



# Internal Regulations

2020-2021

## DIRECTORIAL RESOLUTION 12-2020-DIR- CFDR

Having seen the scopes exposed in the guidelines, for the development of the 2020 school year in Public and Private Educational Institutions of Basic Education.

### WHEREAS:

It is necessary to have a management instrument, the Internal Regulations, which regulates the structure, operation and links of the different levels of the Institución Educativa Franklin Delano Roosevelt and the rights and duties of its members, with the express purpose of improving the quality, with equity. This document aims to become an instrument facilitating and encourages each member to give their best, creating an environment of trust and openness to work to achieve harmonious and democratic development in order to achieve the objectives proposed in its educational project.

Pursuant to General Education Law, Law N° 280441, Regulation approved by Supreme Decree N° 011-2012- ED and Technical Standard called "Guidelines for the development of the 2020 School Year in the Educational Institutions and Educational Programs of Basic Education", approved by Ministerial Resolution No 079-2020-MINEDU and additional provisions and amendments issued by Ministry of Education; it is necessary to update this Internal Regulations, in order to guarantee the normal operation of the Institución Educativa Franklin Delano Roosevelt.

### IT IS HEREBY RESOLVED:

**Article 1°.-** TO APPROVE the Internal Regulations of the Institución Educativa Franklin Delano Roosevelt, which has 13 (THIRTEEN) chapters.

**Article 2°.-** TO REPEAL the R.D. 32-2019 dated May 10th, 2019, which approved the Internal Regulations 2019-2020.

**Article 3°.-** TO ENTRUST the Leadership Team with compliance and implementation of the Internal Regulations.

Register, Communicate and File



Carmen Cynthia Sturner Bardi  
Director

1 including its amendments currently in force and effect and not subject to further regulation to be applied.

2 Among others, we shall mention the following regulations:

- a. Ministerial Resolution No 160-2020-MINEDU, by means of which the Ministry of Education provides for the beginning of the school year through the implementation of the strategy called "Aprendo en casa", starting on April 6, 2020 and approves other provisions.
- b. Vice-ministerial Resolution No 090-2020-MINEDU by means of which Technical Standard called Provisions for the provision of the basic education service by privately managed educational institutions in the framework of the health emergency for the prevention and control of COVID-19 was approved.
- c. Vice-ministerial Resolution No 093-2020-MINEDU by means of which policy document called "Pedagogical Guidelines for the educational service of Basic Education during the year 2020 in the framework of the health emergency due to the Corona-virus COVID-19".

**CHAPTER I: \_\_\_\_\_ GENERAL PROVISIONS**

- 1.1. Concept
- 1.2. Educational Structure
- 1.3. Scope
- 1.4. Legal base

**CHAPTER II: \_\_\_\_\_ ABOUT THE EDUCATIONAL INSTITUTION**

- 2.1. Operation
- 2.2. Location
- 2.3. Geographical area
- 2.4. Objectives

**CHAPTER III : \_\_\_\_\_ ABOUT THE ORGANIZATIONAL STRUCTURE**

- 3.1. Organizational Structure
- 3.2. General & Specific Functions
- 3.3. Instructional Staff

**CHAPTER IV : \_\_\_\_\_ ABOUT THE PROMOTION & IMPLEMENTATION  
OF COEXISTENCE WITHOUT VIOLENCE IN EDUCATIONAL  
INSTITUTIONS**

- 4.1. Definition of School Coexistence
- 4.2. Management of School Coexistence
- 4.3. About the School Coexistence Team
- 4.4. Objectives
- 4.5. Functions
- 4.6. Procedures
- 4.7. Corrective measures
- 4.8. Participation of Counseling/Guidance Professionals at School
- 4.9. Principles
- 4.10. Lines of Action

- 4.11. Coexistence Regulations
- 4.12. Preventive and Protection Actions against Violence exercised by the School Staff
- 4.13. Actions in Case of Sexual Harassment and Violence
- 4.14. Additional Measures for Protecting Minors during Distance Learning

**CHAPTER V: ABOUT THE ORGANIZATION**

- 5.1. Academic
- 5.2. General Organizational Aspects

**CHAPTER VI : PROCESSES FOR ADMISSIONS, ENROLLMENT, EVALUATION, PROMOTION, REPETITION AND CERTIFICATION.**

- 6.1. Admissions Process
- 6.2. Enrollment, Ratification and Transfer
- 6.3. About Student Evaluation, Procedures and Instruments
- 6.4. Grading Scale and Equivalency in the US program
- 6.5. Promotion and Repetition
- 6.6. Responsibilities
- 6.7. Supplementary Provisions
- 6.8. Temporary Provisions
- 6.9. Certification

**CHAPTER VII : ABOUT THE HIERARCHICAL STRUCTURE**

- 7.1. About the Instructive & Administrative Hierarchical Staff Structure
- 7.2. Its Use and Compulsory Registration by School Workers

**CHAPTER VIII : STAFF RIGHTS, DUTIES, INCENTIVES, DISCIPLINARY MEASURES AND SANCTIONS**

**CHAPTER IX : STUDENTS RIGHTS, DUTIES, INCENTIVES,  
DISCIPLINARY MEASURES AND SANCTIONS**

- 9.1. Student Rights
- 9.2. Student Duties
- 9.3. Affiliated Student-Athletes
- 9.4 Student Attendance
- 9.5 Student Incentives
- 9.6. Offenses
- 9.7. Sanctions
- 9.8. Disciplinary Philosophy

**CHAPTER X : SCHOLARSHIPS AND EXEMPTION OF TUITION FEES**

- 10.1. About the Scholarships and Exemption of Tuition Fees

**CHAPTER XI: LABOR REGIME**

- 11.1. Formalities of Full and Part Time Employment Contracts, and other Modalities

**CHAPTER XIII : COMMUNITY OUTREACH**

- 12.1. Inter-institutional Relations
- 12.2. Relationships & Internal Coordinations
- 12.3. Parents and/or Legal Guardians
- 12.4. Parent-Teacher Association
- 12.5. Alumni
- 12.6. Relation & Coordination with Community

**CHAPTER XIII : FINAL REGULATIONS**

**ANNEX 1 - Colegio Roosevelt (2020-2021) ORGANIZATIONAL CHART**

## CHAPTER I

### GENERAL PROVISIONS

#### 1.1. CONCEPT

These Internal Regulations establish the educational structure of Colegio Franklin Delano Roosevelt (hereinafter the "School"), defines the academic structure, the organization, administration and functions of the School, as well as its institutional relations. These are based on policies approved by the School Board and the current educational standards.

For its organization and functioning, the School is governed by:

- a) School Policy – policies approved by the School Board and the School's Sponsoring Body.
- b) The regulations issued by the Ministry of Education of Peru, that consider face-to-face learning and distance education as validly applicable teaching modalities during the school year.
- c) The teaching of intensive English as a cultural and international communication tool.
- d) The preparation of students to access higher education at the international and local level.
- e) The basic principles of education in democracy with freedom and solidarity.
- f) The protection the health and safety of students, establishing adequate teaching mechanisms, in accordance with the regulations and policies of public law in educational matters issued by the competent Peruvian government authorities.

The School, aware of the innovative responsibility in teaching, administrative and institutional management formulates and applies the Internal Regulations as a normative technical document for institutional management. These Internal Regulations regulate the organization and overall functioning of the School, in order to ensure the quality and efficiency of the educational services provided at all three levels and to ensure the achievement of the goals and objectives proposed under the guidelines in its Institutional Educational Project (hereinafter "PEI") and the educational policy of the Peruvian educational system.

#### 1.2. EDUCATIONAL STRUCTURE

The School Mission is:

***"Empower our students to pursue their passion for learning, lead lives of integrity and create socially responsible solutions."***

Within the applicable regulations in educational matters there are, among others, the regulations issued by the Ministry of Education within the framework of the National Health Emergency declared by the Peruvian Government.

By means of the present document is intended to be the

---

The School adopts the following core values on which our educational work is based:

- **Embracing diversity sustains and enriches life.**
- **Service develops the individual and builds community.**
- **Experience is the most profound source of learning.**
- **Each person has the potential to contribute.**
- **Individual integrity is fundamental to a healthy community.**
- **Choice empowers.**
- **Survival of humanity depends on the health of the environment.**

### 1.3. SCOPE

The Internal Regulations document norms the educational and administrative aspects of the School, and its compliance is mandatory for all its staff, students, parents and/or legal guardians and alumni.

It has the validity of a legal contract between all levels at the School, and norms the educational purpose and philosophy, administrative and educational organization, duties and responsibilities of the staff, students and parents and/or legal guardians, disciplinary measures, student incentives and sanctions, admissions process, evaluation and certification, tuition and community relations with parents and/or legal guardians.

They are complemented by the norms and regulations outlined in the School Policy issued by the School Board, respecting the laws that norms Private Education in Peru.

All school community members are obliged to respect and comply with these Internal Regulations. Each member of the school community receives information about their rights and duties as a member, as well as relevant information regarding school management and educational philosophy.

The students and parents and/or legal guardians receive this information annually through the ROL (Registration on Line – ROL). It is condensed in the Student Handbooks of each School division.

### 1.4. LEGAL BASE

The legal support of these Internal Regulations is as follows:

- a) Peru Political Constitution, 1993;
- b) General Educational Law N° 28044 and its regulations, approved by Supreme Decree N° 011-2012-ED;
- c) Law N° 26549-95 for the Private Education Program and Centers.
- d) Promotion of Investment in Education Law approved by Legislative Decree N° 882 and its regulations, approved by Supreme Decree N° 046-97-EF regulations, and Supreme Decree No. 047-97-EF.
- e) National System of Evaluation, Accreditation and Certification of Educational Quality Law N° 28740.
- f) Law that norms the Parents Association in Private Institutions N° 28628; and its regulations, approved by Supreme Decree N°004-2006-ED;
- g) Law promoting coexistence without violence in Educational Institutions, Law N° 29719 and its regulations, approved by Supreme Decree N°010-2012-ED;
- h) General Law for People with Disabilities, Law No. 29973; and its Regulations approved by Supreme Decree No. 002-2014-MIMP;



- i) Law which establishes extraordinary measures for Faculty and Administrative Staff of Public and Private Educational Institutions, Involved in Terrorism, justification of Terrorist acts, Violation of Sexual Freedom Crime; Illicit Drug Trafficking Crime; originated the Registration for Sentenced or Convicted People due to Terrorism, justification of Terrorist acts, Violation of Sexual Freedom Crime; Illicit Drug Trafficking Crime; which was amended by Articles 36 and 38 of the Criminal Code, published on January 18, 2013; Law N° 29988, Law N°2998, and its regulation, approved by Supreme Decree N°004-2017-MINEDU;
- j) Religious freedom Law, Law N° 29635 and its regulation: Supreme Decree N° 006-2016-JUS;
- k) Law on Personal Data Protection, Law N° 29733 and its regulation approved by Supreme Decree N°003-2013-JUS;
- l) Law N° 27911 and its regulations approved by Supreme Decree N°005-2003-ED, which norms extraordinary administrative regulations for Faculty or Administrative Staff involved in the Violation of Sexual Freedom Crime;
- m) Consumer protection and defense Code, Law No. 29571
- n) Code of Children and adolescents, Law N° 27337;
- o) Regulation of Private Institution of Basic Education and Technical-Productive Education, approved by Supreme Decree N°009- 2006-ED;
- p) Regulations of the Educational Supervision System, approved by Supreme Decree N° 50-82-ED;
- q) Regulation of Offenses and Sanctions for Private Educational Institutions, approved by Supreme Decree No. 004-2018-ED;
- r) Guidelines for management of school coexistence, prevention and protection against violence of children and adolescents, approved by Supreme Decree N° 004-2018-MINEDU;
- s) National Policy of environmental education approved by Supreme Decree N° 017-2012-ED;
- t) 2021 National educational project: The Education that we want for Peru, approved by Supreme Resolution N° 001-2007-ED;
- u) Application of the strategy Health promoting schools, approved by Ministerial Resolution No. 409-2006-ED;
- v) "Procedures for prevention and punishment of sexual harassment in the Educational Area" approved by Ministry Resolution N°0201-2009-ED;
- w) Guidelines to prevent and protect students against violence from School employees, Directive N° 019-2012-MINEDU/VMGI-OET; approved by Ministry Resolution N° 0519-2012-ED;
- x) Regulation that norms that Public and Private Educational Institutions providing services at Early Childhood level in the Regular Basic Education, exceptionally, may authorize the entry and/or permanence of the child until one year older than the chronological age established at the beginning of the school year, approved by Ministerial Resolution No. 0028-2013-ED;
- y) Establishing mandatorily the "Permanent Campaign for Healthy Schools, without alcohol, tobacco and other drugs" in the schools

- and programs at the different levels and modalities in the national educational system, approved by Ministerial Resolution 05037-2003-ED;
- z) Technical Standard of health for evaluation, grading and certification of people with disabilities, approved by Ministerial Resolution N° 981-2016-MINSA;
  - aa) Regulations for strengthening coexistence and school discipline, adequate use of time and civic and patriotic education of students at the Basic Education programs approved by Vice-Ministerial Resolution N° 022-2007-ED;
  - bb) National Educational Campaign of awareness and promotion for a life without drugs "Healthy students without Drugs" approved by Ministerial Resolution 004-2007-ED;
  - cc) Specific regulations to plan, organize, execute, monitor and evaluate the application of environmental focus of Basic and Technical Productive Education, approved by Ministerial Resolution No 006-2012-ED;
  - dd) Regulations for the development of counseling and educational guidance in regional education, local education management units, approved by Directive N° 0343-2010-VMGP/ DITOE;
  - ee) Extension of the Educational Service at the Initial education level approved by Directorial Resolution N° 00778-2006-DRELM;
  - ff) Ombudsman of Children and Adolescent (DESNA), approved by Directive N° 002-2006-VMGP/DITOE;
  - gg) Regulations to develop the awareness and promotion campaign "I have the right to a fair treatment" approved by the Directive N° 001-2006-VMGP/DITOE;
  - hh) Work Regulations of the Instituto Educacional Franklin Delano Roosevelt -Work Internal Regulations. Lima, January 2020;
  - jj) Technical standard "Provisions guiding the evaluation process of the learning of the students of the Institutions and Educational Programs of Basic Education" by Vice-Ministerial Resolution No. 025-2019-MINEDU;
  - kk) Standard/Norm that regulates the management instruments of educational institutions and Basic Education programs ", approved by Vice-Ministerial Resolution No. 011-2019-MINEDU;
- Norm that regulates school enrollment and transfer in educational institutions and Basic Education programs ", approved by Ministerial Resolution No. 665-2018-MINEDU.
- mm) Updating of the Technical Standard called "Guidelines for the development of the 2020 School Year in Educational Institutions and Educational Programs of Basic Education" as provided in Vice-Ministerial Resolution No. 220-2019-MINEDU, approved by Ministerial Resolution No 079-2020-MINEDU4
  - nn) Technical standard called "Provisions for the provision of the basic education service by privately managed educational institutions in the framework of the health emergency for the prevention and control of COVID-19, approved by Ministerial Resolution No. 090-2020-MINEDU.
  - oo) Policy document called "Educational Guidelines for

As of the date of preparation of this document, this technical standard is cancelled pursuant to Ministerial Resolution No. 160-2020-MINEDU

the educational service in Basic Education during the year 2020 in the framework of the health emergency due to the Corona-virus COVID-19, approved by Vice-Ministerial Resolution No. 0093-2020-MINEDU. 0093-2020-MINEDU

- pp) Ministerial Resolution No 184-2020-MINEDU by which it is established that the start of the face-to-face provision of the educational service at the national level in public educational institutions and private management in Basic Education, is suspended while the national state of emergency and the health emergency are in force for the prevention and control of COVID-19.
- qq) Recovery Plans for face-to-face educational benefits (or adaptation thereof) as provided by Ministerial Resolution No. 160-2020-MINEDU, whose preparation and dissemination is required by the Ministry of Education in accordance with current public law regulations, and as applicable to the School.

The aforementioned legal basis includes its amendments or regulations that complement or replace them, if applicable.

The school is not a public-managed school. It is a private educational institution recognized and authorized by the Ministry of Education through the following Decrees and Regulations:

- a) Ministerial Resolution N° 4421, December 3rd, 1946. Official Operating License Oficial.
- b) Supreme Resolution N° 1514, December 11, 1950. Recognition of the School as an experimental campus with official value and an special plan of studies,
- c) Resolution N° 19525, September 29th, 1953, Authorization to have an extra official education for students coming from educational institution in the United States of America, with transitory residence in the country.
- d) Supreme Resolution N° 1267, October 27, 1965. Recognition of the special curriculum, approval of the experimental curriculum for High School education.
- e) Ministerial Resolution No 4388-76-ED. School Authorization to developed educational activities according experimental plans.
- f) Directorial Resolution No 4388-76-ED. Authorization for Private Bilingual Schools to have in their teaching staff up to 50% foreigner teachers,
- g) Ministerial Resolution No 261-84-ED Resolution. Recognition of a Private Bilingual Peruvian-American School, authorized to use experimental plans and programs of studies,
- h) Ministerial Resolution No 0006-94-ED. Authorization for Private Bilingual and Bi-cultural Schools and other centers that develop Experimental Programs to establish their own Scheduling, curriculum, Curricular Program and Evaluation System,
- i) Ministerial Resolution N° 056-96-ED. Educational Centers recognized as private bilingual-bi-cultural can develop experimental programs.
- j) Ministerial Resolution No 079-99-ED. Recognition of Colegio Franklin Delano Roosevelt as a Nonprofit Private Educational Institution.
- k) Directorial Resolution N° 00778-2006-DRELM. Extension of the Service at the Early Childhood Level (Nivel de Educación Inicial).
- l) Directorial Resolution UGEL 06-500. February 25, 2009. Authorization to have a special school calendar from August to June.

## CHAPTER II

### ABOUT THE EDUCATIONAL INSTITUTION

#### 2.1. OPERATION

The School is authorized by the Ministry of Education of Peru to teach Regular Basic Education, both in the face-to-face modality and through distance learning, according to the rules of public law applicable in the matter and levels, in: Early Childhood, Elementary, Middle and High School. Daily school schedules will be informed in a timely way to parents.

#### 2.2. LOCATION

<b>Address</b>	Av. Las Palmeras 325 Camacho - La Molina
----------------	---

#### 2.3. GEOGRAPHICAL AREA

<b>Geographical area</b>	Urban - La Molina District, Lima Metropolitan, Department of Lima
--------------------------	---

#### 2.4. OBJECTIVES

##### a. General Objectives:

- Specify the responsibilities, rights and duties of those who are involved in the School, as well as regulate the activities carried out at the School.
- Promote the functioning of the School as experimental where the most advanced methods of teaching and learning can be used within the guidelines and legal norms established in Peru.
- Promote socio-cultural activities to strengthen the bonds between Peru, the United States of America and the other countries that are part of the school community.
- Foster the relations of Colegio Roosevelt with other bilingual and bi cultural schools in Peru, in the United States of America and at an international level.
- Guarantee the excellence of the educational service provided, based on an ongoing self-assessment for continuous improvement, as well as in compliance with the academic-administrative standards that national and international academic accreditations require.
- Offer ongoing professional development training and updated/refresher courses for teachers that will in turn optimize the development and integral education of the student as a change agent of society.
- Foster innovative projects that will transcend in the improvement of student learning.

- Strengthen the conservation and care of the environment through innovation projects that will have an impact and reach beyond the community and Peruvian society.
- Colegio Roosevelt in order to achieve its objectives promotes professional development, conferences, other means of training for both students and parents and/or legal guardians, as well as for the school administrative staff.
- The School may enter into agreements that contribute to the achievement of its objectives in accordance with existing legal provisions.

#### **b. Specifics Objectives**

In 2020-2021 period, all students will:

- Consistently engage in exploring and sharing diverse learning experiences in the pursuit of educational excellence.
- Consistently align their words and actions, take responsibility for the consequences of their choices and treat themselves and others with respect.
- Choose to act as socially responsible change agents for sustainable solutions to challenges in their community.

## CHAPTER III

### ABOUT THE ORGANIZATIONAL STRUCTURE

#### 3.1. ORGANIZATIONAL STRUCTURE

The School is governed according to its Organizational Chart (See Annex 1).

#### 3.2. GENERAL & SPECIFIC FUNCTIONS

##### 3.2.1. Functions of the Board of the Sponsoring Organism

The Civil Association of the Instituto Educacional Franklin Delano Roosevelt, hereinafter "School's Sponsoring Body" is the founding entity responsible for the general management of the School. It is a non-profit organization, constituted under the Peruvian Civil Code and integrated by natural and legal persons. It is ruled by its own bylaws and is represented by its Board. It is responsible for the legal, economic, educational, administrative and taxation aspects of the School.

