



## INTERNAL REGULATIONS

### INTRODUCTION

The policies and procedures contained in this document aim to ensure a productive and effective partnership between school personnel, parents, students and the whole Educational Community by:

Understanding that the purposes of education go beyond mere knowledge acquisition, intellectual habits, and work techniques, and extend to the integral formation of the personality with specific emphasis on those values, principles, rights, and duties that shape democratic society;

Asserting that the all-round development of a person is achieved through the acquisition of ethical values such as tolerance, mutual respect, cooperation, commitment, effort, and solidarity, strengthened by coexistence, which require daily practice and should permeate school life in order to be projected into society in an active, responsible, free, and participatory manner;

Recognizing that democratic society involves values and engagement and participation in all social, cultural, political, religious, moral, and educational arenas;

Considering that the Internal Regulations should include a model of coexistence inspired by collaboration, cooperation, and participation and for which the Educational Community is responsible;

Seeking to provide us with an effective tool to develop quality education of which students are aware that the rules of coexistence have been developed and embodied by the entire Educational Community, with them as the main beneficiaries;

Understanding that the role of the teacher is instrumental in the learning process. Teachers provide authority in the classroom and are those who direct, coordinate, and guide academic activities. Therefore, they must be a moral compass for students and the figure of complete respect for the entire Educational Community. Likewise, the administrative and service personnel are fundamental in this educational process;

Acknowledging that corrective actions in cases of misconduct must always seek to educate and foster personal development, with the goal of teaching and reorienting the student, with the end result of achieving positive reinforcement and motivation.

**This document is a courtesy translation. The official and valid version of the GSD Internal Regulations is written in Spanish.**

### ACADEMIC YEAR 2025

## CHAPTER I. GENERAL PROVISIONS

1. **GENERAL OBJECTIVE.** The objective of the Internal Regulations of the Gredos San Diego International School Costa Rica is to establish the philosophy, principles, pillars, and set of rules, rights, and obligations that guarantee a safe and appropriate framework for coexistence in the development of the learning-teaching process provided by the School. Therefore, this document holds the guidelines that improve the quality of all interpersonal relationships and provide for the responsible exercise of rights and responsibilities of all members of the Educational Community, as well as fostering the compliance of the institutional rules, regulations, and the duties inherent to the student condition.
2. **THE INSTITUTION.** Gredos San Diego International School Costa Rica is a PRIVATE educational institution whose operation is based on the pillars, ethical values, principles, rights, and duties that make up the democratic society, and especially those that promote participation and dialogue in all social, cultural, political, religious, moral, and educational areas. Its educational model promotes those ethical values that uphold the integral development of the student's personality: tolerance, mutual respect, cooperation, commitment, effort, and solidarity to project themselves into society in an active, responsible, free, and participatory manner.
3. **EDUCATIONAL OFFER.** Gredos San Diego International School Costa Rica has complied with all the requirements for the officialization, recognition, equivalence, certification, and accreditation of the levels of Preschool Education (Integral Attention Center, Maternal-Infant Cycle, Interactive Infant I, and Transition Cycle), I, II, III Cycles of General Basic Education, and Diversified Education, according to Resolution No. 2212-2019-MEP issued by the Ministry of Public Education of the Republic of Costa Rica and the International Baccalaureate Diploma Programme (IBDP), in accordance with Executive Decree No. 40956, 'Regulations for the Equivalency of Studies and Diplomas Obtained in the International Baccalaureate Diploma Programme (IBDP),' pursuant to Resolution No. DM-DVA-DEP-BI-0017-2023."
4. **APPLICABILITY.** The provisions of this Regulation shall apply to all regular students, families or guardians, teaching and administrative staff, and occasional visitors who make up the GSD Educational Community.
5. **KNOWLEDGE OF THE REGULATION.** This Regulation shall govern the teaching, learning, and coexistence processes, and its provisions are accepted by families and students as an integral part of the contractual relationship described in the Contract for Educational Services. They commit to comply with it and make every effort to ensure that their children fully respect it.  
The student, their parents or guardians, must be aware of and comply with this Regulation by signing the Contract for Educational Services, including any possible updates made during the current academic year. To this end, the Institution will officially and timely publish the updated Regulation for the entire GSD Educational Community to have access and knowledge. Teaching and administrative staff of the Institution shall be the first to be called upon to make known, accept, and responsibly apply the provisions set forth in this Regulation.



## **CHAPTER II: IDENTITY OF THE EDUCATIONAL PROJECT AND LEARNING OBJECTIVES**

Gredos San Diego International School Costa Rica's Educational Project is characterized by its respect for all religions and is determined by the cooperative values and principles of: tolerance, inter-cooperation, responsibility, involvement, equity, equality, solidarity, democracy, honesty, transparency, social vocation, respect, interest in the environment, integrity, all of which are developed through the following objectives:

- A. To have as a goal the integral education of the students, looking after their basic needs, starting with their abilities and fostering their motivation;
- B. To base the relationships among all members of the Educational Community on respect.
- C. To achieve educational excellence through academic rigor.
- D. To define the duty of studying as a consequence of the fundamental right to education.
- E. To base the work in the School on collaboration and co-responsibility.
- F. To value personal and collective work and effort as effective instruments for the development of the individual and the improvement of society.
- G. To promote the continuous search for innovative methodologies and improvement of the quality of services provided to the student.
- H. To progressively incorporate the best physical and environmental facilities to adequately address the implementation of the Educational Center's Educational Project.

Among the learning-teaching objectives of the Educational Project, the following are highlighted:

- A. To respect fundamental rights and freedoms.
- B. To foster the exercise of tolerance and responsible freedom.
- C. To promote the spirit of individual, cooperative and team work.
- D. To prepare the student to participate actively in social life.
- E. To promote personal growth and maturity.
- F. To acquire work habits, respect for rules, moral and aesthetic values and an appreciation for nature.
- G. To master modern languages, especially English, Spanish, and Mandarin Chinese, for a better understanding of our environment and a more direct participation in it.
- H. To promote sports activities as a means of achieving psychological well-being and assertive discipline.
- I. To encourage activities that foster cooperativism.
- J. To encourage activities that enhance reflection, concentration, and well-being such as reading, music, chess, theater, dance, etc.
- K. To promote responsible use of new technologies.



