



SCS 2014-15 PARENT-STUDENT HANDBOOK

Santiago Christian School
Santiago, Dominican Republic

www.scs.edu.do

SCS 2014-15

PARENT-STUDENT HANDBOOK

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SECTION I: PURPOSE AND PHILOSOPHY OF SCHOOL

A. History

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

B. Mission and Purpose

Santiago Christian School exists to provide the best possible Christian education using English as the language of instruction and to provide each student and their family the opportunity to know Jesus Christ as their personal Savior, through whom alone it is possible to obtain eternal life.

In fulfilling these two purposes, Santiago Christian School provides an environment of excellence in preparing students to be Christians who can serve and compete in a global society. Excellence is demonstrated in academic performance, behavior, Christian character, and Christian worldview. Members of Santiago Christian School community are well equipped to respond to God's call for service. This vision is accomplished by:

- Empowering students to use their full potential through a school-wide articulated curriculum that includes standards and performances expectations and a commitment to continuous improvement
- Expecting and encouraging all associated with SCS to uphold high standards in Christian character including but not limited to honesty, compassion and Christian ethics in the areas of performance and academic achievement
- Providing and supporting appropriate development of teachers, staff and board to carry out the mission and vision of SCS
- Providing opportunities for all those who are served by SCS to know Jesus Christ as their personal Savior

All instruction and activities will be integrated with the knowledge of God as the author of all things that exist. The school's motto is: "The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding" (Proverbs 9:10).

It is hoped that parents who seek to enroll their children in Santiago Christian School do so as much for the Christian worldview and spiritual nurture as for the academic training in English. The school's educational program naturally reflects evangelical concepts and at times may contrast with the religious beliefs held by some of the parents of children in the school. When this occurs, the parents will need to exercise tolerance and understanding, recognizing that the school cannot in good conscience waver from the beliefs underlying its primary purpose.

It is also assumed that parents understand that the academic education offered follows a traditional United States pattern of instruction, accommodating Dominican legal requirements for recognized, monolingual, foreign-language schools. The school's primary purpose is not to train students in English but to provide instruction, using English as the language of instruction.

C. Statement of Faith

The basis of the Santiago Christian School shall be the Word of God as found in the Old and New Testament interpreted by the following statement of faith:

- There is one God eternally existing in three persons: the Father, Son, and Holy Spirit. (Mark 12:29; 1 John 5:7)
- The Holy Scripture is inspired of God and is our only infallible rule of faith and practice. (2 Timothy 3:16; Hebrews 4:12)
- Jesus Christ, the divine Son of God, was born of a virgin, died on the cross and was bodily raised from the dead for our justification. He ascended to the right hand of the Father and He will return visibly and bodily with power and great glory. (Matthew 1:23; Acts 2:22-24, Romans 5:6-9; Hebrews 1:3; Matthew 24:30)
- Human beings were directly created, not evolved, in the very image of God, beginning with Adam and Eve. (Genesis 1:26, 27; 2:21-23)
- Man is, by nature, a sinner separated from God and can become God's child only by faith in Jesus Christ and submission to the will of God as revealed in the Gospel. (Romans 3:10-19, 34)
- Those who are born into God's family have eternal life, and those who are not remain in spiritual death and will be separated from God forever in hell. (John 3:6, 15-19, 36)
- The Holy Spirit lives in the believer, enabling him to walk in purity of life and submission to the will of God. (Romans 8:1-10)
- All believers, regardless of sex, race or color, are united in the body of Christ. (Galatians 3:26-28; 1 Corinthians 12:12-27)

D. Philosophy of Christian Education

- God is the Creator of all mankind, and the ultimate source of Truth.
- Christian education is based on an understanding of wisdom, meaning, knowledge and Biblical values. (John 14:6, Psalm 104:24)
- Christian education is committed to excellence, where all students are challenged to develop and use their God-given potential.
- Christian education is a process led by committed teachers who live their faith in and out of the classroom.
- Christian education seeks to integrate the Bible with the curriculum, showing the orderliness, unity and meaning of each content area with life.
- God, having established the home, has charged parents with the responsibility of training their children, some aspects being delegated to SCS.
- The home, school and potentially the church should complement each other to develop the child's character and instill values to grow academically, physically, spiritually, emotionally and socially.

E. SCS Ends Policy

The SCS Board's Ends policy describe the difference our school seeks to make in our beneficiaries' lives (i.e., the lives of our students). The Ends policy is as follows:

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

- 1. Students display growing maturity as disciples of Jesus.**
- 2. Students model character traits which enable a fruitful of life of service to God and to their communities. *Students are grateful stewards of their gifts.***

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

F. Spiritual participation

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

G. Faculty and staff

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

The majority of teachers at Santiago Christian School have been recruited from selected colleges and universities in the United States and Canada. Teachers must have a minimum of a four-year college degree and have a valid teaching certificate from a State or Provincial educational agency. Many teachers at SCS possess a Master's degree and have a significant number of years of teaching experience.

Some teachers at SCS are citizens of the Dominican Republic and are chosen because their qualifications meet the high standards set by SCS. Dominican teachers must possess a bachelor's degree in education.

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

H. School contact information

Street Address: Autopista Duarte Km. 5 ½
 Sabaneta, Las Palomas
 Santiago De Los Caballeros
 Republica Dominicana

Mailing Address: 8400 N.W. 25th St. Suite 110
 BM # 2-30555
 Doral, FL 33122

Telephone: (809) 570-6140(Dominican Republic)
 (646) 736-6657 (United States)

Fax: (809) 570-6145

Website: www.scs.edu.do

I. Handbook compliance

Every student is required to comply with the rules and guidelines of the parent-student handbook.

Handbooks are provided in both English and Spanish and are available on the school website as well as in book form.

The procedures, guidelines and rules outlined in the handbook are subject to change as deemed necessary by the administration.

The term *parent* is inclusive of both parents and guardians.

SECTION II: NEW STUDENT ENROLLMENT

A. Open enrollment dates

Dates of open enrollment for new students are established at the beginning of each calendar year. Students who are currently enrolled will be given opportunity to register prior to open enrollment for new students.

B. Definition of a new student

A new student is defined as:

- A student who has never attended SCS.
- A student who has had an absence of two or more academic years from attending SCS. All conditions required for new students, including fees, apply for these students. This procedure applies even if other family members remain in SCS.

C. General admission standards

New students will be considered on a merit basis with final acceptance to be determined by:

- Completion of application forms
- Results of required evaluations
- Submission of appropriate records
- Approval of Admissions Committee
- Payment of fees

Completing and submitting an application does not guarantee a place in SCS. All records and documents must be submitted and evaluations must have been satisfactorily completed before consideration for enrollment is determined. Parents must confirm that children enrolled at SCS will be living with at least one of the parents/guardians during the school year to ensure parent involvement and support in their child's education.

Qualified students will be notified as soon as possible after evaluations have been completed.

All decisions made by the Admissions Committee are final.

D. Academic and behavioral standards

All new student placements are dependent upon the following:

1. Academic records

Student records must show the student who is applying is in good academic standing. No transfer student will be accepted who has a failing grade in any one of the major academic areas (English, Social Studies, Math, Science) in the most recent year's academic report. Elementary students are required to make up required course in which they received a grade below 65%.

2. Behavioral records

Student records must show they are applying in good behavioral standing (see Record Requirements below). No student, elementary or secondary, will be accepted who has an unsatisfactory conduct report.