The School Board according to its bylaws is responsible for the following:

- a) Determine the educational philosophy of the School, according to the Mission of the School and in compliance with the principles and values established in the Constitution.
- b) Adopt, modify and delete policies to the benefit of aligning operations according to the Mission of the School.
- c) Guarantee the financial stability of the School.
- d) Through the exercise of its legal authority, provide facilities and other necessary resources for the school operation.
- e) Appoint the Superintendent, and outline her/his functions; support and evaluate his/her performance.
- f) Create new positions in accordance with the recommendations of the Superintendent.
- g) Adopt the Annual Budget based on recommendations of the Administration and the Board Finance Committee.
- h) Approve the salaries and benefits for all employees working at the School.
- i) Request and evaluate Superintendent reports with regard to the School finances.
- j) Support the Administration in presenting the needs and progress of the Educational program to the Educational Community.
- k) Evaluate its own efficacy through annual evaluations.
- l) Establish School Board Committees.
- m) Approve School Policies, as well as amendments in accordance with the Legal Base described in section 1.4 of this document, laws, and directives that may modify or replace them.

##### 3.2.2. Superintendent Functions

The School Board delegates authority to the Superintendent to represent and safeguard the interests of the School and to ensure compliance of the Educational philosophy /policy and the purposes for which it has been created.

The Superintendent, has among others, the following powers:

- a) General control of the administration, patrimony, planning and reorganization of the Institution; and the evaluation of the educational system; also to carry out the initiatives and directives issued by the School Board.
- b) Keep the School Board informed about the progress and the conditions of the School, making recommendations when appropriate, planning for short and long term development and improvement of the established programs;
- c) Participate in all Board meetings as a member (except during his evaluation and renewal of contract);
- d) Delegate appropriate authority to other administrators, but he/she will be the person responsible for the performance of delegates;
- e) Hire the Peruvian Director and School Principals;
- f) Answer the inquiries of parents or/and legal guardians regarding the interpretation of these Internal Regulations or the School Policy.
- g) Exercise the functions of the Peruvian Director in case of sick leave.

### **3.2.3. Peruvian Director Functions**

The Peruvian Director, also called School Director herein, is responsible for managing responsibly and comprehensively the Peruvian Educational Laws.

The Peruvian Director is officially recognized as School Director by the Ministry of Education. The Peruvian Director is the legal representative of the School in academic and administrative matters required by national authorities, in accordance with article 7, Law on Private Educational Centers, Law No. 26549 or a norm that modifies or replaces it. The Peruvian Director exercises the functions of the General Director.

The Peruvian Director performs his/her duties on a full time basis and with exclusive dedication. It is a position of trust and is appointed by the Superintendent.

The Peruvian Director is responsible of the school coexistence, strengthening of citizen, civic and patriotic education of students in all school activities.

The following are the functions of the Peruvian Director:

#### **3.2.3.1. In the Educational Area:**

- a) Optimize learning and teacher professional development in order to promote and encourage innovation in education and curricular diversification, research and experimental proposals, all oriented to raising the quality of education;

- b) Organize and manage teacher's evaluation systems, fostering creativity, research and intellectual production;
- c) Call meetings with parents and/or legal guardians, teachers, parents and other educational members to achieve the School's objectives;
- d) Lead Technical-Pedagogical meetings;
- e) Foster and develop, through Guidance/Advisory programs and relevant curricular areas, the development of student skills in self-care, identification of risks, and strategies for managing confrontation and ability to seek help when facing these situations;
- f) Create spaces and constant opportunities for interdisciplinary learning, of reflection and systematization of practice directed to improve teacher's competence and learning environment for students;
- g) Encourage teamwork, monitor a positive student climate, demonstrate high expectation in students and teachers, and open participation spaces.
- h) Participate in the School coexistence, the guidance/advisory meetings, to help Advisors with their advisory activities and educational orientation, in order to strengthen school coexistence and discipline and promote student welfare.

#### **3.2.3.2. In the Administrative Area:**

- a) Prepare, coordinate, implement and evaluate the Annual Work Plan, as well as the Recovery Plans (if applicable) with the participation of the Leadership Team, Principals, teachers and other Administration Board representatives.
- b) Legally represent the School;
- c) Ensure compliance of the School objectives and follow the Educational Philosophy of the School;
- d) Advise the Leadership Team, the Committees and the General Manager on matters of its competence;
- e) Coordinate the enrollment process, authorize transfers and course exonerations, as well as placement tests and homologizing of prior studies done abroad;
- f) Authorize the correction of first and last names of students in the official educational documents according with the current regulations;
- g) Issue Peruvian Certificates of Study;
- h) Manage the official documentation of the School;
- i) Coordinate and plan with Admissions, the timely registration of students for the start of the school year;
- j) Develop, update, implement and enforce the Internal Regulations of the School;
- k) Approve the Bylaws of the Parent -Teacher Association.

#### **3.2.3.3. In the Relations with the Community:**



- a) Promote an intercultural and democratic coexistence among the members of the educational community, as well as creating connections with the families and the community;
- b) Create and maintain a healthy school climate through the development of a sense of belonging and affiliation with the School;
- c) Coordinate and participate in the meetings scheduled with the School Board and other committees of the School;
- d) Promote the cooperation of national and/or international institutions for the benefit of the School;
- e) Develop preventive measures against physical and/or psychological abuse, sexual harassment and/or violation of sexual freedom of students;
- f) Promote and coordinate with Guidance/Advisory team awareness and dissemination of activities associated with a life without drugs "Drug-free Healthy Students" (Estudiantes sanos libres de drogas);
- g) Promote awareness, informational campaigns and create permanent mechanisms of prevention and protection to avoid physical and/or psychological abuse, sexual harassment and/or violation of sexual freedom;
- h) Promote permanent orientation actions and structures to inform the educational community about the Rights of Children and Adolescents, the importance of fair treatment, sexual education and responsible parenthood;
- i) Coordinate and promote strategic alliances with public and private institutions in matters of prevention and social welfare on behalf of students;

### **3.2.4. Leadership Team Functions**

The Leadership Team represents the Internal Coordination Committee of the School. It is an advisory group that supports all members to improve the performance of their duties ensuring a close and effective participation of the school principals and hierarchical staff in the academic and administrative processes.

It is formed by:

- Superintendent
- Peruvian Director
- Principals and Associate Principals of Early Childhood, Elementary, Middle and High School.
- Director of Admissions and Marketing
- Director of Communications and Alumni Relations
- Director of Curriculum and Professional Development
- Director of Technology and Innovation
- Director of Library Services and Learning Resources Center
- Director of Athletics, Sports & Activities
- Facilities and Security Manager
- Administration & Finance Manager

The Leadership Team meets on regular basis and have the following functions:

- a) Formulate criteria for the processes of planning, organizing, implementing, monitoring and evaluating of the technical-educational activities;
- b) Analyze, select, implement and evaluate practices and administrative procedures that ensure the efficient development of the educational program;
- c) Analyze and evaluate pedagogic processes and administrative results in order to make improvement to ensure the smooth running of the School.

### **3.2.5. School Principal Functions**

The School Principal is the supervisor and institutional leader of his/her School/Division. In his/her role, the Principal reflects the Mission statement, modeling the Core Values of the School and the Strategic Objectives for the benefit of the teachers and students under his/her supervision.

They are responsible to ensure that all students develop their academic potential in a safe and organized environment where they can progress. To accomplish this objective, the School Principal supervises teachers, monitors the curriculum and its use, utilizes efficiently the school premises and maintains student discipline within the School's Policy.

The following are the functions of the School Principal in the different areas:

#### **3.2.5.1. In the Administrative Area:**

- a) Establish the annual work objectives and lead and manage the plan;
- b) Implement the academic plan of his/her division/school;
- c) Assume responsibility for the whole program, maintaining the following records: academic, attendance, accounting, budget, effective hours of instruction, etc.;
- d) Enforce the effective hours of instruction and the school calendar;
- e) Accept financial responsibility for the management of the division, including the budget, planning and fiscal responsibility;
- f) Plan and supervise together with the Superintendent and the School Divisions, Emergency Drills in case of earthquake, fire or other emergencies, including those of a sanitary nature, in accordance with the legal provisions established by the Ministry of Education or the competent government authorities in order to protect the life, integrity and health of students.

#### **3.2.5.2. In the Educational Area:**

- a) Ensure that all teachers and teacher assistants have a clear understanding of their performance expectations;
- b) Establish a teacher evaluation plan based on set goals;
- c) Create incentives for recognition of outstanding professional service;
- d) Be a mentor for all teachers, as well as support their professional growth and professional development and promotion;

- e) Create a teamwork environment, by transmitting a sense of common purposes and objectives.

#### **3.2.5.3. Curriculum:**

- a) Ensure that the specific curricular documents contain what students should learn and what teachers should teach; considering for these purposes criteria of flexibility and adaptability that allow the School to adapt to the situation of the country, in accordance with the applicable regulations;
- b) Collect information indicating whether the curriculum and instruction are complying with the objectives and results of students' achievement;
- c) Ensure that all school resources are identified and used to serve students and teachers to achieve their optimum performance.

#### **3.2.5.4. Students:**

- a) Create a productive and safe environment where all students have the opportunity to achieve their maximum academic potential;
- b) Review all applications for admission of new students, according to the Admissions Committee and Guidance/Advisory;
- c) Supervise student placement in classrooms;

#### **3.2.5.5. School Community:**

- a) Promote student, parents and/or legal guardians and teacher participation in the various school activities;
- b) Support and cooperate with the PTA (Parent-Teacher Association);
- c) Participate in after-school activities, school activities and events for parents and/or legal guardians.

#### **3.2.5.6. Professional Development:**

The Principals, during each five-year period of service, shall meet the continuing educational requirements specified in the International Accreditation Standards.

### **3.2.6. Associate Principals Functions**

Associate Principals functions are:

- a) Be part of the Leadership Team;
- b) Assist in teachers' courses and duty assignments and in the preparation of school schedules;
- c) Coordinate academic services and the employees that are directly involved in those areas: Media Center, Audiovisual, Technology Labs and others;

- d) Submit the needs of resources and materials of each Subject Area to the Principal;
- e) Cooperate with the Principal in the evaluation and supervision of the work done by the teachers and administrative staff and make the necessary recommendations;
- f) Organize and supervise the evaluations and standardized exams, considering as a priority the application of a teaching evaluation with timely feedback to the student, as far as possible, in the event that distance education is implemented as a teaching modality, considering the diagnostic evaluation that will be applied for such effects by the Ministry of Education;
- g) Collaborate with the Principal in planning and developing activities inside and outside of the School;
- h) Collaborate with the Principal with the Educational Policy established by the School;
- i) Represent the Principal in those functions assigned or delegated by him/her;
- j) Administer the Rules of coexistence in coordination with Guidance and Advisory area.
- k) Prepare the Emergency Procedures Plan together with the Principal;
- l) Plan and supervise earthquake, fire and other emergency drills together with the Superintendent and other School Principals, as well as health and hygiene protocols in case these are required in emergency situations;
- m) Promote among the members of the school community the respect for the Rules of coexistence and reinforce discipline when necessary;
- n) Coordinate with the Superintendent and other School Principals, fundraising, donations and social work requested by diverse institutions or for the benefit of workers or school students.

### **3.2.7. Director of Curriculum and Professional Development Functions**

#### **3.2.7.1. Director of Curriculum and DP-IB Coordinator Functions are:**

- a) Advise and supervise the design and development of the curriculum within the program assigned, coordinating actions with Subject Area Leaders and Principals offices, as appropriate.
- b) Prepare and manage budget requirements for the programs and professional development training at institutional and DP level, and supervise and implement them;
- c) Prepare the yearly curriculum with the support of the grade coordinators;
- d) Determine the schedule loads;
- e) Coordinate the Academic Activities Calendar with the Principals and other LT members;
- f) Advise on the development of Curriculum documents such as scope and sequence charts, unit planners, materials to be used and materials to be published in the school's intranet;
- g) Revise assessment tools verifying their relevance, validity and fidelity; and the compliance of the policies in this regard;

- h) Coordinate academic activities with teachers and Principals;
- i) Request the requirements for the didactic materials and textbooks of the program;
- j) Supervise and coordinate grade reporting in the school system; as well as sending and reviewing data in the report card, in coordination with Subject Area Leaders.
- k) IB-DP Coordinator or their designee(s): Plan, organize, implement and supervise the Mission Project Exhibition, and DP- Extended Essay Exhibition, as the case may be, according to the "Celebration of Achievements Day" framework;
- l) Do follow up of students in coordination meetings by grades or during individual counseling sessions;
- m) Establish and maintain an efficient learning environment at the School;
- n) Help in the selection of appropriate learning materials and monitor the development of teaching programs;
- o) Participate in the development, evaluation and revision of the curriculum and take responsibility to implement approved programs;
- p) Plan and supervise the activities of the program under their responsibility;
- q) Prepare and submit budget requirements for the program and supervise the spending of resources allocated to it;
- r) Attend special events sponsored by School in recognition of students' achievement;
- s) Participate in the planning and attention to intervention, offering related services to students who have learning difficulties with support from the Counseling/Guidance department/Department of Psycho-pedagogy.
- t) Develop other responsibilities that can be assigned or required by the Peruvian Law, School Internal Regulations or policies and the General Management;
- u) Propose teachers with professional development to participate in curriculum development meetings.

### **3.2.8. Functions of the Director of Athletics, Sports & Activities**

The mission of the Director of Athletics is to plan, organize, coordinate, implement, supervise, evaluate and advise the internal and external sports activities of the School, ensuring long and short term achievement of program objectives, in order to provide optimal sports service.

Functions and responsibilities of the Activities Director in the following areas:

#### **3.2.8.1. In the Education Area**

- a) Participate in the development of the activities in the Annual Work Plan;
- b) Plan, organize and supervise the internal and external sports activities of the School;
- c) Coordinate and supervise programs in each sports discipline;
- d) Coordinate and develop together with the Leadership Team the sports activities calendar;

- e) Keep material and physical education infrastructure in good working order, reporting any anomaly;
- f) Coordinate and organize the yearly activities with the Physical Education Department;
- g) Participate, together with the Principal (s), in the coaches' evaluation process for the different sport disciplines offer by the School;
- h) Supervise and advise coaches in the different sports;
- i) Organize the participation of the different School Sports Teams;
- j) Verify the compliance of the schedules in the different sports at the school during the academic year.

In-person sports activities are carried out on campus whenever the School is in a position to ensure the health of students and teaching staff, in accordance with the regulations issued by the Ministry of Education; for the purposes of executing the Plan or plans of Recovery approved for such purposes; and when the provision of classroom-based educational services begins.

### **3.2.8.2. In Relation to Communications and Representation**

- a) Represent and accompany students in Sports and Artistic activities, where the School is invited or an official performance will take place;
- b) Organize and advise the Sports Committee, as well as chair the meetings convened by the Sports Coordination Committee;
- c) Promote clear and transparent communication between the Sports Committee, Sports Coordination Committee and School Principals;
- d) Participate in coordination meetings and in meetings with any Association that the school belongs or is invited as a guest;
- e) Report the status of the merit assessment in sports obtained by the School in the different sports where the school participates;
- f) Organize internal and external Artistic and Sports events.

### **3.2.8.3. In Relation to Professional Development**

- a) Supervise and motivate constant professional development of coaches in Sports workshops;
- b) Prepare reports of the development of the coaches that work in the different sports activities.

## **3.2.9 Functions of Activity Director and Activities Coordinator**

Functions and responsibilities of the Activity Director and Activities Coordinator:

### **3.2.9.1. In the Administrative Area**

- a) Participate in the preparation of activities for the Annual Work Plan;
- b) Prepare and present to the Principal the Action Plan of its area;
- c) Organize and supervise ceremonies and/or activities programmed in the Annual Work Plan;
- d) Manage the general assemblies and by grade levels of all students with the other Principals;
- e) Coordinate with the three levels of the school the implementation of programmed educational visits;
- f) Create committees with teachers, administrative staff, workers and

- g) maintenance to implement Educational activities;  
Coordinate and organize - with the Art Department - the activities plan for the year;
- h) Participate, together with the Principals office, the hiring of teachers for the Art workshops;
- i) Propose and plan options of Artistic Workshops programmed during the school year;  
Supervise and advise Artistic Workshops teachers;
- j) Organize and implement performances and exhibits of Artistic workshops;
- k) Verify that schedule of Artistic extracurricular activities is being met;
- l) Give Certificates, in conjunction with the Principals office, to the students participating in the different activities;
- m) Promote among the members of the school community the respect for the Rules of coexistence and reinforce discipline when necessary;
- n) Supervise the scheduling of the use of equipment and meeting rooms at School;
- o) Coordinate with the Superintendent and other School Principals, fundraising, donations and social works requested by diverse institutions or for the benefit of workers or school students.
- p) Coordinate with logistics the purchasing of diplomas, medals, prizes and gifts that will be given to participants during the programmed activities.
- q) Sign and have all coaches and teachers of extracurricular activities sign the Code of Conduct for the protection of minors and having attended Child Protection trainings at the beginning of each year school.

### **3.2.10. Grade Level Coordinator and Year Level Leader Functions (YLL)**

They report to the Principal and the Associate Principal and work together with the Counselors, Curriculum Coordinators, teachers, parents and/or legal guardians and students. The Grade Level Coordinator and Year Level Leader are responsible for supporting an authentic culture of coexistence and a positive environment in the School's culture.

They are responsible for the welfare of the students in their grade level with the support of the Counselor assigned. They are the link between the academic programs, tutoring and career counseling. They are the mentors and the main support for the teachers and students.

In addition, they are responsible for Community and Service Programs (as part of the Civic Education Curriculum) and Regional study trips.

#### **3.2.10.1. In the Education Area**

- a) Distribution of specific grade level information (during Advisory, grade level meetings, etc.);
- b) Leadership and direction with the homeroom teacher, counselor and coordinator of the subject area, provide counseling to students during the course selection process;
- c) Responsible of "Achievement Days" and celebration of exemplary students work, as part of leading a culture of excellence;
- d) Work with the Curriculum Coordinators to monitor the interdisciplinary units;
- e) Identify and support students considered "at risk" (academic or disciplinary).

#### **3.2.10.2. In Relation to Guidance, Counseling and Subject Area Teachers**

- a) Coordinate the regional study trips (Grade 6-11);
- b) Monitor students in the academic and discipline areas;
- c) Collaborate with the orientation team for new students and the "Good Beginning of the School Year" (Buen Inicio del Año Escolar);
- d) Facilitate meetings associated with students who are at risk (academic or disciplinary); Identify and prepare support plans for students at risk;
- e) Support and/or help nominate an advocate for students at meetings for academic or behavioral conditional agreements, in duly anticipated cases;
- f) Supervise Community Service Work together with Principals and Associate Principals;
- g) Responsible for the School Assembly with the other Grade Level Leaders.

#### **3.2.10.3. Communications/ Meetings / Special Events**

- a) Organize and attend Grade or Year Level meetings under her/his responsibility;
- b) Attend monthly meeting with Counselors and Associate Principals;
- c) Support Homeroom teachers;
- d) Organize assemblies and/or support students that have grade level assemblies, if necessary;
- e) Attend PTA (Parent-Teacher Association) meetings to talk about the elements related with students and students' life.

#### **3.2.11. Guidance and Counseling Department Functions**

The functions of the Guidance and Counseling Department are as follows:

- a) Organize, implement and evaluate basic and specific counseling and guidance services (hereinafter, TOE – "Tutoría y Orientación Educativa") for the holistic development of students;
- b) Guide and maintain permanent communication with the members of the educational community;



- c) Accompany Homeroom teachers and Grade and Year Level Coordinators in the design and development of the Advisory sessions;
- d) Provide the necessary tools to develop the situational analysis of the classroom;
- e) Ensure effective use of TOE time at School;
- f) Look after the professional development of the Counseling Team in accordance with a profile aligned with the guiding principles of the PEI (Proyecto Educativo Institucional);
- g) Review and update the Student Handbooks in each Division and ensure its communication, distribution and implementation.
- h) Manage school coexistence, leading the process of preparing, updating, and validating the Rules of Coexistence, in order to guarantee:
  - The foundation of the Rules of Coexistence in the diagnosis or situational analysis of the School being part of the PEI.
  - The adaptation of the Rules of Coexistence to the stage of development, considering the specific characteristics of the students.
  - The approval of the Rules of Coexistence by means of a School Directorial Resolution.
  - The incorporation of the Rules of Coexistence in the Internal Regulations of the School.
  - The sustained dissemination of the Rules of Coexistence to all members of the educational community.
  - The evaluation and/or periodic updating of the Rules of Coexistence, as part of the planning actions for the school year.
- i) Co-assist in the timely attention of cases of violence against students in the framework of the Protocols for the Attention of Violence against Children and Adolescents.
- j) Following up and monitoring cases of school violence in the School.
- k) Ensure compliance and training of school staff to follow the protocols associated with "Child Protection".