## **CHAPTER III. THE EDUCATIONAL COMMUNITY - DUTIES AND OBLIGATIONS**

The Gredos San Diego International School Costa Rica Educational Community is made up of students, families, teachers, administrative and service personnel, and the Leadership Team. The optimal climate of respect and cordiality must exist among them. All members must respect freedom of thought and religious and moral convictions, as well as the dignity, integrity, and privacy of others.

Discrimination against any member of the Educational Community on the basis of ethnicity, race, sex, creed, or any other personal or social circumstance is forbidden.

### **1. STUDENTS.**

The social and educational nature of GSD International School Costa Rica seeks to influence society through education, offering an Educational Project with its own character that, at the same time, differentiates it from all other initiatives and provides its ideal, model or prototype of a student, defined as:

- The GSD student receives an education that places special emphasis on the development of instrumental skills in literacy, and numeracy as a guarantee of academic success.
- The GSD student is instructed in the practice of all kinds of sports, corporal expression, and outdoor activities as an alternative to what a consumer society and the use of leisure technologies offer.
- The GSD student has access to culture in all its manifestations (musical and artistic), according to their abilities and skills.
- The GSD student is educated in respect, admiration, and care for nature and ecological responsibility.
- The GSD student is provided with foreign language learning that facilitates integration and success in the multilingual global world.
- The GSD student is educated in collaboration with their families so that they become involved with the school in the development of the values and principles that it advocates.
- The GSD student understands that respect for the Educational Community is fundamental for personal development and coexistence.
- The GSD student has a close rapport with the teaching staff and sees them as mentors who guide them towards their goals.
- The GSD student is educated in responsibility, work, and high standards.
- The GSD student is educated to show critical thinking in the face of mass information received in all areas of life, exercising the ability to analyze and select it when using new technologies.

### **2. FAMILIES**

The families or legal guardians of the student are responsible in the first instance for the education and development of their children and, consequently, have the fundamental duty to support the School in general, and the teacher in particular, in achieving the goals and objectives of the teaching-learning process. Additionally, they are obliged to:

- Comply with the clauses agreed upon in the Educational Services Contract.

- Ensure the personal hygiene, nutrition, and rest of their children.
- Respect and comply with the guidelines issued by the Leadership Team, faculty, and other workers of the School.
- Support the activities and programs organized by the School.

### **3. TEACHERS**

Teachers are the first link in the School's learning-teaching process and in the prevention of indiscipline. They will ensure the proper compliance with the norms of coexistence among the student body, both in the school grounds and inside and outside the classroom, as well as in extracurricular and complementary activities carried out outside the school premises.

In order to carry out their work effectively, the teacher has the obligation to:

- Comply with the functions and clauses agreed upon in their employment contract and/or schedule.
- Diligently attend to information requests from parents.
- Participate in informative meetings established by the School Administration.
- Place the grades of their students in the educational platform "Alexia" prior to the evaluation meeting of each quarter.
- Know and apply the Internal Regulations when and where necessary.
- Communicate to students at the beginning of the academic year the work guidelines, procedures, evaluation criteria, and techniques to be followed in terms of evaluation, behavior assessment, and conduct grade.
- Develop the assessment tools and submit them for approval to the Evaluation Committee.
- Grade and deliver tests and assignments made by students within eight business days following their application or receipt.
- Correct and review with their students the results and contents of exams, projects, graded practices, assignments, etc.
- Responsibly apply the curricular adaptations defined by the Curriculum Support Department.
- Include in tests only the contents that have been seen in class up until eight business days in advance.
- Submit documents (student reports, planning, projects, syllabi, etc.) on the dates and in the format established by the Head of Studies.
- Complete the grades on Alexia for each quarterly report card on the dates established by the Head of Studies.
- Other obligations that the Head of Studies expressly assigns or that derive from this Regulation.



#### **4. ADMINISTRATION AND SERVICE STAFF (PAS).**

The PAS is composed of administration, maintenance, kitchen, health, security, and cleaning personnel. They also participate in the students' education process from their specific areas. Students and families must show due respect to their person.

To carry out their work effectively, the administration and service staff have the obligation to:

- Comply with the functions and clauses stipulated in their employment contract.
- Treat any member of the Educational Community with respect.
- Be discreet and professional in the exercise of their functions.
- Show a collaborative attitude with all members of the Educational Community.

#### **5. EXECUTIVE COUNCIL**

It is the governing body formed by the School Director, Associate Director, Head of Studies, Department Heads, Preschool Coordination, Director of Global Initiatives, General Services Head, Orientation Department Head, and Administration Department Head. It is responsible for analyzing, endorsing, approving, and making final decisions related to the most important aspects that affect the School. In case of discrepancies, the School Director will be the one to resolve and make the final decision.

To carry out their work effectively, the Leadership Team has the obligation to:

- Comply with the functions and clauses stipulated in their individual employment contracts.
- Hold periodic meetings to address organizational, academic, structural, administrative, or any other nature of topics, for the proper operation of the school.
- Find consensus, approve, and follow up on agreements that ensure coordinated functioning of personnel in each area of responsibility.
- Supervise that the issued guidelines are properly and timely fulfilled.



## CHAPTER IV. CHILDHOOD AND ADOLESCENCE CODE. RIGHTS AND DUTIES OF STUDENTS

All students have the same fundamental rights and duties, without further distinctions other than those derived from their age and the academic level they are studying.

Based on the assumption that "every right exists due to its corresponding duty", the Educational Community (students, families, teachers, administrative and service personnel, and the Leadership Team) has as a basic principle: to assume, respect, and comply with the provisions established in the **Code of CHILDHOOD AND ADOLESCENCE**.

From this basic principle, the following CORRELATION OF RIGHTS AND DUTIES is derived:

### A. Students have the right to:

A comprehensive and complete education that enables the development of their being, which includes academic and professional guidance according to their abilities and interests, with special attention given to students with special educational needs and/or physical, sensory, and psychological disabilities.

To exercise this right, each student has the **duty** to:

- Study and take autonomous responsibility for all the actions required in this process.
- Follow the guidance of the teaching staff and respect their authority both inside and outside the institution.
- Respect their peers' right to education and to study, for which they must maintain a correct and appropriate attitude in class. The use of cell phones, electronic devices, or any object that may distract the student or their classmates is forbidden.
- Participate in School activities and carry out the work that the teachers consider necessary outside of class hours.
- Comply with and respect the established schedules.
- Attend classes punctually and all the events programmed by the School.