E. Record requirements

The following forms must be completed and submitted to the school:

- SCS student application
- Health Forms I and II
- Teacher evaluation form

The following documents need to be included with the application forms:

- *Birth certificate.* Dominican citizens are required to submit a certified copy of the birth certificate with their child's application. (This is not only a requirement of the school but is a requirement of the Dominican Ministry of Education) Copies of birth certificates from other English speaking countries may be submitted. Birth certificates in a language other than Spanish or English must be translated by an official translator to English. Both the certified copy and original translation must be submitted for records.
- *Transcripts/Report Cards.* Transcripts must be provided for the previous four years including classes and grades. Transcripts in a language other than Spanish or English must be translated by an official translator to English. Both originals must be submitted for our records. A report card may be used provisionally pending the arrival of a transcript.
- *Copy of Immunization Record.* Parents are expected to have all required immunizations and booster shots current for their child(ren) and a copy of the immunization record must be submitted. If immunizations are not current, your child will not be permitted to attend school. If the information provided is not understandable in English or Spanish, it must be translated into English by an official translator. A copy of the original document and the original translation must be submitted for our records.
- *Photos.* Two photographs (2"x2") of student
- *Written Essay* (for grades 7-12). Student must relate personal history and reasons for wanting to attend SCS
- *Special Services report.* Students who have received special services at previous school(s) must submit reports to be reviewed by the Student Support Team at SCS.
- *MINERD resolution* (international transfers only). All students who have been studying outside of the Dominican Republic are required to obtain an official resolution from the Secretaría de Estado de Educación(SEE) indicating the grade level that the SEEC will allow them to enter.

F. Application process

Step 1. Submission of application forms and required records. (see Record Requirements above).

Parent(s)and/or students will be interviewed by the director and/or one of the principals. Application, testing, and admission fees must be paid.

*Step 2.*Evaluation Process

- All grades: An evaluation will be scheduled to determine applicant's proficiency in math and reading, as well as written and oral communication in English.
- Grades 6 through 12: In certain cases, the school may wish to interview the applicant as part of the evaluation process.

Step 3. Notification of evaluation/interview results and Admissions Committee's decision.

- Notification may be by phone or with representatives from the Admissions Committee.
- All decisions made by the Admissions Committee are final. Students who do not meet the above requirements will not be permitted to enter SCS

Step 4. Upon being accepted, enrollment contract is signed and applicable fees are paid. Registration, Parent's Association, and activities fees are due. Fees not paid in a timely manner may result in the forfeiture of a student's acceptance at SCS.

SECTION III: REGISTRATION FOR CURRENT STUDENTS

A. Registration dates

Registration dates are established at the beginning of each calendar year. Parents of currently enrolled students and new students will be notified of those dates.

Students who are currently enrolled will be given opportunity to register prior to open enrollment for new students. Registration may be delayed or denied for students who are not in good standing with regard to the school's academic, financial, disciplinary, or attendance policies.

Open enrollment will close for each grade when that grade has reached its assigned capacity. Additional families wanting to pursue enrollment will be placed on a waiting list.

B. Registration requirements

The following forms must be completed and submitted to the school:

- SCS student re-enrollment contract
- Contact Information

Students will not be considered as registered until a signed contract and required fees have been received and accepted by SCS. SCS will not guarantee a place after the registration deadline if it has not received a signed contract and payment of fees.

SECTION IV: FINANCIAL INFORMATION

A. Tuition

Tuition is used to pay annual expenses related to school costs, including salaries, maintenance, and operations. Please refer to the Fee Schedule and General Policies Brochure on the school web site for current tuition rates.

1. Tuition Payments

Tuition can be paid in full at the beginning of the school year with an established discount or it can be paid based on a set payment plan. All families must sign a legalized payment plan (*pagare notarial*) agreeing to this payment plan. Registration fees are not to be considered part of a special payment plan, unless otherwise approved by the director or finance administrator.

A 5% late fee will be assessed for a past-due balance. A family that has a past due balance will not be allowed to enroll their students at the beginning of the school year.

2. Payment Refunds

All but the tuition fee are non-refundable with the exception of occasions in which the school decides not to allow a student to return to SCS the following school year. That family shall be reimbursed all fees that have been paid for the following school year with the exception of academic evaluation fees. Tuition fees are partially refundable.

Tuition reimbursements are refundable in the following manner:

- All requests for tuition refunds must be made in writing.
- If the written request is received before the last day of school, 100% of tuition paid-to-date for the following school year will be refunded.
- For written requests received after the last day of school and before the first day of classes, 60% of the total tuition fee is refundable. If less than 100% of tuition has been paid, then the refund will be the difference between 60% of the tuition fee and the amount paid-to-date.
- For written requests received after the first day of classes until October 31, 50% of the total tuition fee is refundable. If less than 100% of tuition has been paid, the refund will be the difference between 50% of the tuition fee and the amount paid-to-date.
- After October 31, there will be no refunds made. 100% of tuition and any other applicable fees are due even if the student(s) are withdrawn from SCS before the end of the school year.

B. Fees

There are several categories of fees in addition to tuition. Please refer to the Fee Schedule and General Policies Brochure on the school website for current amounts.

After school programs such as tutoring and enrichment classes as well as summer programs are provided. Fees are assessed for each of these programs. These fees are per student on an as-needed basis and are non-refundable.

1. Application Fee

This fee must be paid when the new-student application documents are submitted and the student is evaluated. This fee applies to office and administrative costs related to processing of applications and scheduling of tests and interviews. This fee is per-family and is non-refundable.

2. Academic Evaluation Fee

An admissions test is required for all new students and returning students who have been enrolled in another school for two or more semesters. Students in grades 7-12 may also be interviewed as part of the evaluation process. The testing fee must be paid when the application is submitted (prior to the test and/or interview). This fee is per-student and is non-refundable.

3. Admission Fee

The admission fee is per-student and applies to all first time students or to students who have not attended SCS for two or more years (four or more consecutive semesters). This fee is paid at the time of registration and remains effective for as long as a student is continuously enrolled at SCS. Each additional sibling enrolled in the same school year receives a discount. Siblings enrolled in a different year must pay the full amount.

Students who are eligible for admission to grade 11 will have their admission fee reduced by 25% and new students eligible for admission to grade 12 will have their admission fee reduced by 50%.

4. Registration Fee

This fee applies to registration costs, textbook rentals, and standardized testing services. Pre-college tests are not included. This fee must be paid at the time of registration. This fee is per-student and is non-refundable.

5. Activities Fee

The activities fee is an annual fee to cover all costs related to student activities including programs, field trips, class activities, etc. with the exception of approved book orders or fundraising activities by different student organizations. This fee is per-student is non-refundable.

6. Capital Fee

This annual fee supports the ongoing development of the school's physical infrastructure. This fee is per-student is non-refundable.

7. Parents' Association Fee

The SCS Parent's Association established an annual fee for student activities and special projects that it sponsors for the school. This fee is per-family and is non-refundable.

8. Additional Fees

Based on the individual needs of a student, special classes or programs may be required or desired. Additional fees are assessed for each of these programs or classes, which may include Guided Studies, Student Support Program, after-school programs such as athletics, fine arts, Model UN, leadership conferences, tutoring and enrichment classes, and summer programs.

SECTION V: PROGRAMS AND GUIDELINES

A. Academic overview

1. Elementary School

1) Early Childhood Education (ECE)

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

PRE K₃ (FOR CHILDREN AGE THREE)

The three-year-old preschool program is designed to give children a head start in the development of their communication skills in English, academics, basic social skills and motor skills. It is open to children who are three years old by September 1st. Children do not need to know how to communicate in English in order to enter this program.

PRE K-4 (FOR CHILDREN AGE FOUR)

The four-year-old preschool program is structured to provide a foundation in English communication and academics as well as opportunities to interact meaningfully with other children. It is open to children who are four years old by September 1st. Children do not need to know how to communicate in English in order to enter this program.

KINDERGARTEN (FOR CHILDREN AGE FIVE)

Kindergarten is a traditional program, open to all children who are five years old by September 1st. To enroll, children must have basic English communication skills.

They must also demonstrate a beginning understanding of letter names, letter sounds, numbers, shapes, counting, colors, etc.

