/she will reflect with his/her teacher about the situation, will participate in a meeting with the Principal, and will receive a report from the Principal about the student's conduct. This must be signed by the student, the Principal and the parents. A petition for a meeting with the parents will be added to this report and must be returned signed and placed in the student's file. In the meeting the parents will be informed about the situation and the steps to be followed should the student repeat the behavior again.
- Should the student repeat the behavior again, he/she will receive a scheduled school extension. The form of scheduled school extension will be established by the Principal. Students in a scheduled school extension who are not in the right place at the right time will be given another scheduled school extension. This instance may be resorted to a total of three times.
- Should the student demonstrate inappropriate behavior again, he/she will receive a notification for Assisted Differentiated Schooling (ADS). This instance may be resorted to a total of three times.
- Should the student fall into repetition of his/her inappropriate behavior, the student's case will be taken to the Administration where the case will be evaluated by the Executive Committee in order to decide the student's conditionality or continued enrollment in the school
- In case a student commits a serious offense, the school's administration reserves the right to evaluate the situation and apply consequences that could go from extensions, to possible withdrawal from the school.

The school Administration and the Executive Committee have the right to alter the sequence of detentions depending on the nature of the offense. In any case, this will be subjected to section 3.8.i of this Handbook.

b) Elementary School – Grades 5 and 6

- **Oral Warning:** The student shall reflect with his/her teacher about the situation and receive an oral warning. More than one oral warning will lead to an annotation in the conduct notebook (blue notebook).
- **Annotation in the Conduct Notebook:** After 3 annotations in the conduct notebook, the student shall reflect about the situation with the teacher, and will receive a written warning as consequence.
- **Written Warning:** This warning must be signed by the teacher, student, and parents. This signed warning must be returned to the Primary Office and be placed in the student's file. This instance may be resorted to a total of three times.

- **Scheduled School Extension (Detention):** After 3 written warnings, the student shall reflect about the situation with the teacher, and will then meet with the Principal. The student will receive a detention from the Principal. This detention must be signed by the Principal and by the parents. The signed detention must be returned to the Primary Office and placed in the student's file. This instance may be resorted to a total of three times. This instance implies remaining at school during extra-curricular time. The date and time will be established by the institution. A specific academic activity will be provided for the student under the supervision of an assigned teacher.
- **Assisted Differentiated Schooling (ADS – Suspension):** Should the student fall into 3 scheduled school extensions, he/she will receive an ASD. The student shall not attend to class during the day or days stated in the note, and will have online access to the school platforms. This instance may be resorted to a total of three times.
- Should the student fall into repetition of his/her inappropriate behavior (3 ADSs), the student will meet with the Principal and his/her case will be taken to the Executive Committee. The case will then be evaluated by the Executive Committee in order to decide the student's continued enrollment in school.
- A **COLLECTIVE ANNOTATION** will be implemented for 5th and 6th grades. This instance adds up to one annotation in the conduct notebook for each student in that grade.

c) **Secondary School**

- **Minor Offenses.** All inappropriate behavior that does not require special attention from the teacher and/or does not carry serious characteristics shall be registered in the daily classroom log. After six negative conduct annotations for students in grades seven and eight, and three annotations for students in grades nine through twelve, the student will be subject to a persuasive reflective scheduled school extension (Saturday Detention). Three Saturday extensions lead to an assisted differentiated schooling notification (suspension) from school and three notifications may lead to a conditional status. This last measure is taken up for consideration by the Executive Committee. The process for addressing negative conduct situations is as follows:
 - The student will receive a written warning by a teacher, using the daily classroom log.
 - Parents are informed of the negative conduct annotation via RenWeb.
 - Should the student continue to demonstrate inappropriate behavior again after receiving six or three negative conduct annotations according to each case, he/she shall have a meeting with the principal and receive a persuasive reflective scheduled school extension.
 - If the student does not serve an extension, a parent, guardian or responsible person must accompany the student the next school day to justify their absence. Students will not be allowed to attend classes until this requirement is met.
 - Should the student have three extensions, he/she shall have a meeting with the Principal and his/her parents.
 - Three Saturday extensions lead to an assisted differentiated schooling notification.
 - Three notifications may lead to a conduct commitment status.
- **Major/Very Serious Offenses.** In the case of students committing a major/very serious offense, the School Administration reserves itself the right to evaluate the situation and apply sanctions, such as extensions or assisted differentiated schooling notifications, or put the student on conditional

status, which could imply that the student be put on an assisted differentiated or online schooling system, with the possibility of not being allowed to return to school the following year if positive changes are not evident according to the judgement of the Executive Committee.