### B. Students have the right to:

Equal opportunities and treatment irrespective of knowledge, race, gender, economic status, social level, political, moral, or religious convictions, as well as of physical, sensory, or mental disabilities, or any other personal or social condition or circumstance.

To exercise this right, each student has the **duty** to:

Not discriminate against any member of the Educational Community for any reason of ethnicity, race, gender, economic status, social level, political, moral, or religious convictions, as well as for physical, sensory, or



mental disabilities, or any other personal or social condition or circumstance. Therefore, the student will treat his/her peers correctly, not exercising or allowing physical or verbal violence in any form.

**C. Students have the right to:**

Objective and transparent evaluation of their academic performance, to know the grading criteria, to a comprehensive evaluation, and the option to appeal decisions and grades established during their educational process.

To exercise this right, each student has the **duty** to:

Attend and complete the evaluation tests established to meet the set objectives, and thus, be able to move up to the next grade or cycle. It will be essential to duly justify the absence by means of a medical report in order to resit a specific exam or test.

**D. Students have the right to:**

Their freedom of thought, their religious, moral or ideological convictions, as well as their privacy regarding such convictions or beliefs, being respected. A critical attitude will be fostered to enable the free choice of options.

To exercise this right, each student has the **duty** to:

Respect the freedom of thought, religious, moral or ideological convictions, as well as the right to privacy, of all members of the Educational Community.

**E. Students have the right to:**

Having their physical and moral integrity and personal dignity be respected.

To exercise this right, each student has the **duty** to:

Respect the physical and moral integrity and personal dignity of all members of the Educational Community, communicating any circumstance that threatens their own integrity or that of another student.

**F. Students have the right to:**

The School maintaining confidentiality regarding their personal and family circumstances, and informing the competent authorities of any circumstances that threaten the physical or psychological integrity of the students.

To exercise this right, each student has the **duty** to:

Report to the school any circumstance that threatens their physical or psychological integrity or that of another classmate.





#### **G. Students have the right to:**

Carry out their academic activities under the appropriate safety and hygiene conditions.

To exercise this right, each student has the **duty** to:

Take care of and properly use school property and facilities, paying special attention to keeping all such facilities clean.

Take care of personal hygiene and respect all materials belonging to students and teachers.

#### **H. Students have the right to:**

Democratically elect their group delegates and to be represented by them.

Be informed by the members of the Class Boards and by the representatives of student bodies.

To exercise this right, each student has the **duty** to:

Respect their peers' right to vote.

The Class Boards must inform the students of the decisions and agreements adopted.

#### **I. Students have the right to:**

Express themselves freely without prejudice to the rights of all members of the Educational Community, respecting the institutions according to constitutional principles and rights.

Express opinions regarding educational decisions that affect them, and even disagree with them, using the regulatory channels established by the School.

To exercise this right, each student has the **duty** to:

Respect the freedom of expression of all members of the Educational Community.

Use the appropriate channels established by the School to express their opinions, whether individual or collective, always keeping them within a framework of respect and communication.

#### **J. Students have the right to:**

Know the Educational Project and the individual character of the School.

To exercise this right, the student has the **duty** to:

Respect the mission, vision, and values, as well as the School's Educational Project and Philosophy.



**K. Students have the right to:**

Participate in the functioning and life of the school, especially as voluntary members in school activities.

To exercise this right, each student has the **duty** to:

Participate in the functioning and life of the school, by following the guidelines established for such activities.

**L. Students have the right to:**

Create associations, federations, and confederations of students. Once graduated from the School, they may form associations of alumni and collaborate through them in the development of activities related to the School.

To exercise this right, each student has the **duty** to:

Respect the rules established by the School for the exercise of this right, as well as the statutes of the School itself.

**M. Students have the right to:**

Meet at the premises for school or extracurricular activities that are part of the Educational Project of the school. Likewise, they may use the facilities of the school respecting the proper means by which school and extracurricular activities are scheduled.

To exercise this right, each student has the **duty** to:

Take care of the facilities provided for this purpose, as well as looking after the resources and observing their proper use.

## CHAPTER V. RULES GOVERNING OPERATION OF SCHOOL

### 1. SCHEDULES

- a. School schedules are the responsibility of the Administration. The school day runs from 7:30 a.m. to 3:30 p.m. (Monday through Thursday), and on Friday from 7:30 a.m. to 2:00 p.m. After this time, the school offers extracurricular activities, whose schedule vary depending on the day.
- b. Students may not leave the school during the school day without prior notice and authorization from their family or legal guardians.
- c. Proper compliance and punctuality in attendance to the above schedules guarantee their efficient running, and a display of courtesy and mutual respect.
- d. To avoid interruptions that may disrupt the teaching-learning process in the classrooms, students shall enter or leave the classrooms only at the end of each lesson. The following time slots are established for the delivery of materials outside the aforementioned schedule:

Pre-school	Primary	Secondary
8:10 a.m.	8:30 a.m.	9:45 a.m.
11:45 a.m.	1:30 p.m.	12:30 p.m.

- e. The entire Educational Community, especially families, teachers, and students, must make every effort to be punctual and respect the School's guidelines.
- f. In case of 2 late pick-ups (15 minutes after the scheduled pick-up time) by the family, the school reserves the right to add the daily cost for "extra unscheduled day care," defined in the Payment Policy and General Conditions of the current school year, to the corresponding monthly payment.

### 2. ABSENCES

It is essential that absences and tardiness be properly justified. Otherwise, they will be considered as follows:

- Late arrival → Arrival to class after the teacher has taken attendance at the beginning of the lesson. Tardiness will be considered a violation and will result in a deduction of one point from the attendance component of the corresponding subject.
- Unjustified Absence → In the case of unjustified absences, one point will be deducted per lesson in the attendance component of the corresponding subject.

A justified absence is understood as one caused by force majeure or unforeseeable circumstances beyond the student's control, which prevent them from attending the educational center or the place previously defined by the teacher to carry out their regular academic responsibilities.



Such reasons include:

- Illness, accident, or other causes of force majeure or unforeseen events
- Serious illness of legal guardians or siblings
- Death of a family member up to the second degree of consanguinity, for a period of up to one week.
- Other reasons not listed here, which will be evaluated by the School Principal and the corresponding Head of Studies

In the event that a student is absent without justification and without any communication from their family for 30 consecutive days, the Administrative Team will notify the National Child Welfare Agency (Patronato Nacional de la Infancia) and will proceed, through administrative means, with the temporary suspension of both billing and the service established in the educational services contract.