2) Primary (Grades 1-5)

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

2. Middle School

1) Grades 6-8

Grade 6 has a self-contained classroom but participates in some of the components of middle school, such as chapel and advisories. Grades 7 and 8 have a departmentalized program very similar to the high school's. It is open to all students who qualify and have a working knowledge of the English language. Students must have successfully completed the previous school grade in order to enroll.

3. High School

1) Grades 9-12

Grades 9-12 are designed to prepare graduates for further study. Students are expected to make regular progress towards this goal and maintain an acceptable grade point average (GPA) and conduct record. SCS is a U.S. accredited school through Southern Association of Colleges and Schools (SACS), a division of AdvanceEd

and the Association of Christian School International (ACSI). Therefore, our students are recognized by North American colleges and universities. SCS is also recognized by the Ministerio de Educacion de la Republica Dominicana (MINERD), enabling students to also graduate with a Dominican diploma recognized by national universities.

B. High school credits and graduation requirements

1. Sample high school course schedule

9th Grade

Spanish 9
 Biology
 World History
 Algebra I or Geometry
 English 9
 Bible 9
 French 9 (1 Semester)
 Computer (1 Semester)
 Elective in Fine Arts or PE (1 Semester)

10th Grade

Spanish 10
 Chemistry or Physics
 U.S. History
 Geometry or Algebra II
 American Literature
 Bible 10
 Sociales 10
 French 10 (1 Semester)
 Elective in Fine Arts or PE (1 Semester)

11th Grade

Spanish Literature
 Chemistry or Physics
 Algebra II or Precalculus
 British Literature
 Bible 11
 Sociales 11
 French 11 (1 Semester)
 Health (1 Semester)
 Elective in Fine Arts or PE (1 Semester)
 Junior Seminar

12th Grade

Dominican Literature
 Advanced Science or Anatomy
 PreCalculus, Business Math, or AP Calculus
 World Lit.
 Bible 12
 Sociales 12
 French 12 (1 Semester)
 Elective in Fine Arts or PE (1 Semester)
 Senior Seminar

*SSL students will take SSL Spanish for two periods (Spanish and Sociales periods) for one year and take Sociales during the summer in order to fulfill the grade level's requirements.

*Students may work on an advanced pace in Math beginning with Pre-Algebra in 7th grade. This will allow the students to take AP Calculus when they reach 12th grade.

2. SCS minimum graduation requirements

Subject	Credits
English	4 credits
Social Studies	5 credits
Math	4 credits
Science	4 credits
Spanish	4 credits
Bible*	4 credits
French	2 credits
Fine Arts	2 credits
Health/Physical Ed.	2 credits (.5 credit of Health required)
Computer	.5 credit
Total	31.5 credits

*1 credit required for each year of enrollment at SCS

**All students must meet the minimum credit requirements listed above in order to qualify for graduation. However, international transfer students' credit requirements may be modified based on the SEE resolution. Students must enroll in a full schedule each year. Students who are not receiving their diploma will not be allowed to walk in the graduation ceremony.

3. Determining high school grade levels:

1) Current high school students

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

2) Transfer high school students

The grade level of a transfer student will be determined after review of their transcript and the results of their admissions testing with the final approval in conjunction with the guidelines of the Secretary of Education.

3) Spanish as a Second Language

Spanish as a Second Language (SSL) students will be determined, upon request of the parents, by testing results from a school-approved language assessment test, which will require a fee. SSL students will attend remedial language classes for the language needed for one year. Continued participation in the SSL program will be based on student progress and program capacity.

C. Student Support Program

1. Program overview

Parents have the primary responsibility for educating their children in the way they should go. Along with parents, the Christian School has a communal responsibility to children who are a part of our community regardless of their ability. Santiago Christian School, believing that all children, including those with physical, academic, social or emotional disabilities, are equally valued by God and best nurtured in a Christian school community, will provide support to students with these challenges.

Teachers will refer students who are struggling in the classroom or who are identified through academic testing. Parents with a diagnosis or testing results may also connect with the Student Support teacher and refer their child.

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

Parents of children who have been referred to the Student Support Program will be required to participate in the planning process for their child. A contract will be provided that outlines the level of service recommended for the student to be successful, as well as any applicable fees. Fees must be paid prior to the start of beginning special service support.

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

2. Student Support Program services

Students are admitted to a program category and support level.

1) Program categories

(1) LEARNING SUPPORT PROGRAM

The core of the Student Support Program is the school's Learning Support Program (formerly known as "SST"). This program is broadly designed to support the academic students across a spectrum of additional need.

(2) ENGLISH AS A SECOND LANGUAGE (ESL) SUPPORT PROGRAM

Students who are observed by specialist and classroom teachers to be lower language learners will be referred to take a language test. Students who are referred to ESL services will be placed in Level 1 or Level 2 based on test results.

(3) SPANISH AS A SECOND LANGUAGE (SSL) SUPPORT PROGRAM

Students requiring support in SSL may be divided into two different groups based on the type of support needed:

Heritage Speakers. Support is provided to native Spanish speakers who have little to no Spanish literacy skills. These students are mostly proficient when it comes to verbal communication, but require support in reading and writing skills and need to improve their "professional/academic" language in Spanish. Support is provided in small class settings. These students are typically admitted to level 2 support.

Second Language Speakers. Support is provided to students who are in the very basic stages of learning Spanish. Typically these are students from foreign countries. Support is provided in a Second Language Class where they learn basic grammar and communication skills (reading/writing/listening/speaking/culture). Instruction is also provided in Dominican Sociales as it is a graduation requirement but these students would not be able to meet the learning outcomes in the regular class. These students are typically admitted to level 3 support.

(4) COUNSELING SUPPORT PROGRAM

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

2) Support levels

Service Level	Description
Level 1: Monitoring	<p>A student who can function in the regular class but whose academic/behavioral achievement needs to be monitored to ensure the student is successful.</p> <p>This level includes the following services:</p> <ul style="list-style-type: none">• Weekly monitor grades• Work with teachers to identify the academic needs of the student and suggest referral for evaluations and special services• Meet with teachers to suggest/document classroom accommodations and modifications• Report student's progress to parents periodically(every 3 weeks)
Level 2: Supporting	<p>A student who is able to function in the regular class but needs additional support. A program will be developed based on the student's needs which may include all services offered in Level 1 as well as the following:</p> <ul style="list-style-type: none">• Meet with teachers to provide support and modifications• Provide remediation strategies• Support in and out of class 2 days a week (hours as needed)
Level 3: Coaching	<p>A student who is able to function in the regular class but who needs additional support, beyond what is provided in Level 2. A program will be developed based on the student's needs which may include all services offered in Level 2 as well as the following:</p> <ul style="list-style-type: none">• Organizational/study skills strategies• Monitoring independent performance (academics/behavior)• Meet 3 days a week with the student in/out of class (hours as needed)*
Level 4: Instructing	<p>A student who is not able to function in the regular without additional support. A program will be developed based on the student's needs which may include all services offered in Level 3 as well as the following:</p> <ul style="list-style-type: none">• One-on-one instruction• Direct support in and out the classroom• Meet with the student 4-5 days per week (as needed)• Conference with parents periodically to discuss student's progress

D. National Honor Society/National Junior Honor Society

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

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

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

E. Model United Nations Program

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

This program is in an after-school club format where students have the opportunity to learn about the United Nations organization, its protocol and purpose, develop debating skills, commit to the resolution of global issues, resolve and negotiate conflicts, learn oratory skills, and understand more about the world around them.

Requirements for participation:

1. The student must submit an application and teacher recommendations.
2. When he/she is chosen for the program, the student will attend weekly Model UN club meetings for the necessary training to be a successful delegate and fulfill the role effectively.
3. Every participant will have the opportunity to take part in the drills that SCS will participate in during the school year.