### **3.2.12. Administrative Staff Functions**

These apply to non-teaching employees working at School that are part of the administrative staff. They are temporary or permanent professional staff, technicians and Teacher assistants that support all educational aspects at School, and in some cases, in the operational area.

The functions of the Administrative Staff are as follows:

- a) To completely identify with the educational principles and Mission of the School;
- b) To comply with and enforce the Regulations and Policies of the School;
- c) Carry out the functions of the job for which the employee has been hired and any other assignments according to the "Work Regulations" (Reglamento de Trabajo).
- d) Actively collaborate in the educational functioning of the School;
- e) Take advantage of professional development opportunities offered by the School;

- f) Carry out the functions of the job for which the employee has been hired and any other assignments according to the "Work Regulations" (Reglamento de Trabajo).
- g) Sign the Code of Conduct for Child Protection and have attended Child Protection trainings at the beginning of each year school.

### **3.2.13. Workers and Maintenance Staff Functions**

The workers and maintenance staff will have the following functions:

- a) To be responsible of the maintenance and care of School premises;
- b) To completely identify with the educational principles of the School;
- c) Actively collaborate with School progress;
- d) To prevent the entry of strangers without permission;
- e) Take advantage of professional development opportunities offered by the School;
- f) Carry out the functions of the job for which the employee has been hired and any other assignments according to the "Work Regulations" (Reglamento de Trabajo).
- g) Sign the Code of Conduct for the protection of minors and having attended Child Protection trainings at the beginning of each year school.

## **3.3. INSTRUCTIONAL STAFF**

The Instructional Staff is the fundamental element in the educational process and have as a goal to efficiently contribute in the education of and overall development of students as individuals. They must have a professional attitude, moral principles, and stable emotional and mental health in order to perform their duties without compromising the students' integrity.

The Instructional Staff is composed by teachers who are responsible for Early Childhood, Elementary, Middle and High School education, teaching assistants, specialists, librarians, media specialists, audiovisual librarians, counselors and guidance counselors and all others, who perform their functions within the framework of the School's educational principles, Mission, Core Values and policies, as well as the Internal Regulations (Reglamento Interno).

In the exercise of their functions, the Instructional Staff ensures the learning outcomes established in the curriculum recognize the opportunities to learn from their students, value and respect the student body diversity, promotes student talent development and guarantees a quality education with an intercultural and inclusive approach.

### **3.3.1. Instructional Staff Recruitment**

Teachers that are proposed by the Leadership Team members and then ratified by the Superintendent are governed, by the current labor laws that inform the private sector, as stated in the "Reglamento de Trabajo del Instituto Educativo Franklin Delano Roosevelt - Reglamento Interno de Trabajo de Gestión Privada" and by their respective employment contracts.

### 3.3.2. Requirements to be Hired as Instructional Staff

The following are the requirements that must be met to be hired as teacher at the School:

- a) Willing to assume as their own the School educational philosophy and principles.
- b) Teacher certificate of Bachelors of Education and Licenciatura in the level/subject area registered in the SUNEDU: <https://www.sunedu.gob.pe/registro-de-grados-y-titulos/>
- c) Not been included in the “Registro Nacional de Sanciones de Destitución y Despido” ([www.sanciones.gob.pe](http://www.sanciones.gob.pe)) for the protection of all students.
- d) Ongoing Professional Development engaged in by personal initiative or school sponsored.
- e) Have a good strong educational background and proven ethical and moral character;
- f) Have a minimum 3-5 years of teaching experience as a teacher in the subject area hired or as Homeroom teacher;
- g) Complete satisfactorily all phases of the selection process established by the Human Resources Department;
- h) Have an adequate personal image, be clean and tidy, as well as comply with the School dress code;
- i) Be ratified after the probationary period is over or when the Superintendent deems convenient for students and School interests;
- j) Sign the Code of Conduct for the protection of minors and have attended Child Protection trainings at the beginning of each year school.

### 3.3.3. Orientation and Advisory Role

- a) Act and demonstrate a stable personality;
- b) Participate and collaborate in the different activities programmed by the school according to the Annual Work Plan (Plan Anual de Trabajo);
- c) Support Administration by maintaining discipline, order and cleanliness of the School;
- d) Contribute in the improvement of student discipline at School, intervening with authority when the case requires;
- e) Assume mentoring as an inherent action of teaching;
- f) Comply and enforce the Internal Regulations, Faculty Handbook and the Student Handbooks;
- g) Maintain appropriate confidentiality with regard to student and family information.
- h) Sign the Code of Conduct for the protection of minors and attend Child Protection trainings at the beginning of each year school.

## **CHAPTER IV**

### **ABOUT THE PROMOTION & IMPLEMENTATION OF COEXISTENCE WITHOUT VIOLENCE IN EDUCATIONAL INSTITUTION**

#### **4.1. DEFINITION OF SCHOOL COEXISTENCE**

In accordance with the provisions of the Law, that "Promotes coexistence without violence in educational institutions" (Law No. 29719 and its regulations). School coexistence has the purpose of promoting democratic processes in the relations between the members of the School, for creating a culture of peace and equity among people; thus contributing to the prevention of bullying and other forms of violence between students.

#### **4.2. MANAGEMENT OF SCHOOL COEXISTENCE**

The management of school coexistence in our School is a fundamental process for the strengthening of social relations, the exercise of human rights, the rejection of all forms of violence and discrimination, as well as for the consolidation of a school climate of good treatment, that favors the achievement of learning and the integral development of girls, boys and adolescents.

#### **4.3. ABOUT THE SCHOOL COEXISTENCE TEAM**

The School will have a School Coexistence Team, that will be composed of at least one representative from each of the Divisions, designated by the School's Leadership Team. They are:

- a) School Principals
- b) Teachers
- c) Associate Principals
- d) Professionals in the Guidance and Counseling area.
- e) Members of the Child Protection Committee.

The School Coexistence Team shall designate a member as the coordinator for the group. A facilitator will also be designated who will be responsible - or assign other members the tasks - to call ordinary meetings, draw up minutes and follow up on the agreements.

#### **4.4. OBJECTIVES**

Promote and develop in all members of the educational community, the necessary principles and elements to build a healthy school life, with special emphasis on training to promote prevention of any kind of violence or aggression.

The specific objectives are as follows:

- Establish action protocols for cases of violence or abuse at School, which should stimulate the approach and understanding of the parties to the conflict and implement remedial actions for those affected.
- Promote prevention actions such as social-affective skills workshops, life skills, emotional literacy, parental skills, among others, considering the PEI.
- Consolidate the School as a protective and safe environment, where students are free from all kinds of violence threatening their physical, psychological or sexual integrity, or affecting their skills to achieve their learning.

#### **4.5. FUNCTIONS**

The following are the functions of the School Existence Team:

- a) Plan, implement, execute and evaluate the School Coexistence Plan with the participation of student organizations, which must include training, preventive and comprehensive care actions.
- b) Encourage the participation of the members of the educational community in promoting a democratic coexistence.
- c) Promote the incorporation of the democratic coexistence in management instruments.
- d) Lead the process of building of Rules of Coexistence agreed between the members of the educational community.
- e) Develop actions that promote the quality of relationships between members of the educational community, especially the teacher-student and student-teacher relationship.
- f) Promote the development of capacities and attitudes of the teachers, as well as the management, administrative and maintenance staff that allow the implementation of actions for School Coexistence.
- g) Register cases of violence and harassment between students in the Incident Records Book of the Private Educational Center and report on the SISEVE portal, as well as consolidate existing information in the teachers' classroom record book (Anecdotario de clase), in order to take the appropriate measures and allow the elaboration of the corresponding statistics.
- h) Adopt protection, support and correction measures, against cases of violence and harassment between students, in coordination with the Peruvian Director.
- i) Periodically notify in writing the School Director about cases of violence and harassment between students, reported in the Incident Record Book, and of the measures adopted.
- j) Inform the Director of the College about the students who require a referral for specialized attention.
- k) Carry out, in coordination with the School Director and the parents and/or legal guardians, the respective follow-up of the students referred to specialized institutions, guaranteeing their comprehensive care and permanence in the School.

#### 4.6. PROCEDURES

The procedures must contribute to security and democratic coexistence in the School, which must guarantee equity and respect for students under the following premises:

- a) It is the responsibility of the Leadership Team, teachers, administrative staff, service staff, parents and/or legal guardians and students of the School to inform the responsible team and the corresponding authority of the educational institution, in a timely manner, of cases of violence and harassment between students.
- b) The Peruvian Director and the team responsible for School Coexistence, the Guidance and Counseling Committee will immediately adopt the necessary measures to stop cases of violence and harassment among students.
- c) The Peruvian Director, in coordination with the team responsible for School Coexistence and the Guidance and Counseling Committee, will convene, after reporting the fact, the parents and/or legal guardians of (i) the victim students, (ii) the aggressors and (iii) the bystanders, to inform them of what happened and adopt the protection and correction measures. These measures include pedagogical support and emotional support for victims, aggressors and bystanders.
- d) The parents and/or legal guardians of the victim students, aggressors and bystanders will assume responsibilities and commitments to contribute to School Coexistence in the School.
- e) It is the responsibility of the Peruvian Director, the team responsible for School Coexistence, the Guidance/Advisory Committee, to adopt the protection measures to maintain the reserve and confidentiality related to the identity and image of the student victims, aggressors and bystanders.
- f) The Peruvian Director, in coordination with the parents or legal guardians, will refer students who require specialized attention to health establishments, or other institutions, as the case may be, which provide the necessary benefits in order to safeguard the welfare of the students.
- g) The team responsible for School Coexistence will monitor the protection measures, the corrective measures and the commitments adopted by the parents and/or legal guardians and the victim students, aggressors and bystanders.
- h) The team responsible for School Coexistence, in coordination with the Principals office, will accompany the families of the victim students and aggressor students, requesting reports from the institutions that participate in specialized care.

#### 4.7. CORRECTIVE MEASURES

Corrective measures must allow students to reflect and learn from their behavior; therefore, it is necessary to have the knowledge and commitment of parents and/or legal guardians in order to contribute to their comprehensive training and democratic coexistence in the School.

The application of corrective measures must have the following characteristics:

- a) Clear and timely.
- b) Remedial measures.

- c) Consider the stage of development of the students.
- d) They should not affect the pedagogical development and the physical, mental and moral integrity of the students.
- e) Must be related to the promotion of school coexistence.
- f) Consistent, fair and impartial. Not subject to the mood of the adults. They are applied through strategies that motivate the people involved to take responsibility for the consequences of their actions, understand the causes of their behavior, change them, repair the damage caused and reestablish damaged relationships. These strategies involve dialogue, mediation, negotiation, counseling, reparation, self-regulation.
- g) Under no circumstances shall corrective measures constitute acts of violence, cruel, inhuman or degrading treatment, including physical and humiliating punishments, as well as any other sanction that may endanger the physical or mental health of the student.

#### **4.8. PARTICIPATION OF COUNSELING / GUIDANCE PROFESSIONALS AT SCHOOL**

The professionals of Counseling/Guidance, recognized in the School as Counselors, form the team responsible for the implementation of the actions of School Coexistence, with competence in the formation of the educational community, acting with professional ethics and respect for human rights. In no case is their job is to perform therapies of any kind within the School.

The Counseling/Guidance professional functions are:

- a) Be part of the team responsible for the implementation of the Coexistence Plan and the School's Child Protection Committee.
- b) Participate in the elaboration and implementation of the School's Coexistence Plan: Elaboration of the diagnosis, design, intervention, production of educational material and capacities and building it into the educational community. This function will be carried out during the planning period of the school year and will be submitted at the beginning of the following school year.
- c) Present the evaluation report of the results of the implementation of the actions of School's Coexistence Plan, at the end of the school year.

#### **4.9. PRINCIPLES**

For the application of these Regulations, the principles, rights, duties or responsibilities contemplated in the Political Constitution of Peru, 1993, the Convention on the Rights of Children will be considered; the General Education Law, Law No. 28044 (including the applicable complementary and regulatory norms), and the Code of Children and Adolescents, Law No. 27337.

The School will assume the following principles:

- a) Always act in the best interests of the child and adolescent: The School will prioritize in all actions, those that benefit the most the integral development of the students.
- b) Dignity and defense of personal integrity: Our Institution promotes and protects the physical, mental and moral integrity of its members.
- c) Equal opportunities for all.
- d) Reserve confidentiality and right to privacy.
- e) Comprehensive protection of the victim student or victim of harassment, abuse or other form of school violence.

#### **4.10. LINES OF ACTION**

The management of coexistence in the educational institution will be carried out through three lines of action.

- a) Management of school coexistence
- b) Prevention of violence against boys and girls.
- c) Addressing violence against children.

#### **4.11. COEXISTENCE REGULATIONS**

The Colegio Roosevelt considers that discipline is fundamental for the integral formation of students, since it implies the development of self-monitoring. The concept of discipline that we manage is "the ability of a person to direct his/her energies and abilities to drive his will", which will allow him/her to achieve his/her goals and ideals.

The Rules of Coexistence aim to strengthen a harmonious and peaceful coexistence among the students belonging to a classroom, in addition to identifying the classroom as a group, as a working team throughout the year. To do this, it considers that:

- a) The Rules of Coexistence seek to promote the active participation of all the students in the classroom, carried out in consensus and in a democratic environment.
- b) The Rules of Coexistence at the classroom level are made by the



students themselves in the first Homeroom session or curricular area session of the year, in coordination with the Homeroom teacher (or subject area teacher) and are evaluated once a bimester or semester according to the needs of the group.

- c) The rules must be clear, precise, and make use of a positive communication style, considering the stage of development of the students.

#### **4.11.1. Rules of Coexistence in the Classroom**

At the beginning of the school year, each Homeroom teacher, will dedicate the first class session to the elaboration of the Rules of Coexistence of their classroom. For such purpose, the following will be considered:

- a) Promote the participation of its students, in a democratic, respectful and inclusive environment, with equal opportunities between women and men, respect and appreciation of cultural and linguistic differences.
- b) Consider the stage of development of the students.
- c) Adapt the rules to the specific needs of the students.
- d) Consider competencies and capacities of the current National Curriculum.
- e) Maintain consistency with the School Rules of Coexistence.

Once the classroom has prepared and completed their Rules of Coexistence, the Principal of the division can comment or feedback that he/she considers pertinent and will approve them. If there are comments or feedback to these norms, the Homeroom teacher with the participation of his/her students will discuss them.

Once the Classroom Rules of Coexistence are approved, the following actions will be carried out:

- a) Post them in a visible place in the classroom.
- b) Include them in the pedagogical folder of the Homeroom teacher.
- c) Report them to all the teachers who carry out activities in the classroom.
- d) Inform relatives and division leadership so that they are aware of them and can collaborate with their compliance.
- e) Evaluate their compliance at the end of each semester.

#### **4.12. PREVENTION AND PROTECTION MEASURE AGAINST VIOLENCE EXERCISED BY SCHOOL STAFF**

These sections will be applicable until the Ministry of Education lifts the measure of suspension of face-to-face classes and the respective protocols are complied with to ensure the students' health, without prejudice to those provisions that may be implemented in the development of the distance education modality. It shall be mentioned that pursuant to Vice-ministerial Resolution No 093-MINEDU-2020, in case face-to-face classes is resumed, the distance modality will be kept in a complementary way and the teachers must continue with the monitoring and feedback of the students.

The School's priority is the prevention and protection of children at all educational levels, our goal being to guarantee that all students live in a safe learning environment, maintaining appropriate and supervised practices at school.

The School will adopt the following prevention and protection measures for students:

- a) Establish Child Protection policies pursuant to current regulatory framework: "Guidelines for the prevention and protection of students against violence by staff of Educational Institutions"; Directive No. 019-2012-MINEDU/VMGI-OET approved by Ministerial Resolution No. 0519-2012-ED; "Guidelines for the management of school coexistence, the prevention and care of violence against children and adolescents ", or norms that modify or replace, and the base established in the convention on the children rights.
- b) Coexistence based on the Code of Conduct.
- c) Management of the Child Protection Committee.
- d) Prevention lessons to students, at all educational levels, about personal safety (off and online).
- e) Training in identification and protection of minors for all school staff.
- f) Provisions of adaptation to the protocols for the resumption of activities, which will be applicable when the Ministry of Education orders the resumption of the provision of the educational service under the face-to-face modality.

#### **4.13. Actions in Case of Sexual Harassment and Violence.**

The School, as a comprehensive education space, permanently promotes safe coexistence environments, where skills and attitudes are fostered within the framework of respect and care of the other. A space that allows preventing and protecting students from situations of violence that may violate their rights.

It is a reality that sexual violence occurs in different settings, including at home and at school, which seriously damages the integrity and intellectual, social and emotional welfare of students.

In this sense, the School will adopt the measures detailed below, in accordance with the current regulatory framework: Guidelines for management of school coexistence, prevention and protection against violence of children and adolescents, approved by Supreme Decree N° 004-2018-MINEDU; or norm that modifies or replaces it; and the "Protocols for dealing with school violence, a guide to prevent and address bullying among students and a guide to prevent and address sexual violence."

- a) Generate a democratic and inclusive school coexistence where fair treatment and respect prevail.

- b) The Guidance/Advisory Committee/meetings contributes to prevention and care actions for the prevention and care of school violence.
- c) Teachers identify the socio-affective and formative needs of the students in order to strengthen their competencies and capacities through tutoring sessions and learning sessions.
- d) Establishment of strategic alliances with ICMEC (International Center for Missing & Exploited Children) as part of the School's program.
- e) If this is the case, carry out the intervention keeping in mind the principle of the best interests of the child and the protocols established to adequately support them.

#### 4.14. ADDITIONAL MEASURES FOR PROTECTING MINORS DURING DISTANCE LEARNING.

##### 4.14.1. Protection of students during the Distance Learning Program (DLP)

While participating in the Distance Learning Program, teachers and staff will continue to follow all the guidelines as outlined in our Child Protection Manual. The School Coexistence Committee and the Technological Innovation Team will collaborate to implement measures to protect the privacy, confidentiality and safety of students. During DLP, teachers will receive refresher training on child protection that includes signs of abuse or neglect (recognizable online) and a review of complaint procedures during DLP.

##### 4.14.2. Mandatory Reporting Policy

During DLP, all faculty and staff maintain their role as **MANDATORY REPORTERS**, forcing them to make a report when they suspect that a child is the victim of physical, emotional, or sexual abuse or neglect that may have occurred during a DLP class or out of school. All reports are confidential. The school will investigate all reports and act appropriately to ensure the child's safety in accordance with Peruvian law.

##### **Possible indicators of PHYSICAL ABUSE that could be observed in DLP:**

- Any injury (or repetitive injuries) without valid explanation
- Serious injuries that have not received medical attention.

- Injuries (reported or evident) to parts of the body that are not normally at risk in general games and games.
- Injuries that seem to have been inflicted by others to the student.
- Startled, nervous, jumpy feelings or generally fearful.
- Irrational fear of getting into trouble
- Too eager to please teachers and/or classmates

**Possible indicators of EMOTIONAL ABUSE that could be observed in DLP:**

- Aggressive or antisocial behavior towards peers or teachers
- Erratic behavior and/or violent words, or when writing or drawing
- Low self-esteem
- Erratic weight or abnormal growth patterns
- Very passive behavior
- Fear of teachers reporting problems to parents

**Possible indicators of SEXUAL ABUSE that could be observed in DLP:**

- Child is age conscious - inappropriate sexual content displayed in words, writing, or pictures
- Repeated medical problems with urine infections or stomach problems
- Discomfort or pain when walking or sitting
- Observable changes in weight and / or eating disorders such as anorexia or bulimia
- Signs of depression and/or self-harm shown in words, writings, or pictures

**Possible indicators of NEGLECT that could be observed in DLP:**

- Untreated medical needs
- Poor hygiene (e.g. dental neglect, scruffy appearance, abnormally dirty clothes)
- Hunger (report that they do not have food or weight loss)
- Fatigue, falling asleep in class
- Attendance problems / delays
- Abnormal behavior to attract attention or self-destructive (lying, cheating)
- Bad social relationships / or extreme loneliness
- Parents who do not respond to repeated communications from the school and/or with no interest about the student's academic performance.
- Parents cannot be reached in case of an emergency
- Lack of age-appropriate supervision

**4.14.3. Steps to take in case of suspecting Abuse or Neglect during the Distance Learning:**

- STEP ONE: When a student reports abuse or if there is a suspicion that abuse/neglect is occurring, the teacher/administrative staff member will seek the advice of the grade level counselor within the first 24 hours.
- STEP TWO: The counselor will consult with the Principal and follow all the steps described in section 2 of the Child Protection Policy of School regarding: Respond to and report complaints and suspicions of child abuse and neglect.