### **3. BREAKS**

These are considered as recreational spaces for students to rest and to develop their social and interpersonal skills. Students must stay in and respect the areas designated for this purpose, knowing that leaving the school premises is forbidden.

The School will assign teaching and non-teaching staff to accompany and supervise students during these activities, ensuring that a healthy environment of fun, play, respect, and friendship is upheld.

### **4. FACILITIES**

The School's appearance, infrastructure, and equipment have a material value, but above all, they must be considered as an essential means for the effective development of school activities. Their proper use and maintenance define the School's educational approach.

Therefore, the facilities of GSD International School Costa Rica must be clean and well-maintained. The entire Educational Community must be committed to this goal. Teachers must instill in their students a spirit of cleanliness and respect for the facilities. The Administration will provide the necessary means to request this respect and to evaluate the degree of compliance.

The use of the facilities must have the permission of the personnel in charge. The School will be responsible for the wear and tear and repairs due to normal use of the facilities. However, the Discipline Committee will notify families of any damages caused by the improper use of the facilities, and they will be required to pay the corresponding amounts for the damage caused, as stipulated in this Regulation.



## **5. SCHOOL CANTEEN**

The inclusion of a healthy food program through a kitchen managed by the School is part of our Educational Project. Our Executive Chef and a team of experienced, certified chefs design a balanced and varied menu that includes local and international cuisine.

The School, which includes this service in the monthly tuition cost, ensures that the students' diet is healthy and balanced. It will educate the students on appropriate, age-related eating habits. Teachers will supervise and eat in the dining hall with the students as an example of coexistence beyond the classroom and where good table manners are encouraged. Our kitchen has professional equipment that has the necessary means to cater to all types of dietary needs, such as allergies or intolerances. During this time, the School staff will ensure compliance with the norms of decorum and coexistence.

## **6. LIBRARY**

The School will use this space to encourage and foster reading, inquiry, and research among its students. The out-of-school-hours services will be carried out in this area based on demand from families.

## **7. UNIFORM**

The School's uniform is a symbol that identifies the students as members of the Gredos San Diego Schools, and discourages the use of signs that could imply discrimination or distinctions beyond the School's Educational Project.

Therefore, the student is obligated to attend School and all events organized by the Administration in complete school uniform, ensuring that it is clean, and has no amendments or alterations.

This uniform is detailed in Annex II of this Regulation, which also stipulates the School's official uniform. This uniform must be used at all times within the School's facilities and cannot be replaced by other garments of any nature.

The institution's store is the only authorized place to purchase the School uniform.

## **8. PRESENTATION AND PERSONAL CARE**

The student must attend the School properly turned out, with a clean uniform, and in a suitable state of health and rest. It will be the direct responsibility of the family or legal guardians to comply with the above.

In terms of hair, and taking into consideration the free development of their personality, our students may have the haircut they consider appropriate, always respecting and taking care of hygiene.

During the school day, students are not allowed to wear any makeup, eyeliner, or lipstick. In terms of earrings, they may be worn in the earlobe. Inside the classrooms, the use of caps, berets, or any other accessory that covers the student's face or head is not allowed.



In any circumstance not addressed in this Regulation, the School Director will be in charge, in collaboration with the Leadership Team, of determining what is appropriate in each case, applying the corresponding provisions with existing norms in this Regulation, as well as with the philosophy and objectives of the School.

## **9. SCHOOL TRANSPORT**

The Institution, in an effort to meet the needs expressed by families residing far from the Educational Center, has decided to grant, as a free private concession, the student transportation service to an external specialized company. This company will be responsible for operating, organizing, and managing the Institution's current transportation routes.

At the beginning of the school year, the School will inform and provide families who request it with the contact information of the person, assigned by the transport company, in charge of resolving queries and doubts, and the hiring process for transport services directly with the provider.

As a measure of support to the Educational Community and in line with the legal maxim of safeguarding the best interests of minors, the School will hold periodic meetings with the person in charge and assigned by the transportation company to review the proper compliance with the requirements that each of the units must have as established by the Public Transportation Council of the Ministry of Public Works and Transport (MOPT).

## **10. PAYMENT POLICY & ECONOMIC REGIME**

The Institution will determine and communicate, before the end of the current academic year, the Economic Regulations and General Conditions that must be accepted and paid by families who wish to continue in the following school year. These include: admission, monthly fees, enrollment, textbooks, educational platforms, uniforms, and other services. Payment of all the aforementioned items is mandatory and must be completed at the Institution's Administration Office or Store.

During the final trimester of each academic year, the regular enrollment process for the following school year will be opened. This process includes the payment of the annual enrollment fee and the signing of the Educational Services Contract for the upcoming school year. Enrollment is personal and non-transferable, and under no circumstances will it be refunded. If enrollment is not completed before the maximum number of students per level is reached, the Institution does not guarantee a place for the student in the next academic year.

To facilitate the Institution's administrative operations, school fee payments must be made by families via automatic debit or direct payment (both through the Paybac system). Payments must be made in Costa Rican colones.



Failure to pay one or more monthly fees will be considered a serious breach of contract by the parents or legal guardians. In such cases, the Institution will request payment of the outstanding tuition fees, issuing a written or electronic notice through the communication channels reported to the Institution. If the payment is not made within 15 calendar days following the notice, educational services will be suspended. This suspension will coincide with the end of the evaluation period during which the payment default occurred. If the outstanding balance is not settled within the given timeframe and services are suspended, the Institution will provide parents or legal guardians with a certification of the student's academic progress up to that point, so that the student may be transferred to another educational center, thus avoiding interruption of the student's educational process.

The economic regulations may include applicable discounts for families and children of the Institution's staff, provided the stated conditions are met. Any breach of these conditions or withdrawal from the Institution—either as a student or as a staff member—will result in the immediate cancellation of any discounts or benefits granted by the Institution's Management.

## **11. ADMISSION, ENROLLMENT AND SELECTION PROCESS (NEW STUDENTS).**

The School reserves the right to admission and establishes the following process for admitting new students. To enroll in GSD, it is essential to go through the following steps:

1. Request for information or filling out a pre-registration form on the website.
2. Personal interview with the Admissions Officer for the family and the student.
3. Review of admission requirements (qualifications, letter of good conduct, letter of payment, etc.)
4. Personal interview with the Head of Studies and the corresponding Counseling Department.
5. Admission tests (Math, English, and Spanish) for Primary and Secondary students.
6. Evaluation and approval by the Management Team.
7. Signing of the Educational Services Contract.
8. Submission of requirements to Administration.
9. Payment of enrollment fees.