F. Student leadership

Class Councils: Each middle school and high school grade is assigned a class sponsor who supervises the class council. At the end of each school year, students are encouraged to apply for one of four class council positions, which are elected by members of each class. It is the responsibility of the class council to carry out initiatives that promote class identity, unity, and a spirit of inclusion. The class council for each grade assists in all events, trips, retreats and graduations for their grade.

LIT – Leaders in Training: LIT-level leaders are students in grades 8 to 12 who are in good standing, demonstrate an interest in or talent for leadership, and agree to participate in LIT-level trainings. LIT-level leaders are approved through a simple application process confirming academic and behavioral standing; acquiring signatures of support from parents, faculty members, and peers; offering brief essay responses to questions regarding personal goals and commitments; and promising participation in all LIT-level trainings. LIT-level leaders are the grade 8 to 12 members of: Class Council (grade 8 to 12 members); Team Captains (grade 8 to 12 members); National Honor Society.

Prefect Board: Prefects are the school's top leadership positions. Members apply during the spring of their junior year and are chosen after an intensive application and interview process. Each must strongly exemplify

the school's core values and possess a proven record of leadership and involvement in LIT. Prefects have two foundational responsibilities:

- 1) To provide practical leadership at SCS under the guidance of their staff sponsor
- 2) To practice Biblical justice by seeking ways for SCS to share time, talent, and treasure with SCS partner schools in their specified area of leadership

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

- *Senior Prefect – Plan and lead all prefect meetings, meet with the prefect advisors weekly, and work with senior class advisor and senior class council to provide leadership for all senior class activities*
- *Academics Prefect – Manage the student tutoring programs and help coordinate activities with the NHS and NJHS*
- *Spiritual Life Prefect -- Assist with implementation of the weekly chapel programs, service projects, MS and HS ministries, and find new ways to encourage students' spiritual growth*
- *Athletics Prefect – Assist with implementation of the sports program, including regular score announcements, tournaments, athlete recognition, Spirit Week, and other spirit initiatives*
- *Advancement Prefect – Assist with campus tours, fundraising events, Jeans Days, school publicity, and special events like Family Day, Open Houses, etc.*
- *CommUNITY Prefect – Assist with the CommUNITY program to encourage community-building and prevent bullying at SCS, coordinate the Big Brothers/Big Sisters mentoring program for elementary students and for freshmen as well as other initiatives from the guidance office*

Student Leadership University (SLU 101 to 401): Student Leadership University (SLU) trains and inspires young leaders in their Biblical calling to lead. It is a comprehensive, progressive leadership program open to all LIT-level and SOAR-level leaders in good academic and behavioral standing. SLU 101 takes place in Orlando, Florida; SLU 201 in Washington DC; SLU 301 in London, England; and SLU 401 in the Holy Lands. SLU attendants must commit to participation in all group fundraising projects to defray trip costs.

G. Athletic program

1. Introduction

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

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

At the **Junior Varsity** level, grades 7-9, skills will continue to be developed and the focus is on developing students who are interested in joining a Varsity team in the future. Those students who have not been involved in a community athletic program will learn what it means to be part of a team and will see how, with effort and guidance, their skills begin to improve. They learn to win and lose as a team. Players are assured

playing at least ¼ of a game with the rest of the time being based upon performance. Student athletes will not be cut from Junior Varsity teams, except for behavioral issues, and students in the 5th and 6th grades who have the ability to play at a higher level may be given the opportunity to play on the Junior Varsity team.

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

2. Sports teams

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

Elementary (Boys/Girls)	Junior Varsity	Varsity
<ul style="list-style-type: none">• Soccer (grades 1-3, 4-6)• Basketball (grades 1-3, 4-6)	<ul style="list-style-type: none">• Boys Basketball• Boys Soccer• Girls Soccer• Girls Volleyball	<ul style="list-style-type: none">• Boys Basketball• Boys Soccer• Girls Soccer• Girls Volleyball

3. Expectations of student athletes

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

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

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

4. Student athlete medical evaluation

All student athletes will be required to have medical clearance by the nurse's office which includes an up to date medical evaluation form completed by their family doctor and submitted to their Coach. New students are exempt from the submitting the form as it was part of their admissions process.

5. Uniforms

Students will be issued uniforms, which remain the property of SCS. Any student who does not return the uniform must pay to have it replaced. Any student who does not have their uniform for a game will not be allowed to participate and it will count as an absence, which results in a one-game suspension.

6. Practices

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

7. Sports declaration

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

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

8. Athletic teams participation for graduation credit

Student athletes may receive $\frac{1}{2}$ credit per semester towards their required graduation credit total. Students are required to have 2 Physical Education/Health credits in order to graduate. Credit will be given for students according to the following:

- The student athlete must sign a PE Credit Contract.
- The student athlete must attend 85% of all team events, which includes practices, games and tournaments.
- The student athlete must meet the expectations of a student athlete as outlined above.
- The Athletic Director, in consultation with the Coach, will determine if a student has met the requirements to receive credit.

H. After-School enrichment and summer school programs

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

SECTION VI: GRADING, HOMEWORK AND RETENTION POLICIES

A. SCS website/Power School

SCS Website: www.scs.edu.do or www.santiagochristianschool.org

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

Power School: use link on SCS website or www.scspsserver.edu.do

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

Teachers are required to update the information every Monday morning by 8:00a.m. beginning with the second week of the quarter.

B. Evaluation reports

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

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

Parents and students are encouraged to monitor academic progress via the school website. Report cards are sent approximately every nine weeks at the end of the grading period as specified in the school calendar. A parent/teacher conference is held following the first grading period and following the fourth grading period. Conference dates are specified on the school calendar. Parent-Teacher conferences may be requested any time there is a pattern of deficient work.

C. Grading

1. Grading scale for grades 1-2

For report cards, students in Kindergarten through grade 2 are assessed using the Marzano-modeled SCS Standards-Based Grading Scale.

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

2. Grading scale for grades 3-12

Students in grades 3-12 are assessed using percentage scores. Percentage scales, corresponding letter grades and grade point scales are employed in grading and in computing averages. The grading scales is as follows:

1) Grades 3-8

Letter Grade	Percent Score
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	74-76
C-	70-73
D+	68-69
D	66-67
D-	65
F	Below 65

2) Grades 9-12

Letter Grade	Percent Score	Grade Point Average
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.35
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.35
C	74-76	2.0
C-	70-73	1.7
F	Below 70	0*

* A GPA of 1.4 is awarded to transfer students whose passing grades from previous schools fall between 60% and 69%.

3. Grade assessment

The following standard is used to determine grade assessment:

- Up to 15% of the total overall course grade: Homework (routine daily work completed outside of class)
- Grades 9-12: 20% of the semester grade for comprehensive final exams

4. Incomplete grades (“I”)

If a student receives an “Incomplete,” work must be completed within two weeks following the end of the grading period and the final grade turned in to the office.

Unless there are extenuating circumstances approved by the principal for incompletes beyond the two-week grace period, the grades for incomplete work will become a zero and the final average calculated.

D. Homework/class projects

Homework is a sampling of schoolwork that reinforces concepts taught and allows students the opportunity to practice for mastery. Homework also provides teachers with a tool to evaluate the level of student learning and gives the teacher a way to determine group and individual performance so that re-teaching can be done before testing time. It is not for teaching new concepts nor introducing information that has not been covered in class previously.

While it is self-evident that accuracy is always the goal of homework, SCS also values the practice of skills in and of itself. Therefore, completed homework will not be subject to a score of zero percent. Upon a third late or missed homework assignment, a call is placed to the parents by the teacher.