**4.14.4. Technology Protections for Grades 4-12 DLP:**

- Our DLP has an SSO (Single-Sign-On) between Google and Zoom and has regular security updates
- Grade 4- Grade 5 asynchronous tasks are delivered through SeeSaw which is

password protected

- For Grades 4 -12, synchronous virtual classes are automatically recorded in the cloud (privacy settings)
- teachers and students cannot delete recordings in the cloud (privacy settings)
- MS-HS counseling sessions are non-recorded to ensure confidentiality
- Principals and associate principals have access to enter all live zoom classes when needed
- Synchronous Grades 4-Grade 12 virtual classes are domain protected (an email address of: amersol.edu.pe to access)
- All communication between teachers and students must be done through the school platform. (PowerSchool Unified Classroom, Google Suite or Zoom)

#### **4.14.5. Technology Protections for Grades EC3- Grade 3 DLP:**

- Our DLP has an SSO (Single-Sign-On) between Google and Zoom
- Grade EC3-Grade 3 asynchronous tasks are delivered through SeeSaw which is password protected.
- EC3- Grade 3: Synchronous Grade 3 conference sessions are automatically recorded in the cloud (privacy settings).
- These sessions use the parents' email addresses to connect and the security features of "Waiting Room" and "Lock Meeting" are used and implemented by teachers and Teacher assistants.
- Parents cannot delete recordings in the cloud (privacy settings)
- Principals and associate principals have access to enter all live zoom classes when needed

## CHAPTER V

### ABOUT THE ORGANIZATION

#### 5.1. ACADEMIC

##### 5.1.1. Planning

At the end of the School year, the Superintendent, the Peruvian Director, the Principal of each school division, hierarchical staff, faculty and specialists, and other relevant instructional support staff, engage in the planning and organization of the activities for the next school year, considering among other factors, the current situation in the country, which may impact on the modalities of educational service provision, in accordance with the provisions of the Ministry of Education, as well as the competent authorities in the matter.

The Annual Work Plan, is developed, implemented and evaluated by: Leadership Team, committees formed by teachers, curriculum directors, Guidance and Counseling, Sports/Arts and extracurricular activities.

While preparing the Annual Work Plan, the following will be taken into consideration:

- a) Legal basis herein described;
- b) Diagnosis and alternative solutions;
- c) General and specific objectives;
- d) Educational aspects;
- e) Teaching modalities (distance or face-to-face, or others provided by the Ministry of Education and the competent government authorities).
- f) Professional development, actualization and/or staff implementation;
- g) Teacher Performance Evaluation;
- h) Personal development;
- i) Civic Calendar;
- j) Curricular and extracurricular activities;
- k) Recovery Plans informed to parents and presented to the Ministry of Education, in accordance with the regulations on the matter.

The Annual Work Plan is brought before the Leadership Team and the corresponding committees, hierarchical staff, teachers and specialists of the School, the first week of July, whose observations and/or modifications, are addressed by the School Board. The Annual Work Plan is approved through a decree issued by the Peruvian Director.

The School Board will budget for the Annual Work Plan, immediately after any observations and modifications have been made and incorporated.

The members of each School division are responsible for the evaluation of the Annual Work Plan.

The School Board will monitor the ongoing progress of the Annual Work Plan, making any necessary adjustments and informing the Leadership Team of any changes.

### **5.1.2. Curriculum - Curricular Program and Structure**

The School elaborates the curriculum so that fits its educational offering at each level; Early Childhood, Elementary, Middle and High School.

The Leadership Team/School Board assumes the curricular diversification responsibility according to the DCN (National Peruvian Curriculum for Regular Basic Education and the IBO (International Baccalaureate Organization) curriculum.

The structure and curricular programs of each area are planned and elaborated by specialized teacher teams under the direction of the consultants, curriculum coordinators and supervision of the School Principals.

The working teams develop the curricular map for the FDR Curriculum from Early Childhood to Grade 12.

The teams will work and finish what is stipulated in the previous sections by the first half of July and will present it to the Principals of the School divisions for approval.

Educational delivery of the curriculum in the Covid-19 state of health emergency cannot take the same form as regular periods since the particular situation is unforeseen and, therefore, the educational response is special. It is not intended to reproduce the modes of face-to-face educational work.

In the framework of the Covid-19 health emergency, the curriculum will be planned considering that there will be face-to-face weeks and others of distance learning, whose number is not completely certain. For this reason, activities that require greater intensity of attendance and those that will be supportive will be organized so that, in coordination with families, they can work from home. It is very possible that during the year it will be necessary to alternate the face-to-face and distance modality, so the adjustments will be planned to give continuity.

According to our Learning Standards that inform our curriculum:

Learning happens for individuals in different ways and at different times

In the framework of the health emergency, this principle is understood so that competencies can be further developed throughout the school year for those students for whom they have not consolidated.

Classroom educational services depend on the evolution of the pandemic and of the measures that are taken to counteract. By resuming face-to-face educational attention, the distance modality could be kept in a complementary way and teachers continue to monitor and provide feedback to their students.

### 5.1.3. School Calendar

The School Academic Year is programmed in two academic semesters. The school year starts the first week of August of the calendar year and ends at the end of June of the following calendar year.

The First Semester of the school year covers the months of August to December and the Second Semester starts the last week of February until the end of June of the next year.

The School year has a maximum duration of 180 days of contact time with students and a maximum of 190 days for teachers, which includes service days.

The in-service days may include, but not limited to: Professional development, workshops, preparation of the Annual Work Plan, among others, which can be programmed immediately before the beginning of each semester.

### 5.1.4. Planning and organizational period

During the month of July:

The Superintendent together with the Leadership Team and School Instructional staff do the planning, professional development and organizational activities for the school year having as working material the current legal standards of the educational sector, the curricular programs and the educational guidelines of the School.

#### **The Planning and Organization Period:**

The Planning and Organizational Period includes the following actions:

- a) Educational Recovery Plan
- b) Admission process
- c) Educational development
- d) Document preparation:
  - School Educational Project (Proyecto Educativo Institucional - PEI)
  - School Curriculum Project (Proyecto Curricular de la Institución Educativa - PCI)
  - Annual Work Plan (Plan Anual de Trabajo - PAT)
  - Internal Regulations (Reglamento Interno - RI)
  - School Calendar
  - Civic Calendar
  - Daily Schedule
  - Master schedule
  - Curricular diversification in each educational level. List of students per classroom.
  - Semester and annual programming.
- e) Planning and organization of the First Day of School – Good Start to beginning of the School Year.



- f) Infrastructure and classroom settings.

The planning and organization carried out by the School as indicated in this section will be adjusted to the current situation in the country and the provisions issued by the Ministry of Education, as well as the competent government authorities, that may impact the modality of provision of the educational service. In this sense, depending on it, all or some of the aforementioned actions are carried out, including any additional activities to meet educational promoted by the school.

### **5.1.5. Teacher Performance Evaluation and Supervision**

The Teacher Supervision at School is the responsibility of the Principals and the Superintendent. It includes coaching, evaluation and professional development to optimize curricular programming, the teaching and learning process and evaluation.

The class observations of teachers can be announced or unannounced. The tool to do so is the Class Supervision form that can consists of the following:

- a) Professionalism: Personal Presentation and professional attitude;
- b) Instructional Planning
- c) Organization - Integration of Technology
- d) Classroom management/coordination - Learning environment
- e) Instructional delivery
- f) Assessment of learning
- g) Counseling
- h) Research and Professional development

The Teacher Performance and Evaluation System considers the characteristics of each educational level. The evaluation is comprehensive, flexible and permanent.

The permanent evaluation and monitoring of the educational process is done through the systematic actions previously planned. This process promotes the improvement of quality and efficiency for education.

In order to assess the achievement of the Mission and educational offering of the School, several standardized and non-standardized assessment tools, both internal and external, international and local, are used. These are programmed and applied at the different grade levels. The results are shared with the Leadership Team.

The Teacher Performance supervision and evaluation process takes into consideration all phases or stages of the educational work from the planning until the summative or final evaluation, as well as the visual and effective elements of the educational activity, such as professional development, integration of technology, etc.

During the time that the Distance Learning Plan (DLP) is being deployed, Principals and Associate Principals have access to enter synchronous classes, and documentation and student work on the asynchronous counterpart, to assess the quality of the learning sessions and give feedback to the teachers for a better continuous educational service.

## **5.2. GENERAL ORGANIZATIONAL ASPECTS**

### **5.2.1. Internal Policies**

The organization has the following divisions:

- a) Promoting Body
- b) Board of Directors, Senior Leadership Team, Leadership Team
- c) Technical Pedagogical and Personal Development Area
- d) The School has the following Offices and/or Areas:
  - Guidance and Counseling
  - Technology
  - Athletics, Sports and Extracurricular activities
  - Library and Media Center
  - Subject Area and Activities Departments (High School)
  - Grade level Coordinators
  - The Homeroom teachers, teacher assistants that comply with their functions within the School academic and administrative guidelines, integrate the Instructional Staff.
- e) Administrative Support Offices: These offices bring logistics support and the administrative resources necessary for the adequate development of educational programs. They are subject to the Finance Department and carry out their corresponding directives.
  - Administration & Finance Department
  - Department of Human Resources
  - Director of Admissions and Marketing
  - Director of Communications and Alumni Relations
  - Accounting Department
  - Logistics Department
  - Infrastructure and Security Department

### **5.2.2. Economic Policies**

#### **5.2.2.1. Income**

The following constitute the School's resources:

- Tuition
- Admission fees
- Donations
- Finance Income

- Other income duly approved by the School Board of Directors.

Before the end of each semester during the admissions and enrollment processes (matrícula), the School informs parents and/or legal guardians about the cost, number and payment opportunities of the entrance fee, cost and payment options of the annual tuition payments and other payments permitted by the legal framework and/or approved by the Ministry of Education, as well as possible increases (if possible).

The payment of the entrance fee is due with matriculation or the belonging of the student to the School. The tuition payment is annual and is divided in ten equal installments.

The School Board in accordance with Article 3 of the Regulations for Private Centers and Educational Programs and other norms that are part of the Legal base herein described sets the Tuition, admission fees and other income that to be contracted.

The School Board of Colegio Roosevelt has the right to review tuition fees annually and these may be modified during the school year depending on the educational method of teaching and the associated costs. Any changes in pensions during the school year, including temporary reductions to which parents and/or legal guardians may benefit if deemed appropriate, will be informed in due time.

#### **5.2.2.2. Expenditures and Accounting**

The School annually sets an operation budget and other investments that are proposed by the administration and approved by the School Board.

The annual operations budget includes the tuition and other regular payments that parents and/or legal guardians make and serve to finance the educational, administrative, maintenance and transportation costs required. The investment budget includes the entrance fees paid by parents and/or legal guardians that serve to finance the purchase and renovation of equipment and physical facilities as well as school infrastructure, as well as for the implementation of virtual systems that ensure the provision of a quality distance educational service.

The School Board has established a Finance Committee to periodically analyze the progress of these budgets.

The School has an Administrative and Finance Department in charge of registering all administrative and financial operations.

To comply with this policy, the School has an Outsource Accountant, a Certified Public Accountant and a group of assistants who are specialists in accounting, finance, and budgets.

The Board of Directors sets the Investment and expenditures policies.

The Purchasing, payment and registration procedures are proposed by the Administrative and Finance Department and approved by the Board of Directors.

As part of the internal audit, the school accounting is audited annually by an specialized company chosen every three years through a bidding process. Also, the foreign purchases are audited independently in compliance with the current legal policies.

#### **5.2.2.3. Acquisitions**

The School Board dictates policies that norm the procedures of the purchase of goods, and the Administrative and Finance Department/Manager implement the procedures for the purchase of goods and services to develop educational activities as well as for the logistical support of them.

All the purchases respond to anticipated budget planning which the School Board following the recommendation of the Board Finance Committee approves.

The Office of Purchasing and Logistics of the School, under the supervision of the Administration and Finance Department, is the office responsible for processing all requests for purchase and/or services, considering the procedures established for this purpose. The School Principals and Administrative Supervisors are responsible for issuing requests ensuring that they are properly budgeted.

The Accounting Office verifies the compliance of the expenses including the corresponding budget.

The School uses school materials exclusively for educational purposes. For this purpose, the staff has the full use of school materials only for educational instructional use.

The School carries out full annual inventory of equipment, furniture, materials and supplies. It also carries out partial inventories at the end of each semester.

#### **5.2.2.4. Investment**

The School, under the Legislative Decree N° 882 and its condition as a non-profit educational association, promotes and implements, in accordance with its educational philosophy and institutional principles, management/investment projects to improve the educational service that offers to the School educational community.

### **5.2.3. Social Security Policies of the Workers**

The School complies with all legal regulations regarding payroll, taxes and contributions, as well as any other mandated by law and in compliance with the Work Regulations of the Instituto Educacional Franklin Delano Roosevelt (Reglamento Interno de Trabajo del Instituto Educacional Franklin Delano Roosevelt).

## CHAPTER VI

### ABOUT THE PROCESSES FOR ADMISSIONS, ENROLLMENT, EVALUATION, PROMOTION, REPETITION AND CERTIFICATION.

All students enrolled in any grade or division at Colegio Roosevelt are students of the school. They are the central part of the educational process in which they participate in an integral way contributing to their education and development, guided by our Mission Statement and the Core Values.

#### 6.1. ADMISSIONS PROCESS

##### 6.1.1. Student Admission

The admission of students to the School is determined by the legal base described in this document and pursuant to the Contract for the Provision of Educational Services (Contrato de Prestación de Servicios Educativos), considering the main criteria which is the election of the school by the parents and/or legal guardians.

The Admission of students is subject to space availability (vacancies) at the school.

In case the school has more applicants than vacancies in any grade, the prioritization criteria will be normed by:

- a) Siblings of students currently at the School whose parents are involved in the education of their children.
- b) Children of teachers at the Colegio Roosevelt.
- c) Children of USA Embassy personnel.
- d) Children of international families whose first language is English.
- e) Other international candidates.
- f) Children of school alumni.
- g) Children of new families applying to the School.

##### 6.1.2. Phases of the Admissions Process

The admission process is determined by the following phases:

- a) Information sessions for parents and/or legal guardians;
- b) Initial interview and clarification of questions for the prospective parents and/or legal guardians;
- c) The schedule and commitments to be met;
- d) Application documents.

Details of each stage for students of all levels and grades are listed in the School's Webpage under the ADMISSIONS link: <https://www.amersol.edu.pe/admissions/welcome>

Once the admissions process has been completed, if the student is accepted, the School will inform the parents and/or legal guardians - via email - and to the email address included in the Admissions form, so parents can proceed with the corresponding enrollment.

The School will also inform parents and/or legal guardians via email if the student has not been accepted at school.

### **6.1.3. Entrance Fee of a New Student**

The Entrance fee is set by the School, and is informed in advance to the applicant's parents and/or legal guardians; the entrance fee is paid in full by the parents and/or legal guardians when the applicant has achieved a vacancy and has been officially admitted to the School.

Parents and/or legal guardians are not entitled to a refund of the new student's entrance fee.

The Entrance fees are used for financing the investment budget, improving of infrastructure and the educational equipment, and institutional development projects.

### **6.1.4. Conditions for Admission into the Early Childhood Program**

#### **a. About Students:**

- Children must have 3, 4 or 5 years old, depending on the grade level they are applying to and be within the dates stipulated by the Ministry of Education of Peru (MINEDU).
- In order for students to have the type of educational services they require, he/she should not present any severe Special Educational Needs (SEN) for which the school has no services (the School is not authorized by the MINEDU to provide such services) according to the information provided before the applications process, on the school webpage under the ADMISSIONS link.

#### **b. About Parents and/or legal guardians:**

- Fill out the Admissions Online form (AOL) with information that is truthful and accurate.
- Attend the personal interview with the Admissions Director and/or the Admissions team.
- Submit all the documentation requested.
- Fill in and sign the *Enrollment Contract* (Ficha de Compromiso) with the School.

### 6.1.5. Conditions for Admission of Students to Grade 1

To admit a student to Grade 1, the following requirements must be met:

- a) About students:
  - Children must have 6 years old within the dates stipulated by the Ministry of Education of Peru (MINEDU)
  - In order for students to have the type of educational services they require, he/she should not present any severe Special Educational Needs (SEN) for which the school has no services (the School is not authorized by the MINEDU to provide such services) according to the information provided before the applications process, on the school webpage under the ADMISSIONS link.
  
- b) About Parents and/or legal guardians:
  - Fill out the Admissions Online form (AOL) with information that is truthful and accurate.
  - Attend the personal interview with the Admissions Director and/or the Admissions team.
  - Submit all the documentation requested.
  - Fill in and sign the *Enrollment Contract* (Ficha de Compromiso) with the School.

### 6.1.6. Conditions for Admission of Students to Other Grades

To admit a student to Grade 2 and above, the following requirements must be met:

- a) Present the student's current school's Report Card.
- b) If the applicant has studied in a Peruvian School, the parents must Present the Official Peruvian Certificate of Studies.
- c) Present their current National Identity Document (DNI) or current Carnet de Extranjería (CE).
- d) Present the "Ficha Única de Matricula" generated by SIAGIE from the last local school where the student studied.
- e) In order for students to have the type of educational services they require, he/she should not present any severe Special Educational Needs (SEN) for which the school has no services (the School is not authorized by the MINEDU to provide such services) according to the information provided before the applications process, on the school webpage under the ADMISSIONS link.
- f) The student must not have been expelled from another school.
- g) The student has demonstrated proper behavior and conduct.
- h) Pass the School's assessment for admission.
- i) Not have failed a previous grade at other schools attended.
- j) In case of entering the school with a placement exam, validation of independent studies or validation of studies abroad, the parent and/or legal guardian will be asked to take all necessary actions so that the certificates of studies/report cards have the respective endorsements and obtain the Administrative Resolution of the Ministry of Education (MINEDU) for the recognition of previous of studies and/or courses that

are missing and need to be taken to meet the National curriculum. (Technical standard: "Provisions guiding the evaluation process of the learning of the students of the Institutions and Educational Programs of Basic Education" and modification of the Technical Standard "Norm that regulates school enrollment and transfer in educational institutions and Basic Education programs ", approved by Vice-Ministerial Resolution No. 025-2019-MINEDU).

The details about the applicant's evaluation process for admission is confidential and internal by nature. Parents and/or legal guardians will only be informed at the end of the Admissions process, if the student has been accepted or not.

The School reserves the right to verify the truth of the information declared in the AOL, as well as the information presented by parents and/or legal guardians. In case of confirming the falsehood of the information declared and/or presented by the parents and/or legal guardians, the school will proceed according to the procedures established in section 6.6.1 or 6.6.2 of this document.

### **6.1.7. Students with Special Education Needs (SEN)**

#### ***6.1.7.1. SEN Associated with Mild to Moderate Handicaps***

In all grades and levels, two vacancies per classroom are designated to include students with Special Education Needs (SEN) associated to mild or moderate handicaps.

As indicated in School Policy, the school has the resources and equipment to support those students who are able to progress successfully within the regular program in English, the language of instruction in which the FDR curriculum is delivered.

The spaces available will also follow the criteria of prioritization, only in the case that there are more than two applicants with SEN needs for the same classroom.

The School does not have the resources to support students with serious learning, emotional or physical problems classified as serious disabilities by the Ministry of Health (MINSA). Notwithstanding this, and whenever the spaces allow it, students with SEN needs associated with mild or moderate disabilities will be accepted, duly accredited with a Certificate of Disability or Carnet/Resolution issued by CONADIS.

Finally, if spaces for students with mild or moderate disabilities, duly accredited by a Disability Certificate or Carnet/Resolution issued by CONADIS, are not covered during the first 15 days of enrollment process, they can be filled by other students with no SEN needs.

This list of equipment and facilities can be updated, which will be communicated accordingly in the School webpage under the ADMISSIONS link.



### **6.1.7.2. Students with Special Needs (Learning Support - LS)**

Colegio Franklin Delano Roosevelt recognizes that there is variability among students and that some students may need support to access, participate, and/or be challenged appropriately in our learning programs. The Learning Support program will be structured and delivered to meet these needs.

The Colegio Roosevelt can serve only those students who are able to progress successfully within the regular program with learning support services within the limits of the availability of resources necessary for effective implementation.

For these purposes and always to provide the educational services required for the benefit of the student, the School has the following equipment and facilities for students in Learning Support (special learning needs associated or not to a handicap):

The School has the Learning Support program from Kindergarten up to Grade 12 to support student with specific needs of Learning Support.