The admission of students to the School will be considered formalized through the corresponding enrollment, signing of the educational services contract, and payment of the corresponding fees by the family.

No student with outstanding payments from previous periods will be enrolled. The enrollment of repeating students will not be accepted, except under exceptional circumstances that have the approval of the Director.

## **12. EVALUATION, PROMOTION, RECOVERY AND REPEATING-A-YEAR CRITERIA.**

All members of the Educational Community will be governed by the criteria established in the Evaluation, Promotion, Recovery, and Repeating-a-year Regulations described in Annex III of this Regulation.



### **13. COMMUNICATION.**

The School considers it fundamental in its educational approach to maintain the highest level of information and collaboration with families. To achieve this, it will publish an institutional school calendar for the following academic year before the end of the current academic year. In addition, each year group will publish its own calendar before the start of the course, with the most important activities to be organized: exams, civic events, homework, projects, etc.

Two general meetings are established each year with the participation of the Leadership Team, Head of Studies, tutors, and parents.

At least two individual academic and attitudinal follow-up meetings are established between the tutor and the family.

The following means of communication with families are established: school email, school phone, "Alexia" school management platform, and the school planner.

At the end of each trimester, families will receive the corresponding grade report through the "Alexia" school management platform. The final grade report will be signed by the tutor and the Head of Studies and delivered in person.

### **14. COMPLAINTS**

Any complaint that families wish to file must be made, in the first instance, to the teacher of the respective subject, subsequently to the tutor of the student's section, then to the Head of Studies of the corresponding school area, and finally to the Director. It is the responsibility of each member of staff to respond promptly and appropriately to the complaints, reaching agreements that satisfy both parties. Otherwise, the matter will be escalated to the next level.

### **15. ACTION PROTOCOLS**

In the event that GSD International School Costa Rica has not standardized its own action protocol following its administrative autonomy as a private institution, it will apply the different protocols, issued by the Costa Rican Ministry of Public Education, that comply with the current legislation. This applies also to its efforts to adequately address the various, exceptional situations that arise in the teaching-learning process, and in the daily coexistence within the School facilities and off campus when on school trips.



## **CHAPTER VI. BEHAVIORS CONTRARY TO SCHOOL NORMS OF COEXISTENCE, CORRECTIVE MEASURES, AND COMPETENT AUTHORITIES**

### **1. NORMS for COEXISTENCE.**

Acts contrary to the norms of coexistence carried out by any member of the Educational Community within the school premises or during the performance of complementary, extracurricular activities and complementary educational services, will be considered as disciplinary offenses and will be classified as established in Chapter VIII of these Regulations.

### **2. GENERAL CRITERIA.**

In the adoption of disciplinary sanctions, the following criteria shall be taken into account:

- a) The imposition of sanctions shall have an educational purpose and character, and shall seek to improve the conviviality in the Institution.
- b) The rights of the majority of the members of the Educational Community shall be given priority consideration.
- c) No student shall be deprived of their right to education.
- d) No corrections contrary to the physical integrity and personal dignity of the student shall be imposed.
- e) The student's age, personal, family, and social situation and circumstances, as well as other factors that may have influenced the appearance of conduct or acts contrary to the established norms, shall be evaluated. To this end, the necessary reports shall be requested. Where appropriate, competent authorities may recommend to parents or legal representatives or to the relevant public bodies the adoption of the necessary measures.
- f) The psychological and social consequences suffered by the victims, as well as the alarm or social impact created by the sanctionable behavior, shall be taken into account.
- g) The sanctions shall be proportionate to the nature and severity of the offenses committed and shall contribute to improving the conviviality climate of the Institution and the student's educational process.
- h) Competent authorities shall take into account the age of the student when making decisions on the initiation or dismissal of proceedings, as well as when gradating the application of the correction that may be appropriate.
- i) The corresponding disciplinary procedure shall be applied in each case, taking into account the type of offense and circumstances.

### **3. RESPONSIBILITY AND DAMAGES REPARATION.**

Students are obliged to repair damages caused, individually or collectively, intentionally or negligently, to facilities, materials of the School and belongings of other members of the Educational Community, or to assume the economic cost of their repair. Likewise, they will be obliged to restitute, where appropriate, what has been stolen. The legal representatives of the families will assume the civil responsibility that corresponds to them in the terms established by the law.



In addition to the material repair of the damages, the student's conduct grade will be subject to a reduction with the purpose of building an awareness in them and restoring the state of the surroundings. Whatever the case, the financial reparation will not excuse the student(s) from the sanction.

#### **4. COLLECTIVE AREAS OF RESPONSIBILITY IN THE COEXISTENCE AND DISCIPLINE IN THE SCHOOL.**

##### **4.1. TEACHING STAFF**

The teachers at the School, in their work as educators, act as an authority figure for the student population, and have the right and duty to enforce the school's conduct rules and to correct behaviors that are in breach of this Regulation and the current legislation in this area.

It is the tutors' (homeroom teachers') responsibility to assess the justification given for student absences, to encourage participation in the activities programmed in the Coexistence Plan, and maintain necessary contact with families in order to fulfill the objectives of this Plan.

The teaching staff must inform their students of the conduct rules, know the disciplinary procedure, and impose sanctions for minor offenses.

##### **4.2. GUIDANCE DEPARTMENT**

It is made up of three professionals in psychology and psycho-pedagogy assigned across each of the educational areas. It works in coordination with other competent bodies, implements actions and measures aimed at preventing violence and using conflict resolution, as well as good social practices among the members of the Educational Community.

##### **4.3. DISCIPLINARY COMMITTEE**

The Discipline Committee is composed of the Head of Studies, the counselor or psychologist, and a teacher from the corresponding area. There is a Discipline Committee in Primary Education and another in Secondary Education. Its personnel is appointed by the Administration. They meet at least twice a month in ordinary sessions and, in the event of an exceptional case, as many times as is deemed necessary.

In the case of serious and very serious offenses, the Discipline Committee will open, whenever necessary, a preliminary inquiry; it will carry out the disciplinary procedure respecting the principles of due process, as established in Chapter IX of this Regulation; it will proceed to typify the offense committed and determine the corrective measures within their power as established in Chapter VIII of this Regulation.