d) **For Online Sessions:**

Minor Offenses – Elementary School

- The conduct offenses registered in online classes will be notified to the student and his/her family by mail and/or notifications through Renweb. Adding up three conduct notifications are equivalent to a Disciplinary warning.
- Students who accumulate three disciplinary warnings will receive a notification from the Principal's office with a meeting request to the family.
- Three Conduct notifications (equivalent to 3 Detentions) lead to an ADS from school and three notes may lead to a conditional status. This last measure is taken up for consideration by the Executive Committee.

Minor Offenses – Secondary School

- All inappropriate behavior that does not require special attention from the teacher and/or does not carry serious characteristics shall be registered in the document of Asignación de tareas of the grade level. After six negative conduct annotations for students in grades seven and eight, and three annotations for students in grades nine through twelve, parents will receive a Conduct warning notification which is equivalent to an extension. Three extensions lead to an ADS from school, and three notes may lead to a conditional status. This last measure is taken up for consideration by the Executive Committee.

e) **Other Regulations:**

- If a student receives an assisted differentiated schooling notification, the student does not attend online sessions on the date/s determined by the Principals.
- Under this note, the student does not come to school on the assigned date/s.
- The ADS will be scheduled right after the third Conduct notification.

The School's Administration and the Executive Committee reserve the right to alter the sequence of the consequences depending on the severity of the offense. In any case, this will be subjected to section 3.8.i of this Handbook.

3.7. Academic / Behavioral Commitment

- a) **Academic / Behavioral Commitment:** Academic / behavioral commitment status shall be given so as to indicate the goals the student must attain. These goals shall be the result of a meeting with the student, the parents, and the Principal. If the student complies with those goals during the school year, he/she will be allowed to return to the regular status the following year.

This status shall be given for the following reasons:

- Behavior: If the Executive Committee deems a behavior negative or irregular throughout the year.

Participation in school-sponsored, elective trips (national or international) which involve overnight stays for students placed in commitment status will be subjected to the decision of the Executive Committee.

- b) **Compliance:** It is a measure taken by the Principal's office with students who had received a conduct warning during the previous year and truly improved in behavior after receiving the warning. The decision in change of status is taken following a meeting between the student, parents and Principal.
- c) **Other Regulations.**
 - Conditionality status for each student is defined on a case by case basis.
 - The persuasive reflective scheduled school extension is an acceptable consequence for a student violation of school and or classroom rules. The extension will take place on time schedules stipulated by the Principal. Students must present themselves in complete school uniform. A student who has an extension but does not appear to serve it will receive another longer detention should the absence not be properly justified. This instance may be resorted to a total of three times. Students are to attend the extension wearing the appropriate uniform and comply with the schedule established by the school.
 - If a student receives a homeschooling note, the student does not attend school. The homeschooling will be scheduled three (3) days after the third extension. A homeschooling note can be up to ten (10) days per occurrence and not exceed a total of twenty-five days during the school year.
 - In case the student incurs in faults considered serious, the Executive Committee reserves the right to evaluate the situation and apply consequences. In case of very serious offenses that put their life or that of others at risk, the school will determine the transition to an assisted differentiated schooling system or an online program, and this will be a condition for admission the following school year.

The School's Administration and the Executive Committee reserve the right to alter the sequence of the consequences depending on the severity of the offense.

3.8. Requirements for Being in Good Standing at St. Anne's School

- a) A student who does not pass the subjects at the end of the school year shall be entitled to complementary and regularization tests according to the stipulations of the Ministry of Education and Science.
- b) The student who fails in the complementary exams, after a clarification process has been done and in cases where the Principals consider necessary, shall be entitled to regularization exams (February), but will not be allowed to continue in the school for the school year. Should the student wish to enroll the following year, he/she must have completed and passed his/her current grade level at another educational institution and previous presentation of relevant documentation, recognized by the Ministry of Education and Science, taken the normal admission exams for enrollment, and met the standards of admission. The sole exception to this policy is for Juniors.
- c) The student in grade 11 who fails in the complementary exams shall be entitled to regularization exams (February), and will be allowed to continue in the school in the senior year as long as the student passes the regularization exams.