In order to protect the teacher-student ratio in the Learning Support Program and in order to ensure the delivery of efficient services, there is a limited number of spaces for students in the SEN learning support program. The spaces available will also follow the criteria of prioritization, only in the case that there are more than two applicants requiring this learning support programs for the same classroom.

The Learning Support program offers support only in English, the language of instruction of the FDR curriculum, to those students who are diagnosed with a neuro-developmental disorder at a mild to moderate level that impacts the student's academic performance and progress as in cases of a specific learning disorder (1), or attention deficit/hyperactivity disorder (ADHD) (2) at mild or moderate levels, as evidenced by a holistic assessment by the student's professional Support team (SST).

The Learning Support team is conformed of teachers, counselors and Principals or Associate Principals, among other members. Psycho-pedagogical and/or neurological reports, among others, are an integral part of this holistic assessment, which confirms the diagnosis. The parents must perform these tests for their students outside of school.

In this regard, the Learning Support program includes students with neurological disorders such as the specific learning disorder and the Attention Deficit/Hyperactivity Disorder (ADHD) under the following terms:

#### **6.1.7.2.1. Specific Learning Disorder mild or moderate:**

A Specific Learning Disorder is a disorder in one or more of the basic psychological processes involved in the understanding or in the use of oral and written language that can be noticed in the imperfect ability of listening, thinking, talking, reading, writing, spelling or mathematical calculations, including conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and development of aphasia.

The specific learning disorders do not include learning problems such as visual, auditory or motor disabilities, intellectual, emotional distress or resulting from

environmental, cultural, economic or English language proficiency.

As described in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM5) these disorders may manifest with reading difficulties (DSM 5 315.00) with writing difficulties (DSM 5 315.2) and with Mathematics difficulties (DMS 5 315.1).

Students are eligible for SEN Learning Support when the specific learning disorder is the main cause for the student not being able to perform to its full potential.

It is understood that Students with specific learning disorder with a mild or moderate level are able to work in a regular class with Learning Support services and receiving approved School lessons but not curricular modifications.

#### **6.1.7.2.2. Attention Deficit / Hyperactivity Disorder (ADHD) mild or moderate:**

The ADHD is a neurodevelopmental disorder characterized for a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with the functioning or the development.

As described in Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM 5) these disorders may manifest in combination (DSM 5 314.01), predominant with lack of attention (DSM 5 314.00), predominant with hyperactivity/impulsive (DSM 5 314.01) or partial remission.

Students are eligible for Learning Support services when TDA/H is the main cause for the student not being able to perform to its full potential.

The students with TDA/H in mild and moderate level are able to work in a regular class with Learning Support services and receiving approved School lessons.

## 6.2. ENROLLMENT, RATIFICATION AND TRANSFER

### 6.2.1. Enrollment and its Ratification

Enrollment is renewed annually and is complied with in accordance with the provisions established by the School, current regulations, *School Policy* and these Internal Regulations. It must be completed by parents or legal guardians,

The School has developed a one-time enrollment registration system, through which students are registered only once when being admitted to the School and must be ratified yearly, thereafter, before the beginning of each academic year.

The Admissions Office is in charge of the enrollment and they establish the procedures to follow and the staff responsible for this purpose.

The process of registration and ratification of enrollment is virtual and is called ROL (Registration on Line). It is completed online annually by parents or legal guardians to: (i) enroll their children; and, (ii) ratify the registration of their children for the next academic year.

The enrollment act expresses the acceptance by the parents and/or legal guardians of the economic conditions, disciplinary regime, educational and curriculum plan, evaluation and assessment policy proposed by the Colegio Roosevelt in the Early Childhood, Elementary, Middle School and High School.

### 6.2.2. Obligations of Parents and/or Legal Guardians in the Enrollment and Ratification Processes

- Immediately change any information in the ROL that is outdated: ID numbers, address, land phone, cell phone, custody agreements (**an updated copy of the legalized custody agreement must be forwarded**), legal guardianship, etc. The School reserves the right to ask for any additional documents to verify the information supplied by the parents or legal guardians in the ROL at any time during the Academic year.
- Inform the School about the medical insurance that will cover their children. If the Parent does not have private insurance, they can opt to purchase the School insurance for their children. It is expressly stated that in no case will students be without the medical insurance referred to in this paragraph.
- Parents and/or legal guardians must inform if their children have a medical prescription they are currently taking, at the registration or when diagnosed during the academic year, in order to comply with the schedule established by the doctor. In this regard, if applicable, parents must send the medication to the School Nurse so as not to interrupt the treatment.
- In addition, Parents must provide the school with the medicine, food or other items for students that require special medical attention, in the case the student stays at school premises for more than eight hours due to an emergency.

### 6.2.3. Responsibilities of School in the Enrollment and Ratification Processes

- Provide all the necessary information to in order to accomplish the registration process and its ratification
- Inform the parents or legal guardians, before the end of the academic year and before the registration date, in writing, in a truthful, sufficiently appropriate way, information regarding the economic conditions (amount, cost, and payment opportunities, such as the possibility of tuition increases) to which the tuition will be adjusted in the following academic year.
- Inform about the Protection of Personal Data and obtain the consent of the parents for its institutional use.

### 6.2.4. Conditions to Ratify Enrollment

The ratification of enrollment will proceed for students whose parents or legal guardians:

- a) Have complied with the agreements signed with the School (attendance to appointments, parent meetings, and timely payment of all educational services).
- b) Do not have pending payments with the School before starting the enrollment process in ROL. If parents have outstanding debts, they should approach the Finance Department to regularize payments and / or agree on the corresponding commitments, before starting the enrollment process for the school year.
- c) They have not shown repeatedly and obviously aggressive attitudes on a physical or verbal level or through social media or in any way, against a student, against other parents and/or legal guardians, teachers, or against any of the school staff members.
- d) In the School context or in a court of law, they have not made false or unjustified imputations against students, other parents or legal guardians or School staff, repeatedly damaging the honor of other people in public.

The parents must communicate to the School, the renewal of the enrollment of their child/children for the next academic year within thirty (30) business days prior to the end of the school year. The eventual information of non-renewal of enrollment will not be considered as an event of voluntary withdrawal or transfer from the School within the current school year in which said decision is reported.

The parents or legal guardians must make the ratification of the enrollment or transfer within the indicated dates according to the schedule established by the School administration, which will be in accordance with the School Policy, the Legal Bases and these Internal Regulations.

The students registered must maintain good academic performance and standing and exemplary behavior in order to be registered for the next school year.

The **non-ratification** of the registration of students will be enforced in the case of parents and/or legal guardians who have not committed - during the prior school year - to help their children overcome:

- a) Discipline problems.

- b) Serious misconduct, as contemplated in these Internal Regulations and Student Handbook (*ES Student-Parent Handbook, Middle School Student Handbook y Highs School Student Handbook*).
- c) Severe difficulties in their learning achievement or emotional development where parents or legal guardians have not complied with the agreements made with the School.
- d) Students repeating a grade for two (2) consecutive years.
- e) Students that have not met the terms of their Probation Contracts (academic or behavioral)

#### **6.2.5. Conditional Enrollment:**

- a) Conditional Enrollment is applied at the end of the school year when the School's Administration, having listened to the teachers and Division Principals, and taking into consideration the Counselor's opinion, have decided to offer an opportunity to those students who do not achieve the expected performance.
- b) The Conditional Enrollment contract requires the intervention and commitment of both the School and the Parents or legal guardians to help the student improve their academic and formative performance and achieve the expected outcomes.
- c) Parents or legal guardians of the students are the first to commit themselves verbally and in writing so that their son/daughter can change and improve his/her behavior and/or academic performance and not lose the vacancy at the school.
- d) Regarding paragraphs c) and d) about the ratification of students' registration, the repeated and duly documented occurrences, without redress from the parents and/or legal guardians, may lead to the withdrawal of the possibility of ratifying the registration of the student in the following school year.

The action and support of the parents and/or legal guardians is fundamental for the achievement of the educational and formative objectives of the "Proyecto Educativo Institucional (PEI)". Therefore, Parents and/or legal guardians commit to participate actively in the educational process of their children in the following activities:

- a) Academic Activities: Registration, review of report cards, parent-teacher conferences, attend all meetings called by the Principals, Teachers and/or Counseling Department, Homeroom teacher, etc.

- b) Formative Activities: School for parents, both on-site and virtual,
- c) Recreational Activities: Sports activities, extracurricular activities, etc.

The School will take into consideration the participation of the parent and/or legal guardian in the educational process of their child referred in the preceding paragraph for the ratification of the following year's registration.

Parents and/or legal guardians commit to not to involve the School, in judicial or extrajudicial proceedings, on the subject of custody agreements, child support, visiting schedules and others, of their child or children.

### **6.2.6. Enrollment Transfers**

#### **When the student is transferred from a local school**

- The parent and/or legal guardian, with the proof of vacancy issued manually by the School, requests in writing to the local school of origin the transfer of the child's registration accompanied by the delivery of the following documents: Birth certificate, copy of DNI, Peruvian Certificate of Studies and single registration card (Ficha Unica) generated by SIAGIE.
- The School will only accept the transfer if they have all the documents mentioned in the above paragraph and the authorization of the Principal of the local school of origin.
- Once the delivery of these documents has been confirmed, the Peruvian Director, through a Directorial Resolution, approves the inclusion in the grade level and registers the transfer in the SIAGIE.
- The student must have a unique registration number in SIAGIE, the same that must link it to the DNI or the Carne de Extranjería or Carne Diplomático of the student. The transfer of enrollment into the current school year can only be executed until the end of October, in accordance with the current regulations.
- During the Covid-19 health emergency, the guidelines or norms issued by the Ministry of Education in this regard will be observed.

#### **When the student is transferred from the School to another local school in Peru**

- The Parent and/or legal guardian with the proof of vacancy issued manually by the school to which the student will transfer, requests in writing to our School the transfer of registration of the student (Ficha Unica) accompanied by the required documents (birth certificate, DNI copy, Certificate of studies and single registration card generated (Ficha Unica) by the SIAGIE).
- The Peruvian Director approves the transfer through a Directorial Resolution and delivers of the documents of the student within 48 hours.
- The transfer of enrollment in the current school year can only be made until the end of October, in accordance with the current regulations.
- During the Covid-19 health emergency, the guidelines or norms issued by the Ministry of Education in this regard will be observed.

### **6.2.7. Verification of the Information Declared and/or Presented by Parents and/or legal guardians**

As aforementioned, the School reserves the right to verify the veracity of the information declared in the AOL, as well as all the information presented by parents and/or legal guardians, during the admissions, registration, ratification and transfer process.

#### **6.2.7.1.1. Inconsistencies detected in the Information presented during the Admissions, Enrollment and Transfer Processes**

In this case, the School will give the parents and/or legal guardians two (2) business days in order to rectify the information at the Admissions Office.

The Admissions Office within two (2) business days from the receipt of the request to rectify information, will issue a resolution duly founded, determining the veracity or falsehood of the information declared and/or presented by the parents and/or legal guardians.

In case the information is discovered to be false, and/or the parents and/or legal guardians have not rectified the information within the established time-frame above, the School has the right to deny the admission, registration or transfer requested.

#### **6.2.7.1.2. Inconsistencies detected in the Information presented once the Student is already receiving Academic Services at School**

In this case, the School will give the parents and/or legal guardians two (2) days day in order to rectify the information at the Principals office of the School division where the student is enrolled.

In this respect, the Principal of the Division, within three (3) business days from the receipt of the information, will issue a resolution duly founded, determining the veracity or falsehood of the information declared and/or presented by the parents and/or legal guardians .

In case the information is discovered to be false, and/or the parents and/or legal guardians have not rectified the information within the established time-frame above, the School has the right to deny the enrollment of student in the next school year.

In case the Parents or legal guardians disagree with the above, they can appeal the decision to the Superintendent within a period of five (5) business days.

### **6.3. ABOUT STUDENT EVALUATION, PROCEDURES AND INSTRUMENTS**

The evaluation, promotion and the issuance of certificates to the students at the School is supported by the regulations contained in this document and the directives and specific norms that are issued by the Ministry of Education and its specialized agencies.

The evaluation is integral, permanent, and flexible and criterion referenced. The evaluation does not consist only of annual written tests, bimonthly exams or final exams, but is assessed in a holistic manner throughout the school year.

The competency of the students is evaluated through several instruments or techniques and considers the evaluation of the student's behavior in order to improve the coexistence attitudes of the student.

The assessment policy keeps coherence with the educational level being evaluated as well as the norms established for that purpose.

#### **6.3.1. Evaluation Objectives**

Evaluation objectives are:

- a) The evaluation is carried out placing the students in the center of the process and, therefore, contributes to their welfare by reinforcing their self-esteem, helping them to consolidate a positive image of themselves and confidence in their possibilities; ultimately motivating them to keep learning.
- b) Promote the formative nature of the evaluation process that fosters student self-management, evaluation and reflection on their own learning, strengthening and developing their autonomy and promotes teacher reflection on their pedagogical practice to improve the teaching-learning process.
- c) Provide guidance for feedback from the collection and assessment of evidence of learning, registration and use of information on the progress of student learning.
- d) Establish the conditions for the promotion, permanence and pedagogical recovery and certification of student learning, as well as the procedures for validation, revalidation and placement exam.
- e) Be aware of students' achievements and obtain information about the influential elements in the teaching-learning process, in order to adopt the necessary measures to achieve the objectives of the educational work.
- f) Through the assessment for learning, for formative purposes, the students are asked to review the feedback and to reflect on their learning process, recognize their strengths, difficulties and needs and, consequently, manage their learning autonomously. Given its formative purpose, everything that allows feedback on the development of the competency is constantly evaluated: resources, a combination of these, a capacity and a competency.



In addition, the teacher is able to obtain useful information to improve their teaching processes.

- g) Through the evaluation of learning, with a summative purpose, the level of achievement that a student has reached in the standards up to a specific moment is determined and in accordance with what is established by the teacher or classroom teacher according to the student's learning needs.

### **6.3.2. Purpose and Characteristics of Formative Evaluation of the Learning Processes**

- a) Contribute to the integral development of the student and the continuous improvement of the teaching-learning process. It is formative in nature because it directly affects the improvement of learning. This is observed when the students reflect on their learning process and their results, recognize their strengths, difficulties and needs, taking on new challenges.
- b) The evaluation is a permanent and systematic process through which information is collected and processed in a methodical and rigorous way in order to know, analyze and assess the learning and based on them make decisions in a timely and pertinent way to feed back the learning of the students and the pedagogical practice of the teacher.
- c) The evaluation also allows assessing the level of achievement achieved by the student during the process and at the end of a school period, grade or cycle and certify what has been learned throughout the school career.
- d) The approach used for the competency-based assessment is always formative, whether the end is the evaluation for learning or if it is the evaluation of learning. Both purposes are relevant and form an integral part of the planning of the various learning experiences aimed at developing competencies. Therefore, they must be integrated into these experiences and aligned with the learning purposes.
- e) The evaluation is carried out based on criteria that allow contrasting and evaluating the level of the development of competencies that the student reaches when facing a situation or problem in a given context. This allows to obtain information both for feedback during the learning process and to determine the level of achievement at a specific moment.

### **6.3.3. Evaluation Criteria**

- a) They are the benchmarks or central aspects of the competency that allow observing and evaluating the progress of student learning. These criteria are the standards of learning, performance and skills.
- b) They allow the design of procedures and instruments (checklists, monitoring tool for child development and learning, rubrics or others to evaluate the development of competency when facing a challenge).

- c) The learning standards describe the development of student competencies, at levels of increasing complexity in a holistic way and are defined from the combination of the competency capacities that together and in progression constitute the criteria to be observed.
- d) From the learning standards, the performances are generated, which are specific descriptions that help to identify if a student is in process or has reached the expected level of proficiency/competency. These performances are flexible as they adapt to a diversity of situations or contexts.
- e) In the case of Learning Support (LS) students, teachers make an assessment based on the curricular adaptations made.
- f) In the case of hospitalized students and outpatient treatment for prolonged periods, their health condition and the level of involvement for their educational processes will be considered.
- g) For both evaluation purposes - formative or summative - the criteria are developed based on the standards and their performance, which must include all the capabilities of the competency and must be adjusted to the situation or problem to be faced. They are aligned with each other and describe the corresponding action.
- h) It is required to encourage students, in a gradual process of autonomy in the management of their learning, to be able to contribute to the formulation of the criteria, thus guaranteeing that they are fully understood by them. In any case, it is essential that the formulation of the criteria is clear and understood by the students.

#### **6.3.4. Evaluation of the Learning-Teaching Process**

- a) Assessment is an intrinsic process to teaching-learning.
- b) The learning assessment process aims to continually improve the learning processes and the development of competencies through feedback and, at the same time, the continuous improvement of teaching processes through reflection.
- c) The information collected and analyzed is used to plan according to the needs and potential of unidentified learning.
- d) The evaluation for learning involves structuring a process that considers the information received about the level of competencies development and includes an evaluation that allows knowing the characteristics and learning needs of each student, as well as obtaining information about their learning interests and preferences.
- e) Provide feedback, accompany and offer differentiated attention to students, and assess their achievements during and at the end of a learning period.

From 2020, from the Early Childhood program to the first grade of Secondary Education (Grade 7,) of Regular Basic Education for all the cycles, the rating scale used for the OPP (Official Peruvian Program), will be used as detailed:

- f) To determine the annual qualification or teaching period of a curricular area, the teacher must assess the level of achievement in the set of competencies associated with the area.
- g) The annual qualification of the curricular area is not an average of the competencies; it is a conclusion that results from the overall analysis of such levels of achievement.
- In this process, the teacher must consider the student's progress throughout the teaching period, the priorities established in the learning purposes, the conditions and characteristics of the students and the modality, among others.
- h) In the case of the evaluation of the levels of achievement in the curricular area using the literal scale, coherence will be kept between the final qualification of the competencies and the qualification that summarizes the level reached in the area:
- The level of achievement of the area cannot be higher than the level of achievement obtained in the competencies;
  - When all the competencies involved have a level of achievement "Starting/Satisfactory" (C), a different level of achievement cannot be obtained; when all or most of the competencies involved have the "Outstanding" (AD) level of achievement, a different level of achievement could not be obtained.
- i) At the Early Childhood level (EC 3 to Kindergarten), the annual qualifications and descriptive conclusions, will be recorded for each competency developed, when deemed necessary.

#### 6.4. GRADING SCALE AND EQUIVALENCY IN THE US PROGRAM

**Grading scale equivalence between the Official Peruvian Program (OPP) and US Program** is consistent with the educational level required as well as with the rules established for that purpose:

##### a) Elementary School (Grade 1 - Grade 5)

US Program*	Peruvian Program	Descriptor
4	AD	<b>Outstanding/Excellent achievement</b> When the student shows a higher level than expected with respect to the competency. This means student learning goes beyond what expected.
3	A	<b>Very good/Achievement expected</b> When the student shows the expected level regarding the competency, demonstrating satisfactory management in all the proposed tasks and the scheduled time.
2	B	<b>Good/In process</b> When the student is near to or close to the expected level regarding the competency, which requires accompaniment for a reasonable time to achieve it.

1	C	<b>Starting/Satisfactory</b> When the student shows minimal progress in a competency according to the expected level. Frequently evidences difficulties in the development of tasks. The student needs more time for accompaniment and teacher intervention.
---	---	---

**b) In High School (Grade 6 - Grade 12)**

US Program*	Peruvian Program	Descriptor
7	AD	<b>Excellent/Outstanding achievement</b> When the student shows a higher level than expected with respect to the competency. This means student learning goes beyond what expected.
5-6	A	<b>Very Good/Achievement expected</b> When the student shows the expected level regarding the competency, demonstrating satisfactory management in all the proposed tasks and the scheduled time.
3-4	B	<b>Good/In progress</b> When the student is near to or close to the expected level regarding the competency, which requires accompaniment for a reasonable time to achieve it.
1 - 2	C	<b>Starting/Satisfactory</b> When the student shows minimal progress in a competency according to the expected level. Frequently evidences difficulties in the development of tasks, so it needs more time for accompaniment and teacher intervention.

**6.4.1. Descriptive Conclusions**

**Descriptive conclusions** provide valuable information to students and their families about the progress, difficulties and opportunities for improvement that are required in the process of developing competencies. Therefore, at the end of each period, the following will be reported on each student and for each competency:

- a) **Early Childhood School (EC-K)** The level of achievement achieved for each developed competency and the descriptive conclusions will be recorded when the student has reached the level of achievement C(1). In the case of the developed competencies of the period that have reached other achievement

levels such as B(2), A(3) or AD(4), the teacher will record descriptive conclusions when he/she considers it appropriate.