A general rule of thumb for combined homework time for all classes is as follows:

Grade	Daily Average
1	½ hour
2	½-¾ hour
3	¾-1 hour
4	1-1¼ hours
5	1-1½ hours
6	1-2 hours
7-8	1-2 hours
9-12	1-2 hours or more

Due to security and transportation problems, all group projects are to be completed in class, during school hours. Approval from the principal is required for any exceptions.

E. Testing

1. Middle school and high school exams

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

- Exams are administered according to a schedule determined by the team of teachers and approved by the principal.
- Grades 7-8 do not have final exams and function on a full class schedule during high school exam week. The 8th grade Algebra I class does take semester exams.
- All exams for grades 9-12 will be given during a period of time not less than 90 minutes nor more than 100 minutes.
- All high school classes will be allowed the same amount of time to administer the end-of-semester exam.
- The exams will account for 20% of the semester grade.

A student with a score of 90% or above in a class may exempt the final exam in that class with a maximum of four test exemptions per student per semester. Each class may only be exempted once per academic year. Math and language arts courses may not be exempted.

2. Standardized testing

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

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

F. Honors

1. Honor Roll and President's List

To determine Honor Roll and President's List standings, letter grades shown on the report cards are converted to grade point averages on the grading scale and the resulting average determines standing.

President's List students must have a 3.7 grade point average or higher. A student may not have a letter grade below a B-in any subject.

Honor Roll students must maintain a 3.0 grade point average or higher. A student may not have a letter grade lower than a C-in any subject to qualify for the Honor Roll.

2. Valedictorian and Salutatorian

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

1) Academic qualifications

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

In order to be considered for valedictorian and salutatorian, students must have attended SCS for two full years.

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

2) Character qualifications

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

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

G. Student grade retention

1. Grades 3-8

Per Dominican law, any student who fails up to three subjects is required to make up those failing grades in order to advance to the next grade level. Students in grades 3 through 8 who fail up to 3 classes will be given an opportunity to bring their grade(s) up to passing through a completivo. If a student fails four or more subjects, the student must be retained at that grade level.

SCS will notify parents of those students who are in danger of failing a course or courses and who may be in danger of retention no later than March 31. Parents should agree that retention is in the best interest of the child. All retentions must be approved by the principal.

When the school determines that a student should be retained but the parents are not in agreement, that student may not be allowed to enroll for the next school year.

For grades 6-8, If a student is failing a class at the end of any quarter, the student's parent will be contacted and asked to come to the school office to pick up their child's report card. At this point the parent will sign a form stating that they are aware of their child's failing grade.

2. Grades 9-12

For grades 9-12, if a student is failing a class at the end of any quarter, the student's parent will be contacted and asked to come to the school office to pick up their child's report card. At this point the parent will sign a form stating that they are aware of their child's failing grade.

Students must pass all classes to be advanced to the next grade level. Failed courses may be passed according to the following policy:

1. A student may take the "completivo" exam one time per semester. This test is administered after each semester. A new grade is computed by averaging together the failed semester's grade with the completivo score (each count 50%).
2. If a student does not take the completivo or if the post-completivo score is not a passing grade, the student has the opportunity to repeat the course in summer school.
3. If a student repeats the course in summer school and fails again or chooses not to take the summer school course, the student may proceed to the "extraordinario" exam. The test is administered in August. Like the completivo, a new grade is computed by averaging together the failed semester's grade with the extraordinario score (with the exception that the semester grade counts 30%, and the extraordinario score counts 70%).
4. If a student does not pass the extraordinario, the student may not be allowed to re-enroll.

A letter indicating possible retention will be sent following the next to last grading period. A parent conference will be requested at this time. When it has been determined that the student will be retained in the same grade for the following school year, the parent will be notified in writing. Retention will be enforced, whether or not the parent has responded to a request. Retention will supersede pre-registration grade level even when billing statements indicate acceptance for the following grade.

H. Secondary class schedule changes

Students in 7th-12th grades will receive their course schedule on the first day of classes and have two weeks (10 days of classes) to drop a class and/or change their class schedule.

SECTION VII: ATTENDANCE GUIDELINES

A. Attendance

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

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

When it is known ahead of time that a student will be absent, the parent must submit a signed letter stating the date(s) of and reason for the student's absence.

Students must be in attendance at least 80% of the school days of the school year. This is regardless of the reason for the absence.

1. ECE and Elementary

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

2. Middle School and High School

Attendance is taken by each teacher for every period. It is the student's responsibility to make arrangements with his/her teachers to get their homework. This is not the responsibility of the secondary office.

B. Absences

If there is a question as to whether an absence is to be excused or not, the principal will decide.

1. Excused absences

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

2. Unexcused absences

- Unexcused absences are absences where the office was not contacted by parent or absences were for reasons not specified as excused.
- All absences are considered and recorded as unexcused until a written parent note is submitted to the office explaining the reason for the absence and the reason is determined to be excused.
- Students will be required to make up the work missed. However, they will only receive 50% of the numerical grade once the work has been corrected. The time allowance will be the same number of

days they were absent. For example, if a student is absent for three days, he/she will have three days in which to make up the work. If the work is not completed within this timeline, they will receive no credit.

C. Tardies

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

Definition of “tardy”: For elementary, “tardy” is defined as arriving to the classroom after 8:00 a.m. The elementary recognizes that students are sometimes tardy for valid reasons and therefore will grant excused tardies. Examples of an excused tardy are late bus arrival, doctor appointments, etc.

ECE and Elementary – Each quarter, students will be granted three tardies per class. After the fourth tardy, parents will be notified the parents will be notified and a conference held with the teacher and administrator. An improvement plan will be established.

Middle School and High School – “Tardy” is defined as arriving to class after class has begun. Any tardy of ten minutes or more will count as an unexcused absence. Students will be assigned a detention by their teacher for every three tardies they have to a class during a quarter. Individual secondary teachers may set additional guidelines to address tardiness within adherence to our school’s Core Beliefs (See section VIII.B).

When students are late to 1st period class, they must sign in in the office first and present a tardy slip from the office to their teacher. Chronic tardiness for the beginning of school will be addressed by the school office in the following manner:

- 3rd tardy in the quarter – the student will serve a detention with their teacher
- 6th tardy in a quarter – the student will serve a detention with their teacher and the parent will be contacted by the office to establish a plan for improvement
- 9th tardy for the quarter – the student will be assigned an in-school-suspension, during which he will meet with the counselor and principal to address the reasons for the problem

Chronic tardiness reflects a general disrespect for the school, teachers and fellow students. It causes disruption in the educational process for both the tardy child and their peers. Chronic tardiness, therefore is a violation of the rules and policies of Santiago Christian School. With this in mind, chronically tardy students may not be recommended for enrollment for the following school year.

D. After school policy

All teachers will wait with their class in the cafeteria until all of their students are picked up or 30 minutes has passed. ECE and Elementary students who remain on the school campus more than one-half hour after dismissal will be provided with after-school care and parents will be charged.

SECTION VIII: COMMUNITY GUIDELINES AND BEHAVIORAL EXPECTATIONS

A. Philosophy of staff/student relationships

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

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

B. Core beliefs about staff/student relationships

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

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

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

C. School guidelines

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

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

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

D. Classroom guidelines and management

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

E. Specific behavioral expectations

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

1. Unsafe or illegal activities

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

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

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

2. English language

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

3. Respectful speech

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

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

4. School transportation

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

5. Academic Integrity

When a student in grades 3 through 12 is caught cheating on homework, tests, projects, or quizzes, there will be no credit for the work and disciplinary consequences will be assigned by the administration. Consequences are given to both to the student receiving the answers and the student providing the answers. At the secondary level, a suspension is usually assigned for cheating on a test, quiz, or project. Repeat offenses may result in expulsion or ineligibility for re-enrollment.