- d) A student who has been enrolled in behavioral conditional status and has breached the terms agreed upon with parents and / or guardians may not re-enroll the following year. This situation will be communicated in writing to the parents thirty days prior to the end of the school calendar.
- e) The student to whom re-enrollment has been denied because of behavior issues, may not re-enroll in school under any circumstances.
- f) The school reserves the right to require outside professional support if deemed necessary.
- g) Students must be up to date with all tuition and fees by the end of the school year.
- h) The school will not allow students to repeat a grade, if there is sustained procedural evidence that the student needs to repeat a grade.
- i) Failure to meet any of the conditions, rules or situations relating to the responsibilities or administrative, academic and coexistence obligations, by the students, their parents or guardians may cause termination of permanence of the student at the institution. The institution at all times reserves the right of admission or permanence in the same. In case the non-continuity of a student with or without cause is decided, this decision will be communicated to his/her parents fifteen to thirty days in advance so that they can find another school.

CHAPTER 4: OTHER AREAS OF SCHOOL INTEREST

4.1. School Uniform

a) The Daily Uniform

- Female
 - Pleated navy blue and white checkered skirt of acceptable length. (The acceptable length for the school uniform skirt is four fingers above the middle of the knee.)
 - White school blouse.
 - Black shoes.
 - White knee socks. (No ankle, or short socks)
- Male
 - Navy blue pants (for Secondary) or Bermuda shorts (for Primary).
 - White school shirt.
 - Black shoes.
 - Black belt.
 - Black or navy blue socks.

b) Physical Education Uniform:

- School navy blue tracksuit.
- Sneakers (navy blue, black or white, solid colors only, with no colored shoelaces).
- Blue bermuda shorts, same fabric as tracksuit. (For Elementary students only).
- White T- shirt with the school colors. (T-shirts of graduating classes or of the sports teams are not part of the PE uniform.)

c) Winter Uniform

- During cold weather, any of the following may be added to the school's uniform previously mentioned: jacket, vest, blazer, coat, or blue tracksuit without any logos or anything written on them. For female students, navy blue tights are allowed instead of white socks. No other variation on the school's uniform will be allowed except on extremely cold days (i.e. 5 C° or below).

d) Dress uniform is the daily uniform with black shoes, white long sleeve shirt, and the St. Anne's School tie.

e) Other uniform guidelines

- Each of these uniforms must be used by the students at appropriate times and situations.
- If another type of clothing is required for a school activity, students must bring these separately in order to change for that specific moment.
- Negligence concerning uniform may result in annotations. (This also may have an effect on the student's grade, and eventually lead to extensions.)
- The students are responsible for their behavior at all times, including when wearing the uniform off campus as well as while on the school campus.

f) Procedure for a secondary student without uniform and without justification:

- The student is spoken to, and the offense is annotated in the daily record. The student is then sent to the High School office. Parents are notified and asked to bring in the correct uniform in order for the student to be allowed to return to class.

- After a third occurrence, the student is given an extension on the day and time set by the office of the corresponding level.
 - If the situation persists, parents will be asked to come to school for a conference.
 - Use of the PE uniform is mandatory and should be worn exclusively on PE days or when authorized by school authorities (such as for Drama for students in grades 7 – 9).
- g) Procedure for a primary student without uniform and without justification:
- The student is spoken to by the teacher. The offense is noted down in his/her personal file and the parents are notified.
 - After the third occurrence, the student shall have a meeting with the teacher before recess and a note will be sent home to the parents.

4.2. Student Transfer

The parents of students transferring from St. Anne's School to another school must notify the Administration Office in writing of their decision to withdraw. An interview relative to the decision with the administration concerning the decision is required. Before receiving any school document, the parents must be up to date in all the administrative obligations with the school, and the student shall have returned all school materials by this time.