- b) **Elementary, Middle and High School (ES, MS & HS)** The level of achievement achieved will be recorded for each competency developed and the descriptive conclusions will be reported for each competency at achievement level C. (1 in the case of **US Program Elementary Level**), **(1-2 in the case of US Program Middle and High School level)**. In the case of competencies that are at another level of achievement (B, A, AD), **(2,3,4 US Elementary Program)** and **(7, 5- 6, 3-4, US Middle & High School Program)**, the teacher will record the descriptive conclusions when he/she considers it appropriate.
- c) In all cases, the descriptive conclusions must include personalized recommendations aimed at the development of each competency.
- d) In the case of hospitalized students or long-term outpatient treatment, the Progress Report will have the levels of achievement of the developed competencies and descriptive conclusions about their progress.

## 6.5. PROMOTION AND REPETITION

### 6.5.1. About the Conditions to Determine the Situation of Promotion, Permanence or Teaching Remedial Program

At the end of an academic year period, students can achieve any of the following:

- Be promoted to next grade level or age group.
- Require a remedial program.
- Remain in their current grade level.

Promoted to next grade level or age group. If the student reached the established conditions to go to the next higher grade or age group.

The students in the Early Childhood Program, exceptionally and in a single opportunity, may remain up to one year above their chronological age established on March 31 of the corresponding school year.

The permanence of students with Special Education Needs at the School (Elementary, MS and HS); extends up to a maximum of two years above the corresponding normative age during their school years.

Additional competencies organized in curricular areas and workshops will be considered for the purposes of promotion, recovery and permanence.

In cases when the number of competencies associated to an area is odd, the following will be considered: When a curricular area has 5 competencies, it is understood as "half", 3 competencies. If the area has 3 competencies, it is understood as "half, 2 competencies. In curricular areas with only one competency, this single competency will be considered.

Requires a remedial program when the student shows progress that still requires accompaniment to reach the expected level of achievement.

Remains in their current grade level: When the student did not meet the required conditions to be promoted or pass the remedial program.

## 6.5.2. Requirements for Student Promotion, Recovery, Permanence in the Grade

### a) Promotion to Next Grade Level:

At the end of the school year and the accompaniment to the student, or remedial program:

ELEMENTARY LEVEL (Grade 1 to Grade 6)	
Grade	Requirement
1°	Automatic.
2°	The student reaches the level of achievement "A" or "AD" (3 or 4) in half or more of the competencies associated with four areas or workshops and "B" (2) in the other skills.
3°	The student reaches the level of achievement "B" (2) in half or more of the competencies associated with all areas or workshops, being able to reach "AD"(4), "A" (3) o "C"(1) and "B" (2) in the other skills.
4°	The student reaches the level of achievement "A" (3) or "AD" (4) in half or more of the competencies associated with four areas or workshops, and "B" (2) in the other skills.
5°	The student reaches the level of achievement "B" (2) in half or more of the competencies associated with all areas or workshops, being able to reach "AD"(4), "A" (3) o "C"(1) and "B" (2) in the other skills.
6°	The student reaches the level of achievement "A" (3) or "AD" (4) in half or more of the competences associated with four areas or workshops, and "B" (2) in the other skills.

HIGH SCHOOL	
Grade	Requirement
1°	At the end of the school year: The student reaches at least the level of achievement "B" (3-4) in half or more of the competencies associated with all areas or workshops, being able to reach "AD"(7), "A" (5-6) o "C"(1-2) in the other skills.  At the end of the student accompaniment or teaching remedial program:  The student reaches at least the level of achievement "B" (3-4) in all of the competencies associated with all areas or workshops of the accompaniment of student or teaching remedial program, being able to reach in one of these areas the achievement level "C"(1-2) in all skills.
2°	At the end of the school year: The student reaches the level of achievement "A" (5-6) or "AD" (7) in half or more of the competencies associated with four areas or workshops, and "B" (1-2) in the other skills.  At the end of the student accompaniment or teaching remedial program:  The student reaches at least the level of achievement "A" or "AD"(7) in half or more of the competencies associated with all areas or workshops of the accompaniment of student or teaching remedial program, and "B" (3-4) in the other competencies, being able to reach in one of these areas or workshops the achievement level "C"(1-2) in all skills.
3°	At the end of the school year:  The student reaches at least the level of achievement "B" (1-2) in half or more of the competencies associated with all areas or workshops, being able to reach "AD"(7), "A" (5-6) o "C"(1-2) in the other skills.

	<p>At the end of the teaching remedial program:</p> <p>The student reaches at least the level of achievement "B" (3-4) in all competencies associated with all areas or workshops or teaching remedial program, being able to reach in one of these areas or workshops the achievement level "C"(1-2) in all skills.</p>
4°	<p>At the end of the school year:</p> <p>The student reaches at least the level of achievement "B" (3-4) in half or more of the competencies associated with all areas or workshops, being able to reach "AD"(7), "A" (5-6) o "C"(1-2) in the other skills.</p> <p>At the end of the student accompaniment or teaching remedial program:</p> <p>The student reaches at least the level of achievement "B" (3-4) in all competencies associated with all areas or workshops or teaching remedial program, being able to reach in one of these areas or workshops the achievement level "C"(1-2) in all skills.</p>
5°	<p>At the end of the school year:</p> <p>The student reaches the level of achievement "A" (5-6) or "AD" (7) in half or more of the competencies associated with three areas or workshops, and "B" (3-4) in the other skills.</p> <p>At the end of the student accompaniment or teaching remedial program:</p> <p>The student reaches at least the level of achievement "A" (5-6) or "AD" (7) in half or more of the competencies associated with all areas or workshops or teaching remedial program, and "B" (3-4), being able to reach in one of these areas or workshops the achievement level "C"(1-2) in all skills.</p>

**b) Remain in the Grade at the End of the School Year:**

At the end of the teaching period, the following students will remain the grade:

ELEMENTARY LEVEL (Grade 2 to Grade 6)	
Grade	Requirement
2°	The student reaches the level of achievement "C" (1) in more than half of the competencies associated with four areas or workshops, and "B" (2) in the other skills.
3°	The student reaches the level of achievement "C" (1) in more than half of the competencies associated with four areas or workshops, and "B" (2) in the other skills.
4°	The student reaches the level of achievement "C" (1) in more than half of the competencies associated with four areas or workshops, and "B" (2) in the other skills.
5°	The student reaches the level of achievement "C" (1) in more than half of the competencies associated with four areas or workshops, and "B" (2) in the other skills.
6°	The student reaches the level of achievement "C" (1) in more than half of the competencies associated with four areas or workshops, and "B" (2) in the other skills.

HIGH SCHOOL	
Grade	Requirement
1°	The student reaches the level of achievement "C" (1-2) in more than half of the competencies associated with four areas or workshops.
2°	The student reaches the level of achievement "C" (1-2) in more than half of the competencies associated with four areas or workshops.
3°	The student reaches the level of achievement "C" (1-2) in more than half of the competencies associated with four areas or workshops.

4°	The student reaches the level of achievement "C" (1-2) in more than half of the competencies associated with four areas or workshops.
5°	The student reaches the level of achievement "C" (1-2) in more than half of the competencies associated with four areas or workshops.

### 6.5.3. Remedial Program or Remedial Assessment

#### Elementary School (ES)

Students from Grade 2 to Grade 5 who do not meet the promotion or permanence requirements at the end of the school year go into the Remedial Program or Remedial Assessment.

#### Middle School & High School (MS and HS)

Students from Grade 6 to Grade 7 who do not meet the promotion or permanence requirements go into the Remedial Program or Remedial Assessment. They recover in those competencies with C (1-2).

Students from Grade 8 who do not meet the promotion or permanence requirements go into the Teaching Remedial Program or Remedial Assessment. They recover in those competencies with C (1-2).

Students from Grade 9 who do not meet the promotion or permanence requirements. They recover in those competencies with C (1-2).

Students from Grade 10 who do not meet the promotion or permanence requirements. They recover in those competencies with C (1-2).

Students from Grade 11 to Grade 12 who do not meet the promotion or permanence requirements. They recover in those competencies with C (1-2).

### 6.5.4. Remain in the Same Grade

At the end of the Remedial program/Remedial assessment at the year-end holidays or Recovery assessments, the student remains in the same year in the following cases:

- a) Students at the Elementary level from Grade 2 to Grade 6 who did not reach the minimum conditions for promotion after the end of the teaching Remedial program/ Remedial assessment.
- b) Students in Grade 7 (Middle school), who did not reach the minimum conditions for promotion after the end of the teaching remedial program/ Remedial assessment.
- c) Students in Grade 8 to Grade 12, High School, who did not reach the minimum conditions for promotion after the end of the teaching remedial program/ Remedial assessment.



## **6.5.5. Specific Provisions**

### **6.5.5.1. Early Childhood Program**

- a) Students in Early Childhood are promoted automatically to the next grade level.
- b) Notwithstanding, and with prior agreement between the School and parents and/or legal guardians, students in Early Childhood only repeat if:
  - ⓐ They have difficulties in their holistic development process; specified in reports from school specialists as well as health specialists (neurologist and/or psychologist), that recommend and substantiate the need to hold the student back.
  - ⓑ Due to health reasons (illnesses treatment) or other duly justified causes, the student has not had the opportunity to remain in the classroom with students of his/her same chronological age.

### **6.5.5.2. Elementary School:**

- a) Students in first grade are promoted automatically to the next grade level.
- b) Notwithstanding, and with prior agreement between the School and parents and/or legal guardians, Grade 1 students are only held back when:
  - ⓐ They have difficulties in their holistic development process; as specified in reports from School specialists as well as health specialists (neurologist and/or psychologist), that recommend and substantiate the need.
  - ⓑ Due to health reasons (illnesses treatment) or other duly justified causes of major force, has not had the opportunity to remain in the classroom with students of his/her same chronological age.

### **6.5.5.3. Middle School and High School:**

- a) In Middle School and High School, students who are promoted with B (3-4) in any competency should receive, in the following school period, more feedback on the planned learning experiences. The students that, at the beginning of the School year, have half or more of competencies in the achievement level C (1-2) in one area or workshop, will receive differentiated support in the grade learning experiences and in the framework of the teaching remedial program/ Remedial assessment, to overcome their difficulties and reach at least the achievement level B (3-4) in these competencies, until the end of the semester (December).

- b) Due to the North American academic calendar of Colegio Roosevelt and its curriculum, the school year corresponding to 5° de secundaria in the Official Peruvian Program, consists of two (2) semesters of Grade 11 and one (1) semester of Grade 12. If the 3 semesters of study are not completed, the Official Certificate of Studies for 5° de secundaria will not be awarded.
- c) The behavior evaluation scale in High School is literal and descriptive and the Homeroom teacher, the Principal or other assigned administrators will be in charge of the grade. Teachers in each area will report to the Principal the most relevant cases of the students regarding performance.

The criteria are registered in the Student Handbooks of each school division (MS and HS) and include, but are not limited to the following:

- a) Punctuality and school and class attendance.
- b) Personal Presentation: uniform and grooming.
- c) Care of Institutional property.
- d) Respect for the property of others (physical and intellectual).
- e) Respect and adherence to the Rules of Coexistence (See Student Handbook)
- f) Respect and adherence to the Digital Citizenship Agreements.

#### 6.5.6. Grade Placement

This evaluation is used to determine the level of achievement of student's prior learning and to be able to place him/her in their corresponding grade level. This will allow enrollment of students who did not join the school system in a timely manner, who interrupted his studies for a school year or more, who withdraw due to a situation that made it impossible for him/her to end the school year, or who do not meet the necessary requirements for the validation or revalidation as could be the case of some foreign students with studies in other countries.

The placement for Elementary, Middle or High school students is made considering:

- a) An evaluation that considers the expected learning in the previous grade to which the enrollment corresponds, as indicated in the following table:

<b>Relation of the Age and the Grade in which a Student will be placed; EBR modalities will apply:</b>	
<b>Age proved as of March 31:</b>	<b>Registration Grade;</b>
<b>7 years old</b>	Second grade / Elementary School
<b>8 years old</b>	Third grade / Elementary school
<b>9 years old</b>	Fourth grade / Elementary school
<b>10 years old</b>	Fifth grade / elementary school
<b>11 years old</b>	Sixth grade / Middle School
<b>12 years old</b>	Seventh Grade / Middle School (1st year of Secondary School)
<b>13 years old</b>	Eight Grade / Middle School (2 <sup>nd</sup>

	year of Secondary School)
<b>14 years old</b>	Nine Grade /High School (3 <sup>rd</sup> year of Secondary School)
<b>15 years old</b>	Tenth Grade / High School (4 <sup>th</sup> year of Secondary School)
<b>16 years old</b>	Eleventh Grade /High School (5 <sup>th</sup> year of Secondary School)

b) The School will take into consideration the results of the placement assessment designed based on the expected achievements in the grade immediately prior to the placement, for each of the competencies of:

1. The Language Arts and Mathematics areas (when the placement grades are from Grade 2 to Grade 6);
2. From Grade 7 and above, all the competencies associated with the subject areas will be evaluated, this will be organized so that the student is not overloaded with isolated evaluations. In the case of foreign students, the evaluation will be carried out using general and/or global thematic learning. In addition, in the case that the placement is made from Grade 8 to Grade 11, the grades prior to said placement grade are evaluated and certified using the procedure of recognition of independent studies throughout the first school period.
3. Once the student corresponding grade has been established, considering both criteria (age and proof of placement), the Principal of the Division authorizes the enrollment.
4. Since these evaluations do not adequately establish the degree of development of the various competencies, during the first month after enrollment, the School will carry out the necessary processes to determine the accompaniment needs of the registered student.
5. In case of the Elementary School, Grades prior to the grade in which the student has been placed will not be assessed. In Grade 7 in MS and all Grades in HS, Grades prior to the grade in which the student has been placed will be assessed and certified using the procedure of recognition of independent studies throughout the first school period.
6. In the event that a student with Special Education Needs requests a placement test, the appropriate adjustments and adaptations must be made, for which the advice of the Learning Support team will be available.

## 6.5.7. Exceptional Cases

### 6.5.7.1. Advancement and Postponement of Evaluations

- a) In the cases that the student can prove illness and/or outpatient treatment for prolonged periods, an accident, change of residence within the country or abroad, or travel in an official delegation, or other similar cases duly documented: The Principal or coordinating teacher of the educational program has the ability to authorize the advance or postponement of the exams of the student's learning, upon request of the parents, legal guardians, or of the student.
- b) In case of a change of residence abroad, the evaluations of the last period may be advanced or postponed, only if achievement levels are assigned in the immediately preceding period.

### **6.5.7.2. Exoneration of Competencies in the Physical Education Area**

- a) The father or mother of the child, legal guardian must request the exemption; in writing to the Principal, at any time during the school period.
- b) The request is accepted when the reasons why the student is prevented from performing any physical activity are duly justified. It is temporary if the impediment can be overcome after a time; and partial if the student can continue developing learning that does not involve physical effort that puts his/her health at risk.
- c) The Principal authorizes the exemption of the competencies associated to the curricular areas.
- d) The teacher in charge of the Physical Education area has the responsibility of making the curricular adaptations that he/she may consider pertinent so that the student can develop the learning within his/her reach. Student will be evaluated based on these adaptations. This also applies for students with SEN associated to a physical handicap.

### **6.5.8. Validation and Revalidation/Homologation of Studies Abroad**

The validation and revalidation (homologation) of studies abroad can be carried out at the School when enrollment is requested, or by the Ministry of Education, according to the decision of the parent or legal guardian.

For this purpose, in accordance with number 19-B.1, article 19, Regulation of Law No. 28044, General Law of Education, approved by Supreme Decree No. 011-2012-ED, modified by Supreme Decree No. 010-2019-MINEDU, the following requirements must be met:

1. Application, serving as a sworn statement, addressed to the competent division of the Ministry of Education, containing the following:
  - a) Full first and last names of the adult applicant; or of the father, mother or legal guardian of the minor whose validation or revalidation is requested, national identity document number (DNI), passport number, Carne de Extranjeria or other identity document recognized by competent immigration authorities in the case of foreigners; or the number of the identity document, in the case of national or foreign diplomatic personnel who prove such condition; and address, email, and telephone, if applicable.
  - b) Full first and last names of the minor or student of legal age, whose validation or revalidation is requested, national identity document number (DNI), passport number, Carne de Extranjeria, birth certificate or other identity document recognized by competent immigration authorities in the case of foreigners; or number of the identity document, in the case of children of diplomatic personnel.
  - c) The grades that require validation and/or revalidation, indicating the country of origin.
  - d) When applicable, the modular code number of the educational institution where failed or missing subjects will be taken due to the difference in the curriculum.
2. A copy of the passport or identity document recognized by the competent immigration authorities of the foreign applicant of legal age; or of the

father/mother/legal guardian of the minor, in the case of foreigners; or a simple copy of the identity document of the diplomatic personnel proving such condition.

3. A copy of the passport or of the identity document recognized by the competent immigration authorities or of the child birth certificate that proves the affiliation or relationship, in the case of foreigners; or a copy of the identity document that proves the status of children of diplomatic agents.
4. An authenticated copy (copia fedateada) issued by the Ministry of Education, of the Certificate (s) of Studies issued by foreign educational authorities, duly legalized by the Ministry of Foreign Affairs of Peru or with the Hague Apostille certification for those countries who are members of this agreement.
5. A simple translation with the indication and undersigned by the duly identified translator, in case the certificates are issued in another language.
6. Within a maximum period of thirty (30) business days after submitting the application, the competent department of the Ministry of Education issues the corresponding Resolution regarding the request. Once the term has expired without the procedure being resolved, positive administrative silence is applied.
7. In the case of revalidation and validation, these will be carried out in accordance with the provisions of article 19-A, Regulation of Law No. 28044, General Education Law, approved by Supreme Decree No. 011-2012-ED, modified by Decree Supreme No. 010-2019-MINEDU.

\* The validation is preferably processed one month before the start of the school year. If the procedure has not been completed in that month, the Peruvian Director authorizes the registration of the student with the commitment of the corresponding regularization, which will be formalized at the end of the procedure.

## **6.6. RESPONSIBILITIES**

The stakeholders below have the following responsibilities in the learning evaluation process:

### **6.6.1. According to the characteristics of his/her development, the STUDENT has the following responsibilities:**

- a) Be informed, in order to manage his/her learning from the beginning of the process, about what he/she will learn, what for, how and under which criteria they will be evaluated.
- b) Formulate and set goals and/or commitments to improve his/her learning, based on feedback received on his/her achievements, progress and difficulties

- c) Participate in the self-evaluation and peer evaluation processes, providing feedback to his/her own or their peers' productions or performances, using the established and/or agreed evaluation criteria.

**6.6.2. The FAMILY AND/OR LEGAL GUARDIANS have the following responsibilities:**

- a) Request information regarding how and in what areas their children or dependent children will be evaluated, and about the progress and difficulties in their learning process.
- b) Communicate relevant information about the characteristics and needs of their sons and daughters and/or dependent children.
- c) Value and support the learning process of their daughters, sons or dependent students through permanent emotional support and maintain high expectations in their possibilities of learning.

**6.6.3. The TEACHER has the following responsibilities:**

- a) Through school teamwork, participate in spaces for reflection on changes based on formative assessment in order to respond to the learning needs of students and promote their participation in their learning and assessment processes.
- b) Generate a favorable climate for evaluation, that is, promote spaces for reflection and interactions that allow students to demonstrate what they have learned, identify and communicate their achievements, difficulties and errors, propose how to overcome them and what to learn from them to improve their learning process, always showing confidence in the students' possibilities to learn considering their characteristics and interests.
- c) Communicate and ensure that students understand what they are going to learn, what for, how and with what criteria they will be evaluated.
- d) Permanently and systematically evaluate students to develop their learning. This implies feedback in a pertinent way to the students, providing specific comments, examples, questions and suggestions in an assertive way and at the right time, both orally, in writing or using alternative languages and communication systems according to the characteristics of the students.
- e) Collect and analyze evidence that accounts for student learning, evaluating such evidence based on clear criteria and with instruments that allow assessing the level of achievement; identify their progress and difficulties, and generate actions in coordination with the homeroom teacher and Principal to provide them with the necessary supports considering diversity.
- f) Reflect from the evaluation on their pedagogical practice, strengthening their professional performance.
- g) Readjust his/her planning, determining what, when, and how he/she should emphasize some aspect of the teaching and learning process in order to provide differentiated opportunities for students to bridge the gap between current and expected level of progress.