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

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

6. Sexual harassment

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

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

1) Definition of Sexual Harassment

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

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

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

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

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

2) Procedure for complaints

Any person who believes that he or she has been a victim of sexual harassment or sexual violence by a student or employee of Santiago Christian School must report the conduct immediately to a principal, the school director, or other trusted individual on the SCS staff. This trusted individual or any other third person with knowledge or belief of conduct which may constitute sexual harassment or sexual violence must report said conduct immediately to a principal or the director of the school.

The complainant has the freedom to use a student or teacher advocate during the reporting and investigative process. The complainant must be willing and prepared to report the following:

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

This information will be turned in to the person handling the investigation. In nearly all instances the principals or the director of the school will handle complaints. If the report is made verbally, the principal or school director handling the complaint must document it in writing within 24 hours. An investigation will begin immediately. Within 10 days, a written report of the investigation's status or results must be attached to the documented complaint.

The registrar (or other school representative to Dominican Dept. of Education) will be informed immediately so as to provide required information to the Dominican government.

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

3) Confidentiality

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

4) Informal resolution

In some cases, the victim of sexual harassment may choose to resolve the problem through informal means of verbal or written requests that the harasser stop.

5) Sanctions

Consequences for sexual harassment depend on the severity of the situation. They can range from verbal warnings to suspension or expulsion from school. For example, in most cases a student, who inappropriately and without the person's permission touched another student sexually, would receive three days of suspension.

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

6) Appeal

If an alleged victim or perpetrator disagrees with the results of the investigation, he or she has the right to make a written appeal to the board of directors within 10 business days to request another investigation handled by a different administrator. (Policy 2040)

7) Reprisal and/or retaliation

Submission of a complaint of sexual harassment or sexual violence will not affect that individual's grades, participation in school activities, work assignments, employment, or pay.

Anyone who retaliates against an individual who reports sexual harassment or sexual violence will be disciplined. Anyone who retaliates against an individual who testifies, assists, or participates in any investigations, proceedings, or hearings relating to a complaint of sexual harassment will be disciplined.

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

7. Relational aggression

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

1) Definition of relational aggression

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

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

Pupils who are being attacked may show changes in behavior, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report relational aggression.

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

2) Procedure for complaints

The following steps may be taken when dealing with incidents:

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

- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation will all parties concerned

Pupils who have been attacked will be supported by:

- Offering an immediate opportunity to discuss the experience with the principal, teacher or member of staff of their choice
- Reassuring the pupil
- Informing parents or guardians and offering to assist them in dealing with their child
- Offering continuous support
- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change

8. Tobacco, Alcohol, Drugs Policy

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

Tobacco. The possession or use of tobacco is forbidden on school property. Students who violate this standard will be suspended from school. Depending on the extent of usage, the school may require assessments and counseling/treatment.

Alcohol. Possession or use of alcohol on campus or at school-sponsored events will result in an automatic suspension. Students with repeated violations or who are involved in providing alcohol for others may be denied reenrollment. Students may be required to receive counseling/treatment at the family's expense.

Drugs. Possession, distribution, or use of illegal drugs, possession of drug paraphernalia, or the abuse of medication on campus or at school-sponsored events will result in an automatic suspension and possible denial of reenrollment. Any students suspected of involvement in drug abuse may be required to receive counseling/treatment and submit to a school-mandated drug screen at the family's expense. Failure to comply will result in a denial for reenrollment.

9. Acceptable use of technology

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

Members of the SCS community must...

1. Respect and protect the privacy of others.
 - Use only those accounts assigned to them (if any).
 - Not view, use, or copy passwords, data, or files to which they are not authorized.
 - Not distribute private information about others or themselves.
 - Logout at the end of each computer session.
2. Respect and protect the integrity, availability, and security of all electronic resources.
 - Not use any technology to circumvent school firewalls.
 - Report security risks or violations to a teacher or network administrator.

- Not destroy, damage or modify data that does not belong to them, without clear permission of the owner.
 - Conserve, protect, and share technological resources with other members of the community
 - Use school computers and internet during school hours for school-related purposes only.
 - Install or download software, if also in conformity with laws and licenses, and under the supervision of a teacher.
3. Respect and protect the intellectual property of others.
- Not infringe copyrights (e.g., making illegal copies of music, games, or movies).
 - Not plagiarize.
4. Respect and practice the principles of community.
- Communicate only in ways that are kind and respectful.
 - Report threatening or discomfoting materials to a teacher or administrator
 - Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
 - Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

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

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

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

- First infraction. Confiscation of device for the day.
- Second infraction. Confiscation of device for one week.
- Third infraction. Confiscation of device for the semester.
- Fourth infraction. Permanent confiscation of device for the entire school year.

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

- Cell phones (should not be seen, heard, or otherwise used in any way from 8:00am until 3:00pm; should be put away in backpacks—out of reach and out of sight, not in pockets—during tests and exams)
- Laptops and tablet devices (instructor-directed use in-class only)
- Headphones/earphone (instructor-directed use in-class only, otherwise not allowed on person during school hours)
- iPods or similar devices (instructor-directed use in-class only, otherwise not allowed on person during school hours)
- Hand held game consoles (not permitted at all on campus)

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

10. Dress code

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

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

1) Grooming

(1) MALE STUDENTS

- Facial hair is not permitted
- Earrings are not permitted
- Hair must be neatly groomed, cut above the ears and above the shirt collar

(2) FEMALE STUDENTS

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

(3) BOTH MALE AND FEMALE STUDENTS

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

2) Dress and clothing

Uniforms are available for purchase at the school.

(1) GENERAL CLASSROOM ATTIRE

(A) MALE STUDENTS

- Middle/High School students must wear solid khaki-colored long dress style pants

- Elementary students may wear khaki-colored knee length shorts or dress style pants.
- Elastic waist pull-ups may be worn by preschoolers.
- Brown or black belts must be worn if the pants have belt loops.
- Pants are not to be worn low.

(B) *FEMALE STUDENTS*

- All female students may wear solid khaki-colored dress style long pants, Capri pants or skirts (knee length or longer).
- Pants for preschoolers may be elastic waist pull-ups.
- All clothing must not be inappropriately tight.

(C) *BOTH MALE AND FEMALE STUDENTS*

- Middle/High School students must wear dark blue polo shirts with the SCS emblem.
- Elementary students may wear light blue polo shirts with the SCS emblem.
- Shirts must be purchased from the school.
- Shirts must be tucked in.
- Shoes must be dress or athletic style, appropriate and closed. Therefore, house shoes, flip-flops, crocs, and beach shoes are inappropriate. Preschoolers may have slip on or Velcro type shoes.
- Clothing worn to school and to school functions that has pictures, words, written messages, advertisements or other graphic designs must conform to Christian standards. Designs promoting or depicting beer or other alcoholic beverages, tobacco or drugs, and inappropriate themes are not permitted.
- Caps may not be worn during the school day. This includes recess, lunch, P.E. classes, and between classes.
- Uniforms are to be worn on the buses. Special exemptions may be given for field trips.

(2) *P.E. DRESS FOR MALE AND FEMALE STUDENTS*

- Students in 6th through 12th grade must wear the designated P.E. T-shirt with the school emblem, athletic pants, and athletic shoes during their P.E. course.
- Students from Kindergarten-5th grade may wear the white T-shirt with the school emblem, athletic shorts or pants, and athletic shoes which they may wear all day long.
- P.E. shirts must be purchased from the school.
- P.E. pants should be athletic/warmup pants (navy with white stripe) and may not be lycra, spandex, yoga or other tight fitting pants.

(3) *PUBLIC PERFORMANCES*

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

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

11. Students driving on campus

Students driving on campus will provide the following to the high school principal at the beginning of each year:

- Copy of driver's license

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

Upon approval, the student will be issued an identification tag to be used in vehicle when on school property. Without this, a student is not allowed to drive on campus.

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

Students who drive on campus will obey all posted signs on campus as well as drive carefully and responsibly. This is a privilege, not a right, and can be revoked at any time by director and/or secondary principal.