#### 4.4. HEADS OF STUDIES

The Head of Studies is responsible for the application of the sanctions meted out by the corresponding Discipline Committee, once the disciplinary procedure for serious and very serious offenses has ended. These responsibilities include overseeing the compliance of conduct norms and supporting tutors in their carrying out of school discipline practices. He/She monitors the control of offenses committed against these rules and the sanctions given.

#### 4.5. THE SCHOOL PRINCIPAL

The School Principal is responsible for ensuring the proper functioning of the school from an administrative and academic point of view, directing the different work teams. Other responsibilities include supervising, collaborating with and guaranteeing compliance with the rules contained in this Regulation.

## CHAPTER VII. CLASSIFICATION OF DISCIPLINARY OFFENSES

### 1.- **MINOR or LOW-LEVEL Offenses**

Due to the nature of the infractions considered as "minor offenses," it is expected that they be resolved immediately by the relevant staff member. There will be no formal accusation; however, the home will be notified of the consequences of the student's behavior in those cases where the imposed sanction involves a deduction of points in the conduct grade. If the parents or guardians of the student involved make an appeal within 3 business days following the notification, the corresponding Head of Studies must respond in writing, either rejecting the appeal or accepting it partially or completely, as is the case.

#### 1.a. - The following are considered **minor or low-level offenses**:

- 1.a.1) Incorrect use of the uniform or improper personal presentation. Upon receiving three warnings regarding misuse of uniform, the Discipline Committee will open a disciplinary process for a serious offense.
- 1.a.2) Visibly carrying unauthorized items on the premises such as, but not limited to cell phones, smart watches, video games, headphones, without express written permission from teaching staff. The use of these devices will only be allowed outside of school hours and in the reception area, cafeteria, or external parking lots.
- 1.a.3) Violation of student duties contained in this Regulation, provided that such an offense does not qualify as serious or very serious.
- 1.a.4) Inappropriate use of the planner and any other personal educational material.
- 1.a.5) Failure to inform parents or guardians about the existence of communications sent to the home.
- 1.a.6) Inappropriate interruptions to the teaching-learning process in the classroom.
- 1.a.7) Use of vulgar or obscene language among students, when not a serious offense.
- 1.a.8) Unjustified absences to duly convened mandatory activities.



1.a.9) Misuse or destruction of property belonging to the school, staff, or other members of the educational community, whether this action is taken individually or as a group. If the value of the damage exceeds ₡25,000 (twenty-five thousand colones), the offense will be considered serious.

1.a.10) Public staging of behaviors contrary to those stipulated in the school's Internal Regulations, public morality, or good customs.

1.a.11) Preventing other members of the Educational Community from participating in the normal development of regular school activities, as well as inciting others to act with same intention.

1.a.12) Instigation of classmates to participate in actions that harm individual or collective health and safety.

1.a.13) Improper use of official school documents, (exams, tests, projects, practices, grades, digital media, etc.).

1.a.14) Disrespectful behavior or failure to follow the instructions given by school staff during regular or out-of-school hours, whether in the classroom, corridors, civic events, assemblies, school events, educational, recreational, and sport-related trips, and any other.

1.a.15) Inappropriate behaviors in any school context, for example: eating or sleeping in the classroom, putting feet on the table, taking off shoes, and any other similar situation.

1.a.16) All those behaviors not stipulated above, but that, through an analogous procedure using this Regulation and the school's philosophy, are considered minor offenses.

### **1.b.- Corrective actions for minor offenses**

The teacher in charge of imposing a sanction for a minor offense on a student will also decide on the corrective action to be taken. Among others used in an analogous way, the following are corrective actions in the case of minor offenses:

1.b.1) Verbal admonition by the teacher, without notification to the family.

1.b.2) Written admonition by the teacher, with notification to the family.

1.b.3) Completion of academic, reparative, and/or corrective actions or activities.

1.b.4) Detention. It can be carried out when the teacher deems it necessary, including during recess.

1.b.5) Reduction in conduct grade.

1.b.6) Assume the costs of replacing or repairing the material or equipment that has been damaged. In this case, the student will also receive a reduction of points in conduct grade.

### **1.c. - Consequence of the sanction on the conduct grade**

When the teacher decides to apply the corrective action "1.b.5) reduction in conduct grade" for a minor offense, it will result in a reduction of 1 to 5 points from the total conduct grade for the term. The teacher involved must make the corresponding reduction according to the following classification:

- Loss of 1 point for sections: 1.a.1; 1.a.4; 1.a.9;
- Loss of 2 points for section: 1.a.5;
- Loss of 3 points for sections: 1.a.2; 1.a.16;



- Loss of 1 to 4 points for sections: 1.a.3; 1.a.6; 1.0.7; 1.a.12; 1.a.13; 1.a.15;
- Loss of 1 to 5 points for section: 1.a.17;
- Loss of 5 points for sections: 1.a.8; 1.a.10; 1.a.11; 1.a.14;

## **2.- Serious OFFENSES**

Serious offenses are those that directly affect the facilities and equipment, classmates, teachers, or any member of the Educational Community in their moral or physical integrity, as well as the teaching/learning process.

### **2.a. - The following are considered serious offenses:**

2.a.1) Recurrence of 4 or more minor offenses of the same or different nature in the same quarter.

2.a.2) Use of unauthorized items according to the provisions established by the school, such as but not limited to: cell phones, smartwatches, video games, headphones, tablets... without express written permission from the teaching staff.

2.a.3) Acts of indiscipline, serious misconduct, disrespectful acts or comments made against any member of the Educational Community, including extracurricular activities.

2.a.4) Repeated (up to three times) disrespectful behavior or failure to comply with the instructions of the school's staff during the regular or out-of-school schedule, whether in the classroom, in the hallways, at civic events, assemblies, institutional events, educational trips, recreational and sports activities, international activities, and any other.

2.a.5) Failure to comply with a corrective action given for a minor offense.

2.a.6) Repeated use (up to three times) of vulgar or obscene language among student peers.

2.a.7) Skipping classes and/or curricular and extracurricular activities scheduled by the school.

2.a.8) Plagiarism of tests or any other academic work that must be completed as part of the student's educational process, whether performed for their own benefit or for other students.