4.3 Learning Materials and/or Supplies

- a) **Books and Lockers.** At the beginning of the school year, teachers distribute the books assigned by the school. The identification number and condition of each book will be recorded. Each student in grades six through twelve is assigned a locker in which to keep his / her materials. The students must not leave their books or other personal items anywhere on campus but in their lockers. Each student is responsible for bringing a lock, preferably a combination lock, to keep belongings in the lockers. The school is not responsible for the loss of any material or personal item in the lockers.
- b) **Damaged or Lost School Materials.** Students are responsible for returning all books and school property in good condition. If any book or material has been damaged, the teacher will send the student to the appropriate administration office in order to determine the need to replace the book. Students will pay all related costs for the school to purchase the replacement material(s). The report cards will be given once the book(s) is / are returned or paid in case of loss.
- c) **Money and Other Valuable Items.** Students should not bring excessive amounts of money or items of great value to school. St. Anne's School is not responsible for money or any personal possessions lost or stolen on school grounds. All personal belongings brought on campus must be appropriately and permanently labeled; these include cell phones, computers and calculators, etc. While the school will assist students and parents searching for lost or missing items, the school strongly recommends not bringing any item of value to school.
- d) **Lost Objects and/or Found.** The lost and found items can be retrieved in one of each area's administration offices. Books, supplies and personal items that are found in school will be picked up by the maintenance staff or anyone finding them, and immediately turned in to the appropriate office. Items not claimed by the end of the school year are normally donated to charitable institutions.

- e) **Library / Media Center.** The Stimson Library is the assigned place for research, book presentation and use of materials for lesson planning. This means that it must be a quiet work place. The library is available from 7:30 am. to 4:00 pm. Students may borrow certain books and materials for a specific amount of time. (The consequences of not returning or damage/loss of materials from the library are described in section 4.1.b) above.)

4.4. Attendance

a) Absences

- The school's educational program requires that students attend classes regularly and be on time for school and school related activities. Therefore, students may be absent only due to necessary and important reasons such as sickness and urgent family or personal matters. The parents are obliged to cooperate with the school to avoid absences and late arrivals.
- A student is required to have a minimum of 75% of mandatory attendance in each subject of the school academic program for each semester of the school year. If the minimum percentage of attendance is not met in any subject during the 1st semester, the student will be placed on conditional status. During the 2nd semester the student will have the possibility to lift the conditional status. Should attendance requirements not be met in the 2nd semester, his/her enrollment in the school for the following year will be held up for revision by the Executive Committee.
- Students in Elementary School (Kinder 4 through Grade 6) who do not comply with the mandatory 75% of attendance in the first semester will be placed on conditional status for the second semester. In case the conditional status is not removed at the end of the second semester, their registration for the following academic year will be subjected to the decision of the Executive Committee.
- Absences will be considered duly excused: in case of illness, by presenting a medical certificate; in case of absence due to a family emergency, by presenting a note from the parents explaining the reason for the corresponding office, within 48 hours of the absence.
- Excused absences with the right to recover school obligations (exams, quizzes, deadlines, oral presentations, etc.) are only considered with the presentation of a doctor's certificate that indicates rest/and or diagnosis, or a letter by a parent or guardian notifying the school of the death of a direct family member. These must be presented on the same day the student is back in school. If the certificate is not presented on the same day the student returns to school, absences will be considered as unexcused absences. Excused absences will also include those absences due to authorized filed trips or exchange programs.
- All absences must be excused immediately by the parents and/or guardians, and duly authorized by doctors, parents or guardians. Every absence that has not been excused will always be considered as unexcused. All absences must be excused in written form signed by parents and/or guardians, or appropriately designated persons.
- In case of absences due to prolonged illness or other dire circumstances, the administration reserves the right to plan the recovery of the student's school obligations.
- Unexcused absences will have the following consequences:
 - Loss of right to make up work done in his/her absence; and,

- Impact on social affective traits on the Report Card for Elementary School students, or on “habits” of the grades for High School students.
- In case of extended absences, it is the student's and parents' responsibility to catch up on the content developed during his/her absence.
- In case of early dismissal or late arrival, High School students (grades 7 through 12) will not be able to take scheduled evaluations for that day. Said evaluations will be made-up on Wednesdays after school, and / or Saturday mornings.
- The school's educational program requires that students attend online sessions regularly and on time. Therefore, students may be absent only due to necessary and important reasons such as sickness, urgent family or personal matters, and technical problems and/or lack of electric power. It is requested from parents to cooperate with the school to avoid absences and late arrivals.
- Absences to these sessions must be properly justified by parents through a mail sent to secretaries and/or counselors without delay.
- In virtual learning, the regular attendance of the students prevails from Kinder to High school. The student should comply with a minimum of 75% of mandatory attendance in each subject of the school academic program.
- Making-up online work at the High School (grades 7 through 12): Missing quizzes, tests or other evaluations will be made-up during an extra session coordinated with the guidance counselor. In order to make them up, absences on the date of the evaluation must be properly justified.