- h) Carry out the evaluation of learning based on the levels of achievement foreseen in the curricular adaptations of student with Special Education Needs, by using instruments, materials, and forms of communication, time and accessible spaces.
- i) Promote the participation of families, legal guardians or homeroom teacher in the student learning process, and generate spaces for reflection on the changes and advantages that formative assessment brings.
- j) Inform families, legal guardians or tutors (if applicable) about the student's expected learning; how they will be evaluated during the development of the school period; if applicable, the type of adaptations or reasonable adjustments used during the evaluation; as well as on the progress, difficulties and recommendations to follow to improve their learning.

**6.6.4. The DIVISION PRINCIPALS AND/OR COORDINATORS OF CURRICULUM have the following responsibilities:**

- a) Promote the participation of teachers in school workspaces to reflect collectively on the changes and advantages that formative evaluation brings. As well as to analyze, discuss and project the learning of the students in their Division.
- b) Plan, accompany and monitor the implementation of the learning evaluation process, according to the Institutional Curriculum Project (FDR Curriculum).
- c) Create conditions for the teaching teams, to analyze collectively the evidence of student learning, reflect and make decisions for continuous improvement in favor of learning processes.
- d) Guide the teaching teams so that they communicate in a clear and timely manner on student's progress in their achievement of the competencies.
- e) Monitor and analyze with the teaching team, periodically, the student learning results, so that difficulties are identified and improvement actions for learning are proposed.
- f) Develop communication and awareness strategies for the school community on curricular changes and the approach of formative evaluation within the framework of the local implementation plan.
- g) Inform families and/or legal guardians about the students' expected learning; how they will be evaluated during the development of the school period; if applicable, the type of adaptations or reasonable adjustments used during the evaluation; as well as on the progress, difficulties and recommendations to follow to improve their learning.

**6.7. SUPPLEMENTARY PROVISIONS**

**6.7.1. The Post-Remedial Evaluation is applicable in the following cases:**

- a) High school Grade 12 students who did not reach the minimum level of achievement required to pass this grade level in up to three curricular areas, subjects or courses and stopped studying for one or more years. The post-remedial evaluation is applied during the school year or during the Remedial program/ Remedial assessment that the School organizes at the end of the school year. If the student fails to achieve the minimum passing grade required

to be promoted, the evaluation proceeds every thirty days until success is achieved.

- b) Students who, at the end of certain grade level of High school, did not reach the minimum level of achievement/passing grade required to be promoted to the next grade in up to three curricular areas or workshops, subjects or courses and stopped studying for one or more years.
- c) Students with curricular areas or workshops, or subjects or courses, pending approval by validation or revalidation of studies.
- d) The post -remedial evaluation is applied during the school year or in the Remedial program/ Remedial assessment that the School organizes at the end of the school year.

All cases contemplated with respect to the Evaluation will be assumed in accordance with the current regulatory framework Vice-Ministerial Resolution No. 094-2020-MINEDU. Norm that regulates the Evaluation of the Competencies of the Students of the Basic Education.

## **6.8. TEMPORARY PROVISIONS**

- a) As part of the progressive implementation process of this norm, during the 2020 school year, Grade 9, 10 and 11 and 12, will continue to use the vigesimal scale until the end of it, only for certifying and administrative purposes as detailed in annex 7 of the MINEDU current norm on evaluation.
- b) Starting March 1, 2021, the implementation of the norm will be extended in its entirety and the use of the literal scale until the end of 3rd, 4th and 5th year of secondary school (Grade 9, 10, 11 and 12).
- c) During 2020, in the framework of the health emergency generated by the corona-virus COVID-19, the provisions for the evaluation of competencies set forth in this policy document will be taken with flexibility. The evaluation of the competencies will be carried out with greater force from the logic of a formative evaluation that provides feedback to the students for improvement, without prioritizing areas. If more precision is required in this regard, the Ministry of Education will determine new provisions in accordance with the evolution of the pandemic and the provisions of the National Government.

## **6.9 CERTIFICATION**

The Peruvian Director is responsible for the official and timely issuing of the corresponding certificates that confirm the results of the annual evaluation of the students of Early Childhood, Elementary, Middle and High School and the issuance of certificates for behavior and other simple certificates (constancias) requested by the parents, within the framework of current regulations and these Internal Regulations. The issuance of these documents is subject to deadlines, as well as to the payment of the corresponding fees.

Official Certificates of Study will be retained for those students whose parents or legal guardians have outstanding debts with the School.

Students who took the external exams for the Diploma Program can obtain this



document provided they have obtained the minimum score required by the external entity/International Baccalaureate.

Only students who have finished 5° de *secundaria* (Grade 11 and the first semester of Grade 12), will appear in the OPP Student Ranking (Cuadro de Orden de Mérito). Those students who come from abroad and who revalidate 5° de *secundaria* will not be part of the OPP Student Ranking. Upon the presentation of said questioning, the Superintendent has a term of ten (10) business days to issue the corresponding resolution that confirms or not what indicated by the Peruvian Director.

## CHAPTER VII

### ABOUT THE HIERARCHICAL STRUCTURE

#### 7.1. ABOUT THE HIERARCHY STRUCTURE OF TEACHERS AND ADMINISTRATIVE STAFF

The Teachers and Administrative staff hierarchy structure of the School consists of a set of norms and instruments that systematically record and provide valid and reliable information on the access, movement, evaluation and promotion of those who work in this School.

#### 7.2. ITS USE AND COMPULSORY REGISTRATION BY SCHOOL WORKERS

The hierarchy structure consists of a classifier of levels and positions, to which those who work in the areas of: Teaching, administration and services, have the right to enter, according to the requirements established for each level. The hierarchy structure allows to:

- a) Record the staff entering and their professional background.
- b) Appreciate job performance.
- c) Record and assess the merits.
- d) Record deficiencies and demerits.
- e) Provide information on the excellence and efficiency of the services provided by the staff in order to make decisions to optimize educational action and management.
- f) Accumulate service time.
- g) Determine the remuneration levels.

The purpose of the hierarchy structure is to determine the degree of professional excellence the employee carries out on behalf of the School and to keep the personal information of each professional or worker updated.

The internal regulatory aspects for updating the hierarchy structure will be reviewed annually by the School Administration.

## CHAPTER VIII

### STAFF RIGHTS, DUTIES, OFFENSES/DISCIPLINARY MEASURES, INCENTIVES AND SANCTIONS

These terms are defined and fully developed in the ***Work Regulations of the Instituto Educacional Franklin Delano Roosevelt.***

## CHAPTER IX

### STUDENTS RIGHTS, DUTIES, OFFENSES/DISCIPLINARY MEASURES, INCENTIVES AND SANCTIONS

#### 9.1. STUDENT RIGHTS

- a) Receive an holistic quality education, based on the fundamental rights of the individual, in agreement with the School's Educational Project (PEI) and in accordance with the School's Mission and the Core Values;
- b) To be respected in their integrity and personal dignity without any discrimination;
- c) Receive counseling and guidance from the pertinent curricular areas about self-care, identification of risks and handling confrontation strategies, and seeking help in dealing with these situations;
- d) Development of autonomous, critical and creative thinking;
- e) Being respected by their teachers;
- f) Being respected in their freedom of conscience, as well as in their religious and moral convictions;
- g) Participate in incentives and awards established by the School;
- h) Participate democratically in Student life through the institutional channels available, with the corresponding advice from Principals and teachers;
- i) Participate in Student Government and other representative organisms for students, voting for their peers or being elected for office;
- j) Freely express their opinions in accordance to the norms of respect for the individual and respect for the opinions of others;
- k) Protection by their division Principals in case of: physical and psychological mistreatment, harassment, abuse and sexual violence, abandonment and any other cases involving the violation of the Rights of the Child and Adolescent;
- l) To be listened to, when being part of a conflict situation.

#### 9.2. STUDENT DUTIES

- a) Comply with the rules established in the Student Handbooks of their School Division, both for face-to-face and distance learning;
- b) Attend school punctually, according to the established schedule by each division, both for face-to-face and virtual modality, as indicated by each division.
- c) The classroom schedule will depend on the evolution of the pandemic and the measures taken to counteract it. By resuming face-to-face educational attention, the distance modality could be kept in a complementary way and teachers must continue to monitor and provide feedback to their students. The schedule in the face-to-face modality may vary according to the norms issued by the Ministry of Health and by the

Ministry of Education. The schedules established for the different divisions will be communicated in due course.

- d) If the student arrives late to school it will be registered with the School Secretary and the procedures defined by each school division in the Student Handbook will be applied;
- e) The Homeroom teacher/Advisor will receive a written justification of the absence/s prepared by the parents or legal guardian on the day of re-entry to the School, otherwise it will be considered an unjustified absence/s. In case the student is absent from School due to family reasons, the parent or legal guardian must inform the School in advance;
- f) Attend School appropriately dressed, both for face-to-face and virtual modality, in accordance with the dress code, and be responsible for their personal belongings;
- g) Dedicate themselves to study in a responsible way, striving to develop all their skills;
- h) Respect their companions and all individuals who are part of the school community, Administrators, Principals, teachers, administrative and maintenance staff;
- i) Participate punctually and in a committed way in all school activities;
- j) Take care of the equipment, furniture, and other school facilities. In case of any damage or deterioration, the parent or legal guardian must assume the reparation or reposition cost within a period not to exceed 5 days.
- k) In the case of the School lockers, these are assigned by the School to the student for the organization of his/her material and is under their care. Teachers or Principals can request an inspection of a student's locker when deemed necessary;
- l) Stay in the spaces designated according to the School's activities and schedule;
- m) Watch over the care for cleaning and picking up litter on the School grounds;
- n) Respect themselves and others, avoiding games that involve both physical and verbal aggression;
- o) Use appropriate vocabulary, without cursing, or insults, or rude gestures among others, against students, teachers, School personnel and in general, to any individual or in any situation, in both English and Spanish;
- p) Demonstrate responsibility in their behavior inside and outside the School, avoiding situations and/or inappropriate or disrespectful behavior;
- q) Return books and other materials borrowed from the School, being economically responsible in case of loss or damage;
- r) Refrain from political-partisan and commercial activities within the School;
- s) Refrain from using the School's name without express authorization;
- t) Refrain from bringing to the School, equipment or devices that have not been explicitly requested, in which case the School is not responsible for their loss or damage;
- u) In case of medical prescription, the student must comply with it according

to the schedule established, and the student who is in class must leave the medicine in the Nurse's office (with the prescription) to comply with its administration and informing the teacher/Homeroom teacher in a timely manner of the schedule.

- v) In the face-to-face modality, during the school hours, students cannot leave the premises, without the authorization of the parents and/or legal guardians and the corresponding coordination.

### **9.3. AFFILIATED STUDENT ATHLETES**

Students who participate in an "affiliate sport" are those students who engage in sports that are competitive in nature and seek high performance in different sports disciplines. It consists of sports organizations such as self-managed community sports associations, clubs, leagues and federations, legally constituted and registered in the National Sports Registry (RENADE).

#### **9.3.1. Rights of Student Athletes**

Students of all educational levels who are selected to represent Peru in sports activities have the right to:

- a) Advancement or postponement of evaluations, papers, tests and exams that coincide with national or international sporting events in which they participate.
- b) Facilities to exercise, concentrate and compete at the request of their respective sports federation.
- c) Compensatory tutoring and academic support.

#### **9.3.2. Duties of Students Athletes**

In order to facilitate harmonious coexistence, it is necessary that the affiliated student athletes respond to certain obligations according to the principles of justice and equity.

- a) Punctually fulfill tasks, assignments, tests and other individual activities scheduled by the School.
- b) Maintain a positive, creative and dynamic attitude during the school day.
- c) Collaborate and participate actively as instructed by teachers in school activities both inside and outside the Institution.
- d) Carry out the evaluation tests, according to the criteria and procedures.
- e) Manage and keep the Principals of their division informed about their sports calendar.

These provisions will not apply during the Covid-19 Health Emergency period or while the distance learning program (DLP) is applied.

### **9.4. STUDENT ATTENDANCE**

The entrance to classes must be carried out according to the schedule indicated by each division during the deployment of the DLP, and according to the communicated schedules (when it is possible to return to classes under the face-to-face or hybrid/blended modality).

Students who are absent when returning to School, have to present a written justification from their parents and/or legal guardians informing the reason for their absence. The written justification will be given in the first hour of class.

Students must catch up, on the lessons and homework assigned in their absence.

Students who arrive late cannot enter the classroom while it is in session, unless the student brings a signed permission pass from the Secretary of the pertinent School Division (face-to-face or semi-attendance modality).

Once the student arrives at School, (during face-to-face modality), they cannot leave the premises until the end of the school day. In case parents and/or legal guardians need to pick up their children during school hours, they can only do so by requesting authorization from the Division secretary. The Principal must sign the authorization and the parent must sign the Registration Book at the gate.

## **9.5. STUDENT INCENTIVES**

In order to promote and improve student behavior and support their continuous growth in the moral, intellectual and physical dimensions, the School will bestow diverse awards such as, but not limited to:

- a) Awards and honorable mentions such as: Diplomas, medals and badges.
- b) Monthly lunches with Principals and students, that are in the Honor Roll.
- c) Diverse recognitions and rewards as a whole or in groups for each class.

## **9.6. OFFENSES**

### **9.6.1. Category 1**

These are behaviors not demonstrating personal responsibility: Minor offenses that do not disrupt or affect the learning of others. This category contains the following unwanted behaviors:

- Tardies to class;
- Incorrect or inappropriate uniform use;
- Materials not brought to class;
- Work not handed in on time;
- Littering or creating disorder on School grounds;
- Accessing any form of media/texting during classes without permission (i.e., websites, cell phones, social media, online games,

etc.)

To have the same offense reported in more than three (3) opportunities will automatically be treated as a Category 2 Offense.

### 9.6.2. Category 2

Offenses that **do disrupt** the teaching and learning of other students.

This category contains the following unwanted behaviors:

- Physical or psychological abuse or intimidation of another student or any member of the community. Repeatedly interrupt learning for self and others.
- Interrupting the teacher;
- Leaving the School without permission.
- Play fighting or violent games.
- Hiding another's belongings.
- Crude or derogatory language;
- Inappropriate displays of affection.
- Spamming (spam, unsolicited e-mail message with unknown sender, sent to a large number of users).
- Offensive digital communication - defined as any text or image that is distributed to students or staff by a student that implicitly or explicitly contains profane or insulting language, inappropriate comments, photos or videos that are sexually, racially or culturally offensive especially those intended to do harm.
- Absence from class without parents or legal guardians' permission;
- Academic dishonesty.
- Taking pictures or video of the classroom without teacher's permission during class.
- Taking pictures or video of the other students without permission.

The same offense reported in more than three (3) opportunities will automatically be treated as a Category 3 Offense.

Committing more than two (2) or more Category 2 offenses will automatically generate that the following offense is considered as a Category 3 offense.

### 9.6.3. Category 3

Serious offenses or REPEATED Category 1 and Category 2 offenses. These include behaviors that violate the rights of others or are illegal or are dangerous and are against the School Coexistence Norms.

This category contains the following unwanted behaviors:

- Instances of violence (physical, threat, intimidation)
- Bullying.

- Discrimination against any member of the community based on their role, social status, sexual orientation, talents, gender, race, religion, academic ability, appearance, or nationality.
- Cyber-bullying - Improper use of computer elements and services, which harm institutions or people (blogs, photologs, chats, text messages, phone calls, Facebook, emails or other means)
- Vandalism;
- Theft, robbery or misappropriation;
- Swearing, obscene gestures and disrespecting any member of the school community.
- Lying, not being truthful;
- Possession of dangerous or illegal items;
- Possessing or accessing pornographic material;
- Smoking inside and/or near the School at any time.
- Possession, introduction, consumption or trafficking of alcohol and other unauthorized drugs or medications within the framework of health treatment as previously indicated.
- Instigation to the consumption of alcohol and other drugs or medications
- Falsifying school documents (signatures, homeroom teacher, assessments, etc.)
- Computer hacking against School, staff or student's equipment.
- Using or possessing tobacco, illegal substances on school premises or field trips, or in school uniform.
- Downloading viruses knowingly.
- Defiant and/or derogatory attitude towards anyone in the School community.
- Any instance that brings the name of the school in disrepute;
- Swearing at any person.
- Inappropriate use of the school's infrastructure and furniture, causing damage to said infrastructure, furniture, and other students and members of the school community.
- Committing any act, inside or outside the School, that contravenes the Mission, the Core values and/or the educational philosophy of the School.

## **9.7. SANCTIONS**

### **9.7.1. Discipline Philosophy**

The school's Mission is best accomplished in a school climate where the student engages in behavior that respects the rights and property of others. Policies and rules are established to help define this learning environment. Teachers and Administrative staff are charged with the authority and responsibility to enforce them through fair measures and consistent discipline that preserves the dignity of the student.



Most students, in most circumstances, will be able to follow the basic code of conduct. In cases where students have violated school policies and/or rules, it will be necessary to dictate disciplinary measures, in accordance with the provisions of these Regulations, with the goal of teaching the appropriate behavior of students and to maintain the best conditions possible for learning and personal growth in a social environment.

Classroom teachers will be able to handle minor situations that require discipline. However, major offenses will be under the responsibility of the Division Principal. In both cases, the disciplinary procedure provided for in these Regulations will be followed.

It should be noted that offenses, sanctions and disciplinary procedures are established by the School according to the power they have to organize and conduct their administrative management, that is, to establish their administrative regime, in accordance with the special laws of the sector. In any situation not provided for in these Internal Regulations or in the School Policy, the Superintendent has the power to determine the procedure to be followed, provided that the student is objectively evaluated and allowed to be heard his or her charges against an imputation of infraction.

### **9.7.2. Sanctions**

#### **a) In the case of incidents in the Offenses Classified as Category 1, the Sanctions will be as follows:**

- First offense/time: Warning
- Second offense: Email to parents and/or legal guardians reporting offense and log entry (log entry; a record in the student's history).
- Third offense: Call the parents and/or legal guardians
- More than three (3) offenses: It will be treated as Category 2 offense

Additionally, and depending on the severity and consequences of the offense, the teacher can use other types of sanctions such as:

- After school detention.
- Removal of student for the class period.
- Report to relevant Associate Principal, if deemed necessary.

#### **b) In the case of Incidents in the Offenses Classified as Category 2, the Sanctions will be as follows:**

- First (1) offense: Log Entry entered by the Principal or Associate Principal (log entry is a record in the student's history) and letter to parents and/or legal guardians.
- Second (2) offense: Meeting with parents and/or legal guardians and Probation Contract/Conditional Contract:

- Third (3) offenses: Probation Contract/Conditional Contract and appointment with parents and/or legal guardians.
- More than three (3) offenses: Will be considered as a Category 3 offense.

Additionally, and depending on the severity and consequences of the offense, the teacher can use other types of sanctions such as:

- Temporary removal of student for the duration of the class.
- Notify parents and/or legal guardians and cc: to Associate Principal.
- Loss of recess.
- Limiting access to personal technology.
- Start the weekly progress report with the Associate Principal or Counselor;
- After school detention.

**c) In the case of incidents in the Offenses Classified as Category 3, the Sanctions will be as follows:**

- First time that the occurrence of such prohibition is verified: Appointment with parents and/or legal guardians and one week suspension.
- Second time that the occurrence of such prohibition is verified: Probation Contract (Conditional Enrollment), for which a disciplinary procedure will be held ending with a resolution issued by the Division Principal.
- Third time that the occurrence of such prohibition is verified: The student will be asked to withdraw from the School, previous disciplinary procedure that will end in a resolution issued by the Superintendent.

After a suspension, the student will return to School accompanied by his/her parents and/or legal guardians and will enter to the Principal Office to sign the Probation Contract that will condition his/her enrollment. Not complying with what is outlined in the Probation Contract (Conditional Enrollment) will end with definite withdrawal of the student.

In addition and depending on the seriousness and consequences of the offense, the teacher, the Leadership Team or the Divisions Teams can use other type of sanctions such as:

- Conferences between parents and/or legal guardians, teachers and the Division Principal of Division and/or Peruvian Director;
- Automatically fail or not being evaluated (for students in the IB program).
- Replacement of the property or its cost;
- External counseling;
- Review of the incident by the Superintendent;

- Report to the local authorities;
- Definite expulsion from school recommendation.

Any offense made and the measures and corresponding sanction are recorded in the student's personal file.

**d) Additional consequences for dishonest behavior (generally referred to plagiarism in exams, homework, classes, among others).**

In addition to the sanctions mentioned for plagiarism, as faults classified as Category 2, the School can apply the following consequences:

- The Student must have a meeting with the Associate Principal;
- The incident will be shared with teachers.

## **9.8. DISCIPLINARY PROCEDURES**

When a student commits (or is deemed to have committed) any of the offenses mentioned in these Internal Regulations, the school would proceed as follows:

### **9.8.1. In the Case of Category 1 Offenses**

The teacher or the appropriate Division administrators will impose the consequences for offenses in Category 1.