2.a.9) Stealing, reproducing, distributing or sharing of tests or exams before their application.

2.a.10) Inciting or encouraging the committing of offenses contrary to the rules of conduct, which, depending on the severity of the action, may be classified as serious or very serious.

2.a.11) Serious damage caused to the decorations, facilities, equipment, and/or occupants, if the value of the damage is between ₡ 25,001 and ₡ 125,000.

2.a.12) The use of the school's walls, tables, chairs, desks, or other assets and objects to place unauthorized signs, drawings, or posters.

2.a.13) Remaining in the school premises after the end of the school hours without express authorization from the corresponding Head of Studies or without being accompanied by a family member or legal representative.

2.a.14) Any other offense not stipulated above that, through an analogous and express process, is considered serious following the school's Internal Regulations and philosophy.

### **2.b.- Corrective actions for serious offenses**



The Discipline Committee, when imposing a sanction for a serious offense on a student, will also decide on the corrective action to be given. Among others used in an analogous way, the following are corrective actions for committing a serious offense:

- 2.b.1) All those stipulated for minor offenses, if the Discipline Committee so decides and deems appropriate.
- 2.b.2) Assuming the costs of replacement or repair of the material or equipment that has been damaged.
- 2.b.3) Repairing the verbal or moral offense to people, internal or external to the school, through timely public retraction and corresponding apologies.
- 2.b.4) Loss of authorization to represent the school in any official delegations.
- 2.b.5) Temporary suspension from participating in educational trips, extracurricular activities, or international activities organized by the school, for a maximum period of one month.
- 2.b.6) Loss of right to be a member in the Student Government, the Assembly of Representatives, the section's Student Board, and any other school committee.
- 2.b.7) Suspension from certain classes for a period of up to five school days. In this case, the school will have a supervised space where the student can continue his/her learning process.
- 2.b.8) Suspension from attending the school for a maximum period of six school days.
- 2.b.9) Carrying out actions with an educational and institutional or community interest, which fit proportionally and pertinently the offense committed.
- 2.b.10) Transfer of the student to another section.

### **2.c.- Consequences of the sanction on students' conduct grade**

Any **serious offense** that is imposed on a student will result in a **deduction of 6 to 19** points from the total conduct grade for the term. The Disciplinary Committee, in its resolution, will explain the number of points that will be deducted from the conduct grade based on the attributes of the case, along with the corresponding corrective action.

### **3.- VERY SERIOUS or EXTREMELY SERIOUS offenses**

These are offenses that go against the philosophy, values, and principles of the Institution, and cause significant harm to the integrity of the members of the Educational Community, the infrastructure and equipment, as well as to the reputation of the school and its personnel.

The following are examples of very serious or extremely serious offenses:

#### **3.a. - The following are considered **very serious offenses**:**

- 3.a.1) The recurrence of 3 serious offenses in the same academic year.

- 3.a.2) Failure to comply with the penalty imposed by the Disciplinary Committee for committing a serious offense.
- 3.a.3) Carrying unauthorized items according to the provisions established by the school such as, but not limited to: sharp, cutting objects, glass, vapes, war paraphernalia, among others.
- 3.a.4) The repetition, in the same academic year, of the deliberate destruction of property belonging to the school, to personnel, or to other members of the Educational Community, whether this action is carried out individually or in a group, regardless of the value of the damaged property.
- 3.a.5) Theft of institutional and/or personal property of third parties.
- 3.a.6) Acts of very serious indiscipline, such as: disrespect, insults, lack of respect, or attitudes of defiance committed towards teachers and other staff members.
- 3.a.7) Physical aggression of any kind against any member of the Educational Community.
- 3.a.8) Altering or falsifying tests or any other type of academic work that must be completed as part of the educational process, whether these are done for personal benefit or for that of other students.
- 3.a.9) Aggression or psychological, emotional, and any other type of harassment towards other members of the Educational Community through school digital platforms (TEAMS, institutional email).
- 3.a.10) Any type of discriminatory action, humiliation, or mistreatment towards any member of the Educational Community, whether based on birth, race, creed, gender, sexual orientation, disability, or any other that violates human dignity.
- 3.a.11) Recording, advertising or broadcasting through any medium or means any member of the Educational Community during school hours and on school premises.
- 3.a.12) Carrying and/or consuming on school premises or in school activities any harmful substances to health, such as alcohol, illicit drugs, legal drugs, or medications, even if they are prescribed to a third party. Smoking tobacco or any other substance in the School, whether through traditional cigarettes, vapes, or personal electronic cigarettes is forbidden.
- 3.a.13) Entering the School having consumed legal or illegal drugs, such as alcoholic beverages, tobacco, marijuana, etc. If suspected, and for this purpose, the School reserves the right to carry out urine drug tests with a specialized laboratory. In case of a positive result, the family will assume the cost of the tests.
- 3.a.14) Distributing, inducing, facilitating or covering up the use of any type of harmful substances, legal or illegal drugs within the School.
- 3.a.15) Very serious disturbance of the development of school activities or any very serious breach of conduct rules.
- 3.a.16) Faking, simulating, fabricating false evidence and/or giving false testimony about situations of harassment or of the like.
- 3.a.17) Damaging the School's image by improperly using the uniform or any logo related to the School by behaving contrary to the School's philosophy.
- 3.a.18) Carrying or using weapons or explosives, as well as other objects potentially dangerous to people.
- 3.a.19) Carrying, transmitting, divulging or concealing elements of pornography of any kind.
- 3.a.20) Damage caused to facilities, equipment or belongings of other members of the Educational Community when it exceeds ₡125,000.





3.a.21) The demonstrated impersonation of identity in the school environment: any form of hacking of email accounts, social networks or institutional databases.

3.a.22) The theft, alteration or forgery of official documents regardless of the intended purpose.

The responsibility of the offense will also be for those who allow, assist, cover up or facilitate in any way, this offense even if they do not commit it personally.

3.a.23) Any other offense that is considered extremely serious through an analogous analysis of the School's Internal Regulations, as well as its Philosophy and that is not expressly stipulated in this Regulation.

### **3.b. - Corrective actions for extremely serious offenses**

The Disciplinary Committee, when imposing a sanction on a student's behavior for an extremely serious offense, will also decide on the corrective action to be given. Among other equivalent actions, the following are corrective actions to be taken for extremely serious offenses:

3.b.1) All corrective actions stipulated for minor and serious offenses, if the Disciplinary Committee so decides and deems appropriate.