b) Making-up Work at the High School (grades 7 through 12)

- Missing quizzes, tests or other evaluations will be made-up on Wednesdays after school, and / or Saturday mornings.
- The student will have a deadline of up to 30 days to make-up other school obligations such as classwork and homework according to the dates stipulated by concerned teachers.
- All pending or missing school obligations should be made-up before the last day of class, as **no work will be accepted after the last day of classes for the semester.**

c) Early Dismissal

- Parents who decide to take their child out of school before the end of the school day must do so in person, or by a person duly authorized and accredited for that purpose. The parent or authorized person must register personally in the appropriate office to leave record of his/her signature and personal data in order to obtain the exit pass.
- In elementary school, five early dismissals will be equivalent to an absence and as so will have the same treatment as an absence.
- In high school, three early dismissals will be equivalent to an absence. For consequences of absences, check section 6.a.
- If early dismissal of the student is due to a call from the school due to the student's physical discomfort or illness, then this will not be considered an early dismissal.

d) Late arrivals

- In Elementary School, students arriving after 7:50 am must go with their parents or guardians to the corresponding office to explain the reasons for the late arrival and obtain an admission pass in order to enter the classroom. Admission to classes without a proper pass will not be allowed.

- In Elementary School, 12 late arrivals by quarter will be followed by an extension during school hours.
- In Elementary School, each late arrival will be registered in the student's attendance book, and in high school in the daily registry folder.
- In High School, students who arrive late to school must go to the Main Administration Building to obtain an admission pass. Students in grades 7 through 12 who arrive after 8:00 am, will remain under supervision until the end of the first period.
- In High School, students arriving late between periods must go to the High School Office to obtain an admission pass in order to enter the classroom.
- In High School, students arriving late between periods will be registered by the teachers of the corresponding period in the class folder.
- In High School, late arrivals will impact on the grade for the subject of the period in which the student arrives late. Also, 10 late arrivals will lead to an extension after school. For students in grade 7, 3 extensions (30 late comings) will lead to a Saturday extension. For students in grades 8 and 9, 2 extensions (20 late comings) will lead to a Saturday extension. For High School students (grades 10 through 12), 15 late comings will lead to a Saturday extension without serving after school extensions.
- Saturday extensions due to late arrivals will not be considered for ADSs.
- In Elementary, late arrivals to online classes impact in the attitudinal criteria evaluated weekly: Punctuality and Engagement. They also impact the students' grade.
- The family will be notified of the following situations considered as late arrivals in online classes: Joins classes 10 minutes late. Leaves classes before the teacher announces the end of the class. Both situations impact the students' grade.
- In High School, students who arrive late to online sessions will be recorded in the document of Asignación de Tareas of the corresponding grade by the teacher of the subject. Late arrivals to online classes impact in the attitudinal criteria evaluated weekly: Punctuality and Engagement. They also impact the students' grade.
- Late arrivals to online sessions will be recorded by the Academic Coordination. For every 10 late arrivals, parents will receive a notification.

e) Exchange trips

- The International Baccalaureate Program requires rigorous academic commitments. For this reason, student exchange programs are taken during the first semester of eleventh grade. This type of student exchange is subject to conditions established by the school.
- Monthly fees will be paid normally during the period of absence.
- Students wishing to participate in these programs must fulfill the following criteria:
 - Present a note from their parents informing the school about the student's participation in the exchange program.
 - Submit a letter of acceptance – or similar document – from the place where the student will attend.
 - Upon return, the student must present a document certifying his/her attendance in the program, and any / all grades earned.

- If the student returns at examination time, students must take exams of seven instrumental subjects (Business, Biology, Chemistry, English Literature, Literatura, Math and Statistics, and Physics) and update the work missed in all other subjects as presented to the students prior to the end of the previous academic year previous to their trip.
- The school reserves the right to recommend against this trip, in case there is academic risk for the student.