### **9.8.2. In Case of Category 2 and Category 3 Offenses**

The disciplinary process will be initiated to verify the offense and, if applicable, to apply the corresponding sanction. This procedure has to comply the following:

- The student must discuss and document the incident with the Associate Principal or School Principal;
- If when reviewing the student's position and the relevant evidence, the Associate Principal believes that a violation has been committed, he/she will notify the parents;
- The Associate Principal will call a member of the School community, chosen by the student, to be the student's defense advocate;
- The Student will meet with his/her defense advocate;
- The Student's defense advocate, the Student and the Associate Principal will meet to deal with the accusation;
- After all the issues have been discussed, the student's defense advocate and the Associate Principal will deliberate on the accusation;
- The Associate Principal will make every effort to meet with the Parents and/or legal guardians, before making a decision. If the parent cannot come to School, the meeting can be via phone call, in order to expedite the process;
- The decision of the Associate Principal (hereinafter the "Decision") must

be given in writing to the Student and his/her parents and/or legal guardians;

- In a period of two (2) business days counted from the day after notification of the Decision, the parents and/or legal guardians can appeal the Decision. In case there is no appeal, the Decision will be executed by the School;
- In the case the Decision is appealed, the Division Principal will review the appeal and in a maximum period of five (5) business days, and will decide if the Decision stays or is dismissed. The Superintendent/Peruvian Director will issue a resolution for that purpose (hereinafter the "Resolution");
- In the case that the Division Principal confirms the Decision, it will be executed immediately. In case the Division Principal decides to nullify the Decision, the disciplinary procedure will be dismissed.
- The Resolution cannot impose sanctions more severe than those imposed by the Decision.
- Cases of School Violence will be registered in the School's Incident Record Book and reported on the SISEVE portal and will follow its own process according to current regulations.

### **9.8.3. Provisional Measures**

- The School can adopt a provisional measure in order to ensure the safety and welfare of the rest of students in the School community, in as far as there always exists enough evidence to that effect.
- In such a case, the School will adopt the necessary protective measures to avoid affecting the learning process of the student.

## **CHAPTER X**

### **SCHOLARSHIPS AND TUITIONS EXEMPTIONS**

#### **10.1. ABOUT THE SCHOLARSHIPS AND TUITIONS EXEMPTION**

In alignment to our educational mission and the particular circumstances of some students and their families, the School provides financial support consisting of the total or partial exemption of educational costs (tuition fees). The purpose of granting full or partial scholarships is to:

- a. To ensure the continuity of a student's studies in case of being left an orphan in a situation that involves a serious financial problem.
- b. To support, for a limited time, families that due to fortuitous circumstances, have very serious financial difficulties.

Regarding the partial or integral exemption or remission of tuition fees:

##### **10.1.1. Partial Exemption of School Fees for Pre-Kindergarten Grades for Expatriate Staff of the US Embassy**

As an official school of the US State Department in Peru for its expatriate staff, and if space is available, a Pre-Kindergarten partial school exemption will be offered for the sons and daughters of expatriate USA Embassy employees.

This is a partial exemption from the tuition fees, the amount of which will be determined annually by the School.

All student applicants must meet all other criteria to apply to the School. Acceptance for enrollment is not automatic. The school reserves the right to deny registration for admission.

##### **10.1.2. Remission from Tuition Fees for Eligible Employees**

Eligible employees may enroll their school-age children in the School as long as they meet the established admission requirements.

Each eligible employee can receive up to 2 tuition remissions waivers at any given time for all grade levels and without the School having to hire additional staff. For EC-3, the tuition remission is offered only if space is available.

## CHAPTER XI

### LABOR REGIME

#### 11.1. FORMALITIES OF FULL AND PART TIME EMPLOYMENT CONTRACTS, AND OTHER MODALITIES

The current labor legislation establishes certain types of contract modality.

- Permanent contract: The permanent or indefinite period of time contract is the main form of hiring, which is applied to workers who have been permanent stable workers and carry out a specific and permanent function in the company.
- The Institution applies certain modalities such as: subject to part-time modality, which extends to coaches of extracurricular activities since they work on average 4 hours a week as established by legislation, as well as supervisors of well-being and behavior; on school buses called Bus Monitors who also maintain a part-time time regime with benefits according to law.
- Likewise, the School applies the modality of contract subject to mobility such as in the case of sick leave and maternity leave. A contract may be extended when the reason for the contract is well detailed. This is the case of an extension of maternity leave, or an extension of such.
- On the other hand, for temporary maintenance workers who carry out work subject to a fixed-term modality, for general maintenance work, maintenance work on the School facilities during the holidays in January, February and July.
- The School applies the legislation for foreign personnel, thus using the contract with foreign personnel. This type of contract is a modality only for expatriates who have been hired outside the country.
- Finally, the School applies a contract subject to an intermittent modality for personnel who replace teachers or teacher assistants per day with a specific illness or license. This modality is applied and extends to external personnel but who maintain all the benefits of the law being on specific payrolls.
- Another type of contract modality used by the School is the Project Contract. This is used to determine if the project to be implemented gives positive results. At the end, it may be decided not to continue with this project following the labor guidelines. This contract can have a maximum of a one year term.

- As a training modality, the School has two types of pre-professional practices and professional practices. The first is used when the student, still studying, requires internships to finish his/her cycle or his university career. Professional practices are used to give the graduated students, after proof of graduation, an opportunity to exercise what they have learned during their university studies. Pre-professional practices can last for the duration of the student's university career, while the professional practices can only be for up to one year.

## CHAPTER XII

### COMMUNITY OUTREACH

#### 12.1. INTER-INSTITUTIONAL RELATIONS

To reinforce its community outreach, the School will carry out the following actions:

- a) Promote educational conferences that create spaces for learning and reflection, as well as activities geared to address and improve the learning quality and the administrative services within the framework of the Proyecto Educativo Institucional (PEI).
- b) Coordinate with the Parent Teacher Association (PTA) matters of common interest;
- c) Prevent and mediate in conflict situations, creating an environment that favors positive human relationships within the School community;
- d) Promote activities for the benefit of the community and support activities within the school community;
- e) Promote the participation of families and the community in the educational process of their children.

#### 12.2. RELATIONSHIPS & INTERNAL COORDINATIONS

Strategy 3 of the School Strategic Plan seeks the development of lasting bonds between students, parents and/or legal guardians, staff and alumni to join our community and to contribute with our Mission and Core Values;

For this purpose, the following strategies shall be implemented:

- a) The School identifies and utilizes pathways and structures that promote the engagement of all stakeholders for uniting the community towards our mission.
- b) The School maintains a dynamic calendar of events that promotes meaningful opportunities for celebration, building community and community wellness.
- c) The School maintains clear, agreed-upon communication channels between all stakeholders to promote cooperation and collaboration towards our Mission and Core Values.



### **12.3. PARENTS AND / OR LEGAL GUARDINAS**

Parents or Legal Guardians are defined as those who are in charge of one or more students in the School, and consequently, they are legally responsible for those students. When the term "Parents and/or Legal Guardians" is used in this document it will include Parents as well as Legal Guardians.

The School maintains relationships and coordination with parents and/or legal guardians in order to join efforts and integrate actions to create the best educational environment for their children.

The relationships and coordination between the School and Parents and/or legal guardians are framed within School Policy and other current legal regulations.

Parents and/or legal guardians can organize into a Parent Association internally named: Parent Teacher Association (PTA) as detailed in section 12.4 of this document and Homeroom committees for their effective participation in the education of their children.

School's PTA is normed by its own Statute and Regulations.

#### **12.3.1. Parents and/or Legal Guardians Rights**

- a) Receive all the necessary information regarding the educational philosophy, objectives, programs, services and activities of the School;
- b) That their children receive the education offering according to the objectives and purpose of the School;
- c) Being informed, in a timely manner of the academic and behavioral performance of their children through reports in each academic semester;
- d) Receive timely information about schedules, calendars, timetables and norms that rules the general management of the School;
- e) To be respectfully and diligently heard by teachers, Principals and School staff during business days and according to the School office hours, strictly adhering/sticking to it;
- f) Request explanations of situations that happen in the School using regular established channels (Teacher, Associate Principal, Coordinators, depending on the case);
- g) Support the educational and formative work of the School.
- h) Sign the Report Cards, Evaluations and other documents sent by the School.

### **12.3.2. Parents and/or Legal Guardians Functions**

- a) Participate actively in the educational process of their children.
- b) Participate in the development of educational activities that the School implements.
- c) Comply with the administrative regulations issued by the Ministry of Education for the improvement of the School.
- d) Respect the academic development made by teachers.
- e) Respect the educational philosophy of the School within the framework of its institutional values.
- f) Respect the Internal Regulations.

### **12.3.3. Parents and/or Legal Guardians Duties**

Parents and/or legal guardians when registering their children at the school commit to:

- a) Be up to date with the payments for the education services rendered and present the completed documentation requested at the beginning of the year, as well as during the year;
- b) Send their children punctually to school and deliver school supplies on time;
- c) Participate with interest in Parent workshops, interviews, meetings and activities organized by teachers, the Guidance Department, the Principal or any School office;
- d) Request academic or any other information about their children to the appropriate school division;
- e) Treat all School staff with respect as well as other parents and/or legal guardians, and respect the rights of other School students. This also applies to all types of communication and messages with members of the School community through social media, email, WhatsApp and others;
- f) Respect the office hours of the School and those for parent and/or legal guardians' appointments;
- g) Respect the classroom and office schedules established by the School, in order to avoid interfering with the daily academic and administrative activities;
- h) Be a role model for students at home, school and in the community;
- i) Respect the signed commitments entered in the affidavit given to the Parents and/or legal guardians during the registration process;
- j) It is expressly forbidden to tape a student's class without the permission of the teacher and the School Principal;

- k) Protect the safety and security of children during the entrance and dismissal hours of the School;
- l) Personally pick up the report card at the end of each semester, when requested by the Principal. To receive the report card the Parent must be up to date in their economic obligations with the School;
- ll) Justify in a timely manner both parent and/or legal guardian and student tardies and absences where appropriate.

The non-compliance with these Duties may incur a verbal or written warning and may be taken into consideration as a condition of registration renewal at the school.

#### **12.3.4. Prohibitions to parents and/or legal guardians**

Parents and/or legal guardians are prohibited from:

- a) Pressuring School personnel;
- b) Hiring School teachers to tutor students in their current grade level.
- c) Invite teachers to their homes or other places outside the School, to talk about matters related to the School.
- d) Give gifts to School personnel in order to obtain unethical favors, such as to influence academic grades or behavior grades.
- e) Appear at the School without having an appointment previously concerted through the School Secretary;
- f) Appear in the classroom building and/or other environments of the School where access is limited, and only in the case of invitations to performances, Report Card pick up and other special activities programmed and announced in advance by the School;
- g) Participate in actions that lead to the loss of prestige of the School.
- h) Recording student classes is prohibited without the consent of the teacher and Division Principal.

The non-compliance with these Duties may incur a verbal or written warning and may be taken into consideration as a condition of registration renewal at the school.

#### **12.3.5. Responsible for Communication with Parents and/or Legal Guardians**

Before and during the registration process, parents and/ or legal guardians receive the School Calendar which describes in detail the educational activities that students will be engaged in during the school year, inside and outside, of the premises. It also shows the dates and times of the Parents and/or legal guardians' meetings within the different school divisions. This document describes the organizational and academic development of the School year.

The Parents and/or Legal Guardians receive a weekly bulletin every Monday - sent via email - called "Monday Messenger", which includes the educational

activities programed by the Divisions of the School where their child is registered to. This weekly bulletin is a summary of the activities that have taken place and the ones that will be developed during the week, actions in support of students, meetings and/or events scheduled, financial aid schedule, and general information of interest for the School community.

Parents and/or Legal Guardians receive accurate information about the financial commitments entered into when enrolling their children at School. The information provided is aligned with the Ministry of Education regarding tuition payments and others.

According to the established programs, conferences are held for Parents and/or Legal Guardians - both individual and in groups - to inform and/or establish mechanisms of support in the educational development of students.

Parents and/or legal guardians do not have any limitations in order to visit the School, as long as their presence does not interrupt student learning. Any concern or inquiry is to be made by appointment, through the corresponding Division or program.

Parents and/or legal guardians participate in the "Homeroom Parents" program in Elementary School. Through this program, they support the development of educational and/or cultural activities in the classroom according to the schedule established for this purpose in coordination with the Homeroom teacher. Likewise, in the different Divisions, representatives of the PTA participate in the classroom committees for each academic grade.

#### **12.4. PARENTS-TEACHER ASSOCIATION (PTA)**

The Parent Teacher Association (known internally as: PTA) is a non-profit organization formed by natural persons with legal status under private law, whose objective is the participation of Parents and Legal Guardians in the educational process of the students at our School. Its membership consists of the Parents and/or Legal Guardians of the enrolled students at the School.

The PTA participates in the School community by supporting the educational activities and programs in order to achieve the outstanding development of the entire School community. Their activities are performed in constant coordination with the School.

At the School, there will only be one PTA. The PTA is governed by its own Regulations and Bylaws, which will be approved by the Board of Directors.

#### **12.4.1. Organization and PTA participation**

The Parent teacher association is formed by:

- a) The General Assembly
- b) The Executive Committee
- c) The Parent Advisory Council

The General Assembly is the body that represents its members and is constituted by all the parents who have students enrolled in the School.

The agreements, suggestions and requests approved are for the benefit of the educational quality of the School and all members are obligated to comply with them in accordance with its Bylaws.

The duties of the General Assembly are:

- a) Elect among its members the representatives for the Executive Committee of the Parent Teacher Association;
- b) Inform and be informed of the various ongoing School projects;
- c) Support the curricular programs and the human development projects;
- d) To be informed, in writing, of the income and expenses by the PTA Executive Committee at the end of each year;
- e) Set the ordinary and extraordinary membership fees, as well as frequency of the contribution of the members;
- f) Approve the Work Plan of the PTA, formulated by the PTA Board.

The Executive Committee of the Community of parents and/or legal guardians of the Parent teacher association, is constituted as the governing body of the PTA, and is formed by:

- a) The President
- b) The Vice-president
- c) The Secretary
- d) The Treasurer
- e) The Advisory Council PTA liaison.

The Executive Committee cannot be formed by:

- a. School management, teachers or administrators;
- b. Members of the School's Sponsoring body and family, up to a fourth degree of consanguinity and second degree of parentage;
- c. Legal guardians who in a non-permanent manner take responsibility for the student.

The Functions of the Executive Committee are as follows:

- a) Announce and run all General Assemblies of the Parent Teacher Association;
- b) Execute all the decisions of the PTA General Assemblies;
- c) Prepare an Annual Plan and budget to submit to the PTA General Assembly in June. This plan and budget must be approved by the School Board before it is presented in the General Assembly of the PTA;
- d) Execute the Annual Plan within the approved budget;
- e) Appoint designated Members;
- f) Sign and keep written minutes of all meeting and an efficient accounting record;
- g) Prepare and present an Annual Report of the activities and finances at the Annual Meeting in June;
- h) Keep Parents informed about the activities of the Parent Teacher Association. The Appointed Administrative Liaison must approve all printed and/or electronic communication.

The term of office of the PTA's Executive Committee will be of two years.

The Executive Committee members can be dismissed from office under the following circumstances:

- a) Being absent to three consecutive meetings or to a total of five meetings of the Executive Committee within the same school year;
- b) Not complying with the Bylaws of the Parent Teacher Association and the decisions of the Executive Committee or the General Assembly;
- c) Unauthorized representation or unauthorized use of the name or information of the PTA;
- d) Unauthorized representation or unauthorized use of the name, logo or School information.

In case of a vacancy, the President must replace the missing member as soon as possible. In case of vacancy of the Presidency, the Vice-president must assume the position and appoint a new Vice-president.

The outgoing Executive Committee will hand over the governance to the incoming Executive Committee within five calendar days from the date of its designation, with an internal decree. The outgoing Executive Committee will turn over to the incoming Executive Committee all the documentation

(Accounting books, current balances and any other relevant information), as well as the furniture listed by serial number. Both Committees will sign the delivery of all items. In case of not complying with the above-mentioned actions, the incoming Executive Committee will file the corresponding complaint to the pertinent Educational, Police or Judicial authority for investigation and sanction.

The Executive Committee of the PTA cannot be simultaneously members of other School Boards in either the private or public sector.

The members of the Executive Committee are not entitled to receive any monetary compensation or benefits for their services to the PTA.

The School Management will inform the community of the new members of the PTA Executive Committee in order for them to best carry out their duties.

#### **12.4.2. Parent Teacher Association Finances and Income**

PTA resources include:

- a) The ordinary annual fee duly approved by the Board and the School Management.
- b) The funds collected by the PTA in the activities approved by the School Board.
- c) Donations and other contributions.
- d) Other resources assigned or that proceed from other sources

The annual fee per family is a one-time voluntary contribution, and its payment does not constitute an obligation on the part of the parents and/or legal guardians. Parents and/or legal guardians who would like to contribute to the PTA can pay the annual fee when registering their children.

The income of the PTA is considered part of the School budget and is to be spent in the PTA Annual Work plan according to law.

PTA resources will be exclusively used to improve educational services, equipment and School furniture.

Funds collected by the PTA will be recorded in the accounting books of the School.

The President and the Treasurer of the PTA together with the School's Administration and Finance Manager will handle the account or bank accounts opened with funds collected by the PTA.

All goods bought with PTA funds will be made in the name of the School.

The School Management will give the PTA (Executive Board and Parent Advisory Committee) the necessary facilities, such as:

- a) Use of the Campus for ordinary or extraordinary meetings;
- b) Distribution of notices of meetings, bulletins and others;
- c) Use of services, equipment and furniture.

## **12.5. ALUMNI**

For the purposes of these Internal Regulations, an Alumni of the School is an individual who has been a regular student of the school for one or more academic years and are currently not students at the School.

### **12.5.1. Alumni rights**

- a) Register in the School Alumni Association, constituted by an Act of Incorporation dated February 12th, 2016 (hereinafter the "Association"), which is the only representative alumni body of the School;
- b) Elect and be elected to be part of the Association board in accordance with their own bylaws;
- c) Have an active participation and voice, with voting rights in the Association according with the bylaws;
- d) Fully participate in all the activities organized by the Association and the School.

### **12.5.2. Alumni Duties**

- a) Collaborate to the best of their abilities in the educational work at the School;
- b) Be a permanent model for the School's students;
- c) Participate in student orientation at the request of the School Administration in coordination with the Leadership Team.

### **12.5.3. Alumni Association Functions**

The Alumni Association is autonomous and is dedicated to:

- a) Promote and maintain solid links that permanently join Alumni from the various generations and classes.
- b) Participate in the benefits that the School offers through its personnel or infrastructure and in turn, the alumni can offer through their different categories and contacts.
- c) Plan, organize, execute and evaluate diverse educational projects and/or annual work plans for the benefit of the School.

## **12.6. RELATION & COORDINATION WITH COMMUNITY**

The School Administration coordinates with the Leadership Team and with the



Management Team in order to join efforts to improve the educational service provided by the School.

The School Management coordinates with the Classroom Teachers, Educational, Discipline and Sports Committees all the activities that will be held and the ones open to student and parents and/or legal guardians' participation.

The School Management maintains a close relationship with the educational authorities of the Local Educational Management Unit (by its initials in Spanish: UGEL), of the Ministry of Education, other Schools and Associations.

The School Management maintains a close relationship with the United States Embassy and with OSAC (Overseas School Advisory Council) of the State Department of the United States of America.

The School will promote cultural, sports or recreational activities as a member of the Association of private schools with cultural connections (ADCA); with the Sports Association of Religious Schools (ADECORE) and other Educational Institutions.

The School will maintain close ties with other Educational Institutions of its scope, as well as with social, cultural, similar or compatible institutions to those of the School.

## **CHAPTER XIII**

### **FINAL REGULATIONS**

These Internal Regulations will be approved by the Superintendent, with the approval of the Leadership Team by Directorate Resolution.

School Policy will govern situations not provided in these Internal Regulations.

The Superintendent with the advice of the Leadership Team and the Board, if applicable, will absolve the precise inquiries about the interpretation of the Internal Regulations or *School Policy*. The interpretation and the decisions that they will adopt will be unappealable.

These Internal Regulations will be distributed to all staff who work at the School, if applicable, and to students and Parents and/or legal guardians for their respective compliance, through the School webpage (under Programa Oficial Peruano).

These Internal Regulations will be effective the day after approval by Directorial Resolution.

By its nature, this document is subject to constant revision and adaptation to the

regulations issued by the Ministry of Education. Any modification of the School's educational policies and/or Education Laws that affect these Internal Regulations must be included within. The School Board approves the corresponding modifications requested by the Superintendent.

-----