12. Special occasions

Birthdays and other special occasions: Birthdays and other special occasions that are celebrated in a student's life are very important and each classroom specifically honors each student on his/her birthday.

For pre-school – 1st grade, parents are allowed to bring birthday cakes and refreshments to their child's class during school hours upon making specific arrangements with the teacher. Balloons or party items are discouraged although favors are allowed. For 2nd – 6th grade celebrations of birthdays during the day are allowed upon making arrangements with the teacher. Birthday cakes and refreshments should be limited to lunch time in the cafeteria or ranchitos. Secondary students should not attend ECE and Elementary birthday parties.

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

Class parties: class parties may be held as a method of reward but should be used with discretion. Requests for donations of money for parties are not allowed but students can bring food and refreshments.

13. Other

- Students may not enter the teachers' lounge.
- Boys and girls are not to show physical affection beyond handholding or a quick hug.
- Littering is not a respectful way to treat our colleagues who labor to maintain a clean and comfortable space for learning. Littering is not permitted.

F. Suspension

Suspension is a temporary separation of the student from the classroom or the school and all activities for not less than one-half day and not more than two weeks. Suspension may be in the form of "in-school" or "out-of-school" and would normally be the result of specific incidents of repetition of improper conduct. Parents will be notified by phone and in writing.

G. Expulsion/exclusion

Expulsion: A student is not allowed to study at SCS for the rest of the current school year but may return the subsequent school year.

Exclusion: A student is not allowed to return to SCS permanently.

Expulsion and exclusion constitute an “F” grade in all courses in which the student is currently enrolled.

The principals or director recommend exclusion or expulsion to the education committee (functioning as a disciplinary committee) for a recommendation to the board of directors who make the final decision. A student may be suspended pending decision of the board of directors. Parents will be notified in all cases and the student and parents will be given an opportunity to hear the charges and to present information to the board of directors before a decision is made following the grievance and appeals policy.

Some students, though not expelled during a school year, may have their enrollment for the following year denied based on poor behavior, attendance, or consistent lack of academic progress.

H. Grievance and appeals process

Teachers are in the classroom to ensure each students’ growth and success and, ultimately, the growth and success of the Dominican Republic as a nation. They are responsible for the learning environment. Since an orderly classroom is vital to the teachers’ work, students must support the teachers’ work and respect both themselves and those around them by maintaining a respectful, productive classroom atmosphere and following the teacher’s directions. If a teacher gives a direction which the student cannot follow with a clear conscience, the student should ask to speak privately with the teacher outside the classroom to explain this and then ask to be dismissed to the school office to schedule a meeting with the principal and teacher.

The grievance procedure is intended to provide recourse for students, staff, teachers or administrators who believe that a wrong decision was made by a superior. It assures that there is a legitimate and systematic process for seeking a remedy for the perceived wrong. The underlying principle is to resolve the complaint at the lowest level of authority and not by-pass or skip a level of authority.

Step 1. Every effort should be made to resolve differences informally following Christian principles of honesty, courtesy, and love. If satisfactory resolution cannot be reached, the party believing that a wrong decision was made, hereafter referred to as the complainant, should proceed to Step 2. (Note 1: Students may have their parent or guardian represent them in all steps. Note 2: The following time periods of 5 days may be extended by mutual consent.)

Step 2. The complainant must, in writing, state the concern, why it is believed to be a wrong response, and the remedy being sought. This written concern must be presented to the immediate supervisor who will have 5 calendar days to write a response and present it to the complainant. A copy of both will be forwarded to the next person in the line of authority. (Example—A student feels a teacher made a wrong decision—he/she, the complainant, will submit his/her concern in writing to the teacher. The teacher has 5 calendar days to respond in writing and will forward a copy of both the concern and the response to the principal.) If a satisfactory resolution is not reached, proceed to Step 3.

Step 3. With inability to resolve the concern, the complainant may continue to present his/her concern to the next level of authority as specified in step 2 allowing 5 calendar days for a response. (Example—The student can present his/her case to the principal who will have 5 days to respond with copies sent to the director.)

Step 4. After the principal has responded, the complainant may take his/her concern to the director who will have 5 calendar days to respond in writing with copies forwarded to the board.

Step 5. The complainant may ultimately reach the board of directors. If a complainant has exhausted all previous steps in the grievance process, they may not be denied the right to address their grievance to the board of directors. Similarly, the board will have 5 calendar days to respond in writing. The board may invite the complainant to address the board regarding the complaint. The board’s decision will be final.

I. Dominican law regarding discipline in private schools

Santiago Christian School's discipline policy is established and implemented in compliance with Dominican law governing private educational institutions. Below is an English translation of the portion of the education law that governs discipline in private schools. SCS's discipline policies and procedures were developed and are enforced in compliance with the guidelines translated below.

http://www.educando.edu.do/files/9113/7605/9282/Normas_de_Convivencia_Armoniosa_Centros_Publicos_y_Privados.pdf

Article 15. *General provision. To objectively evaluate every disciplinary situation that violates the duties of students collected in chapter II of the present regulation, and in the framework of the disciplinary regime established in the rules of coexistence of the educational center, it is established what constitute minor, serious and very serious faults, susceptible to disciplinary action.*

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

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

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

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

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

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

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

- a) *reflective dialogues with the student from a perspective of support focused on solutions and logical consequences.*
- b) *verbal reprimand in private and in private apology.*

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

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

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

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

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

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

- a) *All those established for minor misconduct.*
- b) *Sending the student to the Principal's office, for a maximum time of one hour. This measure must be previously agreed with the Principal and the Department of counseling and psychology, in order to have an appropriate place for the student to serve this consequence, performing the tasks assigned with proper supervision.*
- c) *Written reflection assignments.*
- d) *Public or private apologies.*
- e) *Conversations with parents or guardians, to establish commitments with the students and ensure a positive follow-up to the process*
- f) *Written communication to parents, or guardians.*
- g) *Invalidation of copied or plagiarized work.*
- h) *Repetition of the plagiarized exam. Loss of points in the corresponding paragraphs of the subject and/or discipline.*

- i) Allocation of special tasks that guide reflection.
- j) Limitation on the participation of school activities, trips or social events.
- k) Prohibition of use of computers and other electronic equipment, by repeated inappropriate use of them.
- l) Replacement of furniture or equipment damaged or destroyed. When a penalty include physical damage repair, there should be a dialogue on the matter with families to establish agreements between them about the replacement. They must also dialogue to seek alternatives that favor a change in behavior of the students.

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

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

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

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

- a) All the educational and disciplinary measures laid down for serious offenses.
- b) Location of the student in a space outside of the classroom (in/out of school suspension), for a maximum period of two days, and they must perform the assignments given by the teacher. The student will have specific tasks, and will commit to give an account of such under the supervision of the teacher and the family. The parents or guardians must review and sign the tasks assigned to the students.
- c) Suspension of participation in activities outside of school.
- d) Suspension of the student participation in activities within the school, provided that those activities are not part of the mandatory curriculum.
- e) In order to ensure comprehensive protection and guarantee of rights, to very serious misconduct, the principal will coordinate with the district CONANI and networks of organizations that offer programs and psychosocial services and educational community that encourage adherence to school regulations, engaging and focusing on the family throughout the process.

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

Paragraph II. Director of the educational center will inform the district before applying any educational or disciplinary measure to a serious offense, and will proceed under the National Council for Childhood, after having exhausted the procedures related to the case.