4.5. Technology / Computer Use Policy

a) Laptop Requirement – Grades 7 through 12

- As the use of technology in our lives has grown tremendously, we believe that our students must be versed in the many uses and application of technology in order to function in educational settings as well as in the professional world.
- Starting with the 2019 academic school year, all students in grades 7 through 12 will be required to have a laptop/notebook. While the school can provide suggestions as to models and/or makes that meet the minimum specifications established, any laptop/notebook would be acceptable providing it includes the following:
 - Minimum core i3
 - Minimum seventh generation
 - Minimum 2.4 GHz
- Before connecting any personal system with a computer component of the school, the student must obtain written permission from a member of the IT Team.

b) Use of School Computer Equipment

- Students who abuse or use incorrectly the school's equipment or software will be responsible for repair costs arising from equipment damaged by their abuse. Students will face disciplinary action according to the seriousness of the situation.
- If a student finds any damaged equipment, he/she must inform a technology teacher or administrator immediately.
- Students are not allowed to install any kind of program on any of the computers belonging to St. Anne's School.
- The St. Anne's School computer system has educational goals. For this reason, games of any type are not appropriate, and hence not permitted.

c) Students without laptops

- The student will receive an annotation in the class folder for not bringing materials for class.
- The student will complete the activities on his/her notebook or a piece of paper if there are no computers available.
- If the required activity is a quiz or a test, the student will be able to make it up on Wednesdays or Saturdays.
- Students must not use their cell phones or borrow a laptop from his/her classmates under any circumstance.

d) Use of the Internet

- The use of the Internet must be in support of education and research and consistent with the objectives, policies and mission of St. Anne's School. Only sites that are directly related to the research, preparation and other activities considered reasonable for educational purposes are permitted.

e) Failure to follow the rules above could result in the following disciplinary measures:

- Meeting with the principals and parents;
- Disciplinary measures, such as ADSs or termination of the privilege of using the school's computers on campus;
- Payment for repair expenses and/or replacement of equipment; and / or
- Possible legal actions defined by local legislation.

f) Use of institutional accounts

- The GSuite accounts under the domain @sas.edu.py are of institutional property, therefore, inappropriate use of them will be sanctioned according to what is being mentioned in the point e) of this section, or legal actions stipulated by national laws.

4.6. Student Activities

- Students must have the sponsorship of one or more teachers in order to proceed with an activity involving the school's name.
- Students must request permission in writing in order to organize activities using the school name whether they are curricular, co-curricular or extra-curricular (conferences, assemblies, field trips, festivals, tournaments, etc.). Students must also specify the objectives and the person/s responsible for the activity, including the teacher(s) sponsoring the activity.
- Students must participate in all internal and external school events as programmed by the St. Anne's School or the Ministry of Education and Science when and how the school requires.
- Written parent permission is required for all field trips and/or other off-campus activities taken by student groups. Students are expected to adhere to all school rules and regulations while participating in these activities.

4.7. Representing the School

- Student participation in any type of school event or school sponsored event (internal or external), is dependent upon appropriate conduct and satisfactory academic performance (passing all subjects).
- Students wishing to represent the school in events, both internal and external, who have behavior and/or academic problems, must present a petition in writing and will be subject to the evaluation and approval of the Administration.

4.8. Student Driving

A student who wishes to enter the school premises driving his/her own vehicle must comply with the following requirements:

- a) Complete a request to drive on campus form;
- b) Possess a valid driver's license, having the document and legal authorization up to date;
- c) Present a written authorization from parents or legal guardians;
- d) Receive school authorization;
- e) Leave the car keys in the main high school office. (The keys will be returned at the end of each school day);
- f) Not remain in the car during school hours under any circumstance;
- g) Must respect the internal traffic rules of the school while driving on campus; and
- h) Park in authorized places only.
- i) Any violation of these established policies may result in the loss of driving privileges on school campus. Under no circumstances will the school be held responsible for the custody or guarding of the vehicle and/or objects inside the vehicle, or damages that might occur.

4.9. Fund Raising

- a) Bake sales may be held once a semester from grades six through twelve, or by authorized student organizations. These shall be held on dates assigned by the school. Bake sales must respect all previously established school policies and rules.
- b) Other fund-raising activities must have authorization from the Principal.

4.10. Medication

Medication: Parents of students that need medication must complete a form at the corresponding office.

Illness during school day: If a student is indisposed during school hours, he/she must be sent to the infirmary. The school will inform parents if the student needs to be picked up due to some ailment / illness. In order for the student to leave school, the parents must present the pass that will be delivered at the elementary or high school office, respectively.

4.11. Tutoring

Parents interested in finding a tutor for their children may contact the appropriate school-level psychologist for a suggested list of tutors. (Teachers may not give private lessons to students nor their siblings who are in their classes.)

4.12 Grading System

4.12.1 Student Assessment

There are many ways students can demonstrate their acquisition of knowledge, skills and abilities. Some of these ways may be through demonstrations, reports, and experiments, or through the creation of some kind of

original work. Student assessments also include quizzes, tests, and examinations. Usually, universities and other institutions of higher learning employ standardized procedures for administering different types of exams.

The expectation for students in testing situations is as follows:

- The student arrives on time and follows the evaluation procedures which include:
 - a) wearing the appropriate uniform; bringing all necessary materials; relinquishing cell phones or other electronic devices during the evaluation; and, completing the evaluation thoroughly; and,
 - b) following the teacher's instruction and avoiding interruptions, such as talking aloud, asking inappropriate questions, or asking permission to leave the classroom.

The exam Schedule is set according to the School calendar for the academic year. Therefore, they cannot be modified due to personal reasons.

Students are continuously assessed by using tests and quizzes during both semesters or terms of the school year. In case of excused absences during these assessment days, students may re-schedule them for Wednesdays after school and / or Saturday mornings in order not to lose classes. This process will be closed by the end of the month.

4.12.2. Elementary School (Grades 1 through 9)

The minimum requirement for achieving performance goals is 70%.

Grading Standards – First Cycle (Grades 1 through 3)

	SAS	MEC
94 – 100 %	E = Excellent	5
86 – 93 %	VG = Very Good	4
78 – 85 %	G = Good	3
70 – 77 %	NI = Needs Improvement	2
0 – 69 %	U = Insufficient	1

Grading Standards – Second Cycle (Grades 4 through 6)

	SAS	MEC
94 – 100 %	A = Excellent	5
86 – 93 %	B = Very Good	4
78 – 85 %	C = Good	3
70 – 77 %	D = Needs Improvement	2
0 – 69 %	F = Fail	1

Elements of the Socio-Affective Area Traits – First and Second Cycles

The features of the socio-affective area are assessed as part of the process of the term. These constitute a total of 15% of each grade per subject and semester: engagement 5%, punctuality 5% and responsibility 5%.

Grading Standards – Third Cycle (Grades 7 through 9)

	SAS	MEC
94 – 100 %	A = Excellent	5
86 – 93 %	B = Very Good	4
78 – 85 %	C = Good	3
70 – 77 %	D = Needs Improvement	2
0 – 69 %	F = Fail	1

Elements of the Socio-Affective Area Traits – Third Cycle

The features of the socio-affective area are assessed as part of the process of the term. These constitute a total of 15% of each grade per subject and semester: behavior 3%, engagement 4%, punctuality 4% and responsibility 4%.

4.12.3. High School (Grades 10 through 12)

The minimum performance requirement to achieve the learning standards is 70%.

Grading Standards

	SAS	MEC
94 – 100 %	A = Excellent	5
86 – 93 %	B = Very Good	4
78 – 85 %	C = Good	3
70 – 77 %	D = Needs Improvement	2
0 – 69 %	F = Fail	1

Elements of the Socio-Affective Area Traits – High School

The features of the socio-affective area are assessed as part of the process of the term. These constitute a total of 15% of each grade per subject and semester: behavior 3%, engagement 4%, punctuality 4% and responsibility 4%.

4.12.4. College Preparatory Exams: PSAT – SAT

As part of our curriculum, our students take two tests, the PSAT and the SAT. First, these tests help our students obtain experience in a rigorous testing system. Second, performance on the SAT test is an important factor in many universities' admission processes. In addition, the results offer the school important data about the students that allow us to make decisions in relation to the future planning of our academic program and activities.

Students in grade 9 take the PSAT. This test will help them to feel more confident when taking the SAT in grade 11. Both the PSAT and SAT are required. Therefore, we recommend that our students make the most of the opportunities with which they are presented and the training they are provided by the teachers.

4.12.5. Honor Roll Criteria

The Honor Roll at the Elementary School recognizes four types of achievement for students in grades five and six:

- Recognition to solid and constant academic performance: This category recognizes students who have obtained grades 4 and 5 in both programs. These students will be part of the Honor Roll.
- Special recognition for those students who have shown consistent and excellent academic performance during the term. These students have obtained a grade of 5 in all subjects in both programs, and will receive the Mention of Excellence.
- Mention for Best Effort shall be given to the student who, according to the voting of teachers, has made a considerable effort during the term.