Article 23. *Prohibition of certain measures. To ensure the school complies with the task of educating consistently, in accordance with the purpose of development, the Dominican education prohibits any measure that denigrate people, which applies in a way improvised, indiscriminate or disproportionate and jeopardize learning, or implies the use of violence. Among these:*

- a) *Verbal assault.*
- b) *Physical punishment.*
- c) *Collective punishments.*
- d) *Financial penalties.*
- e) *Delay or deny access to the campus to the students, thereby denying them the right to education.*
- f) *Remove the enjoyment of recreation in the established schedule, except in these cases: that the student needs some feedback on subjects; to complete an academic assignment not made promptly; to carry out a disciplinary measure.*
- g) *Deny the right to school meals or snack to take home.*
- h) *Deny access to a service or space, except in a circumstantial way, if there is a serious situation of cohabitation by the student or alteration.*
- i) *Deny access to health services.*
- j) *Deny the right to end of period exams, completivo, extraordinario, or equivalent exams.*
- k) *Harassment or expulsion of the students before the end of the school year for lack of payment to the school.*
- l) *Deny entry or expel the students for lack of birth certificate.*

Paragraph I. In the event that the family fails to make payment of tuition or fees, the school may request an evaluation case to be addressed by the district and/or the regional educational office, as well as the management of private educational institutions in order to promote a solution through dialogue, or perform notarial processes or payment agreements. Students should not suffer negative consequences during the school year due to the nonpayment of tuition.

Article 24. *Prohibition of expulsion as a sanction. The sanction of expulsion of a student or his retirement from the school during the school year is prohibited in any case. Violation of this rule may be reported to the district office, to the regional office, or directly to the General Directorate of orientation and psychology, who will have the immediate reinstatement of the sanctioned student and can directly adopt measures of education and discipline, without prejudice to other applicable measures against the offending school.*

Article 25. *Prohibition of expulsion of pregnant adolescents. It expressly prohibits the expulsion, refusal of registration or the removal of any teenager pregnant in public or private schools. Ensure that pregnant teenagers remain in the same school and will be motivated so that they continue their studies, without persuading the teenager to a change of schedule or use academics as justification for a change to the night session.*

Violation of these rules may be reported to the district office, to the regional office, or directly to the General Directorate of orientation and psychology, who will have the immediate reinstatement of the student, without prejudice to other applicable measures against the offending school.

Article 26. *Limits to the rules of coexistence. Schools, through its rules of coexistence, can specify other acts susceptible of disciplinary action, provided they do not violate these rules and the framework of rights and duties of the law 136-03. The regulation of coexistence of the educational center **may not add any other very serious misconduct**, considered as such only those set out in these rules.*

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

SECTION IX: GENERAL SCHOOL PROCEDURES

A. Field trips

All grade levels may take field trips for academic reasons which are directly related to curriculum. Parents will have the opportunity to approve their child's participation in such trips. Parents who do not want their child to attend a field trip must contact the academic secretary one week in advance. On the secondary level, alternative assignments may be given by the teacher to make up for the learning that is missed when a student does not attend a class field trip. Field trip expenses are covered by the school with the exception of lunch or snack, if needed. Teachers, with possible help from parents, chaperon all field trips.

B. Illness and emergency treatment

In case of illness or injury the parent or guardian will be notified by the school. It will be the parent's responsibility to transport the child from school and provide necessary medical treatment. SCS does not treat for serious injury or illness but limits its medical attention to first aid.

In severe cases requiring prompt medical assistance, SCS will transport an injured child to a clinic or doctor upon parental consent. If the parent cannot be contacted promptly, the school will provide medical attention as may appear necessary at the time and the parents will be financially responsible for any medical expenses that may be incurred in such emergency treatment or care.

SCS accident insurance may be used according to the insurance company's guidelines and limitations.

Please don't send a student to school if he/she...

- has fever of 100 degrees Fahrenheit (38 Celsius) or higher
- is throwing up and/or has thrown up during the night
- has diarrhea
- has a strong, frequent cough
- has conjunctivitis
- has head lice
- has an eruption on their skin that has not been diagnosed by the doctor (It may be very contagious.)

C. Insurance

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

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

D. Library

It is the stated aim of the library to develop and nurture literacy; to support the needs of the curriculum; to apply communication technologies to learning and teaching; and to teach the use of resources to develop life-long learning skills.

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

Students are expected to abide by the following guidelines:

- First grade students may have a maximum of one book checked out. 2nd through 12th grade students may have a maximum of four books checked out.
- Books are checked out for two weeks, but may be returned earlier.
- No reference books may be checked out of the library.
- Lost or damaged materials are the responsibility of the person who checked the materials out.
- Value of lost or damaged materials is determined by current replacement cost.
- All materials must be returned to the library two weeks before the end of the school year.
- The librarian may impose other conditions or alter those mentioned above if deemed necessary.

E. Textbooks

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

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

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

F. Lockers

Secondary students are issued lockers at the beginning of the year. Students should bring locks to school, as the school is not responsible for any items lost or taken from the lockers. Lockers are subject to inspection by school authorities at any time.

G. Releasing school information policy

For the purpose of providing accurate information and to protect the privacy of SCS parents, students, and employees, no information will be made available to any party without the written authorization of our school lawyer. The director or business administrator will be responsible for making the request to the lawyer. At that time, the lawyer will be in contact with the person requesting the information.

H. Transcripts

Student permanent records are maintained in the school office. One unofficial copy will be provided at no charge to parents upon request. An official copy will be sent to one educational institution at no charge at the request of the institution or of the parent. Additional copies of permanent records will be provided at a minimal charge, within a turnaround time of no more than three weeks.

I. Parents and visitors at school

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

Should a parent need to meet with the teacher regarding the needs of their child, they are asked to contact the principal's office to make an appointment. Parents may not meet with teachers before school begins or during school hours without a previous appointment.

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

When a student is to leave school early, a note should be brought to the principal when the student first arrives at school. The note should: (1) state the reason for early dismissal, (2) the time the student is to leave school, (3) and the type of transportation the student will use to get home. Finally, the responsible adult must sign out the child at the main office.

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

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

J. Withdrawal from school

1. During the school year

When a student withdraws from school before the end of the school term, the parent or guardian must notify the principal in writing as early as possible, preferably two weeks or more before the withdrawal date.

Without this notice the absences will be counted as unexcused. The teachers must be notified at the same time to be sure the student has turned in all required work.

2. General guidelines

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

- All required work must be completed through the last attendance day. Those withdrawing early at the end of the school year must complete the full year's work to be given credit for the school year. Students who fail to complete their final tests in each subject will have their grades reduced by two letter grades.
- Those students withdrawing to attend another school must have an attendance record of 80% minimum up to their last day at SCS. Those withdrawing early but close to the end of the school year must have been in attendance at least 80% of the required attendance days for the entire school year or credit will not be granted. Absent days resulting from such a withdrawal will be counted as unexcused.
- All classroom and library books must be returned to the school by the withdrawal date.
- No diplomas will be awarded before the normally scheduled graduation date.
- The parent or guardian must be responsible for the actual withdrawal of the student and must complete and sign a Request for Withdrawal form in the School office. The checklist on this form must be completed.
- Fees, fines, and other financial obligations must be paid prior to final approval of the withdrawal process. NOTE. A legalized payment plan must be finalized with business administrator for any outstanding fees or charges prior to release of school records.
- Tuition is refundable according to our school policy. See the current Fee Schedule & General Policies brochure for current refund policy.
- Once a student has been withdrawn from SCS, the school cannot guarantee re-admittance during the current or subsequent school years. The student would need to re-apply for admission.

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

SECTION X: EMERGENCY PROCEDURES

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

A. Notification of school cancellations

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

B. The emergency team

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

The Director leads the emergency team made up of the following school professionals:

Principals	Chaplain
Director of Academic Services	P.E. Instructors
Financial Manager	Nurse
Property Manager	Guidance Counselors

The Emergency Team is also responsible for:

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

Modes of communication for this purpose include the following:

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

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

C. Responsibilities of parents

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

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

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

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

D. Campus evacuation procedures

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

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