Students in High School are recognized for accomplishments within grades 7 through 9, and for grades 10 through 12. At the end of each school term, Honor Roll certificates shall be issued as follows:

- Mention for Best Effort shall be given to the student who, according to the voting of teachers, has made a considerable effort during the term;
- All the students who have obtained grades A (5) and B (4) at the end of the term will be part of the Honor Roll; and,
- All the students who have obtained the grade A (5) in *all* subjects will be part of the Principal's Honor Roll.

The criteria to be part of the Honor Roll and the Principal's Honor Roll will be subjected to the approval of the High School Administration, the Academic Coordination and the Guidance Counselors.

Senior Valedictorian(s) and Salutatorian(s)

- At the end of the senior year, students' final grades for all school subjects from grade 10 through 12 are tabulated.
- Students who have transferred from other schools in grades 11 and 12 will also be considered for Valedictorian and Salutatorian. Grades from the previous school will be equated to St. Anne's grading system by the High School Office.
- The Valedictory will be delivered by the student(s) with the highest grades.
- The Salutatory will be delivered by the student(s) with the second highest grades.

Other Senior Awards

- The Best Classmate Award is voted on by classmates.
- The Best Student(s) in Art Award is/are chosen by the Art teacher considering student's achievements in Art.
- The Best Student in Music Award is chosen by the Music teacher considering student's achievement in music.
- The Best Sport Player(s) Award is chosen by the P.E. teachers considering student's achievements in sports.
- The Best Student(s) in C.A.S. Award is chosen by the C.A.S. coordinator considering student's achievements in this area of the International Baccalaureate Program.
- The Student with the best IB Learner Profile is chosen by a Seniors teachers' consensus.

4.12.6. Privileges for Students in Grades 10 through 12

Students in Grades 10 and 11

Students in grades 10 and 11 who meet the criteria below will be exempt from taking November exams for MEC subjects, with the exception of the subjects that are part of the Diploma Program (Math, Biology, Business, English Literature, Literatura, Art or French):

- Have a grade of A or B grade in both the first and second terms; that is, an 86% average as a minimum; and,
- Demonstrate good behavior and respect the policies stipulated in this Handbook.

Students in Grade 12

Students in grade 12 who meet the criteria below will only be required to take the IB exams and will be exempt from taking November exams for MEC subjects:

- Have a grade of A or B grade in both the first and second terms; that is, an 86% average as a minimum;
- Demonstrate good behavior and respect the policies stipulated in this Handbook;
- Complete all CAS documentation and activities with a passing grade; and,
- Complete all coursework and evaluations for the IB Diploma Program.

These criteria will be subjected to the approval of the High School Administration, the Academic Coordination and the Guidance Counselors for grades 10 through 12.

4.13. Report Cards

In Elementary School (Pre-Primary to Ninth Grade) and High School Education (10th, 11th, and 12th grade), students receive a Report Card at the end of each of the two semesters.

Progress Reports are delivered in the middle of each semester and allow the parents know if their son/daughter needs some adjustment to achieve academic expectations.

The dates for submission of Progress Reports and Report Cards will be provided by the Elementary and High School offices. In addition, exam schedules and / or make up dates for missing evaluations are exclusive prerogatives of the corresponding offices.

St. Anne's School parents have electronic access via RenWeb to view updated grades of their children. Parents should contact the administrative office for delivery of username and passwords, or any training they may opt to have, to avail themselves of this resource. Parents and students are to periodically monitor the student's academic performance.

4.14. SAS Graduation Policy

Senior participation in the graduation ceremony is not only a well-deserved right, but an honor as well. In order to participate and march with their fellow classmates in this ceremony, seniors are required to do the following:

- Pass all courses with a minimum of a 2.0 average;
- Complete all coursework and evaluations for the IB Diploma Program;
- Complete all CAS documentation and activities with a passing grade; and
- Be in good standing in conduct (i.e., not have the designation of conditionality for conduct during the senior year) and serve all disciplinary consequences assigned during their senior year.

Students who do not meet all of the above criteria will not be able to participate in the graduation ceremony with their classmates.