3.b.2) Assuming the costs of replacement or repair of damaged materials or equipment.

3.b.3) Transfer to a different class section.

3.b.4) Carrying out activities of an educational nature and of school or community interest that are verifiable and proportional to, and fit the committed offense.

3.b.5) Temporary suspension from participating in educational trips or extracurricular activities organized by the School for a maximum period of three months.

3.b.6) Suspension from certain classes for a period of between five to ten school days. In this case, the school will provide a supervised space in which the student can continue his/her learning process.

3.b.7) Suspension from the School for a period of more than six days up but no more than twenty school days.

3.b.8) Expulsion. In these cases, the School considers that the student's conduct has tacitly waived his/her right to be a member of the Educational Community, constituting an absolute breach of the School's Regulations and Philosophy, and therefore, the Disciplinary Committee does not apply a sanction, but declares that tacit waiver, ordering the student's expulsion and immediate removal from the list of regular students. In these cases, the School will issue a report card certifying the grades obtained by the student up to that point, meaning that they can enroll in another institution not interrupt the student's educational process.

### **3.c.- Consequences of the sanction on the conduct grade**

Any **extremely serious** offense imposed on a student will result in a **reduction of 20 to 30 points** from the total conduct grade for the term. The Disciplinary Committee, in its resolution, will indicate the number of points that will be deducted from the conduct grade and give the corresponding corrective action.



## CHAPTER VIII. DISCIPLINARY PROCEDURE or DUE PROCESS

In situations where a teacher considers that a situation, despite being a minor offense, would be better addressed by the Disciplinary Committee, they may submit the complaint for analysis and ask for formal consideration.

Any **disciplinary procedure** for alleged behavior related to **serious** or **very serious** offenses will start with a report of facts or complaint from a member of the Educational Community, and a preliminary investigation will be carried out by the corresponding Disciplinary Committee (Primary or Secondary). If, following the preliminary investigation, the Committee considers that there are sufficient grounds to open the disciplinary process, it will proceed to draw up the **complaint** and notify the student and their family in writing.

The complaint is notified via email in an attachment to the student and the family. The original, signed by all members of the Disciplinary Committee, must be included in the case file. This complaint shall include:

- i. Description of what happened (whether it was a complaint or report from a teacher or administrator);
- ii. Possible consequences the student may face if found responsible in accordance with this Regulation;
- iii. Right of the student/family to have legal counsel advise them during the process;
- iv. Presumption of innocence and the student's right to have their silence not be interpreted as evidence of guilt;
- v. Clear indication that the student/family has 3 business days from the day following the notification of the complaint to submit their response (defense), if they so wish, meaning it is not mandatory and the omission does not imply a presumption of guilt;
- vi. Making the complete disciplinary record available to the student/family from the same day the complaint is filed.
- vii. Establishing a means of receiving notifications for the process. In the absence of this, the Committee will send a notification to the contractual address provided by the family at the time of enrollment.

Once the complaint has been properly answered by the student or the family, the **Disciplinary Committee** will analyze the details of the case, as well as all the supporting evidence given by the family along with that in the file, and will make a decision on the responsibility held by the student, either absolving or giving corrective and educational measures provided for in this Regulation, as the case may be. The Committee's decision will contain, at least, a brief analysis of the legality of the procedure, the evidence, and the defense arguments. The **Committee** shall then proceed to notify the student involved and their family of the decision taken and the sanction to be given.

In those cases where the student or the family remain silent once notified of the complaint, the Disciplinary Committee will proceed to analyze the evidence in the file and will issue the corresponding course of action. This resolution must be notified to the student and the family, as appropriate, warning them that, if they disagree, they have 3 business days to make an appeal before the Director.

## **CHAPTER IX. APPEALS AGAINST THE DISCIPLINARY COMMITTEE'S RESOLUTIONS**

Once it has its resolution, the Disciplinary Committee will inform the family and the student as the case may be, and if the student/family do not agree with the resolution and sanction proposed, they have **3 business days** from the day of the notification to file their **appeal**, which will be presented to the School Director. The appeal can be submitted in person to the school's reception and addressed to the Director's office, or it can be sent directly by email to the address indicated in the Disciplinary Committee's resolution. If the deadline for filing the appeal passes without it being received or if it is filed late, the Disciplinary Committee's resolution will become final, and the sanction will be applied.

If the appeal is received in the stipulated timeframe, the Disciplinary Committee will forward the file to the School Director for evaluation of the arguments presented and issuance of the final resolution. In those cases where the School Director's office sees a potential conflict of interest and must recuse itself from its position as the last instance in the process, the appeal will be resolved by the Associate Director's office. If this office also considers itself to be involved in the appeal, it will also recuse itself, and the legal office of the school will ultimately resolve the matter. Once the appeal has been resolved, there will be **no right to appeal**, and at an institutional level the matter be deemed closed.

### **FIRST FINAL PROVISION**

The reforms or modifications to this regulation will enter into force fifteen calendar days after their communication to the parents or guardians of the students and to the teachers themselves. This document is just an English translation from the original version. In case of conflict, the Spanish version is the official one.

## **ANNEX I: EVALUATION POLICY**

### **SECTION I: General Provisions and Principles**

#### **Article 1**

##### **Objective of Evaluation Policy**

The guidelines provided in this policy document have as an objective to establish a basic framework for the evaluation process and its criteria, including the conduct grade. It applies to Preschool, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Cycles of Basic Education, Diversified Education, and International Baccalaureate.

#### **Article 2**

##### **Evaluation Concept**

The evaluation process is based on the value judgment carried out by the teacher, based on measurements and descriptions both qualitative and quantitative, with the purpose of improving learning and teaching approaches, and of awarding qualifications obtained by the students.

#### **Article 3**

##### **Types of Evaluation**

The types of evaluation (oral, listening and written) that can be applied will be comprehensive, diagnostic, formative, summative, self- and peer assessments

#### **Article 4**

##### **Grading Scale**

For the learning assessment, including that of conduct, a scale from 1 to 100 will be used. For the purpose of report cards as well as class records the student will be awarded a qualification per grading period.

In the case of Preschool, other types of grading scales will be used for the corresponding formative assessments given the characteristics of this learning stage.

In 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Cycles and Diversified Education, the averages for each grading period will be given without decimals. The rounding of decimals will use the following criteria: decimals equal to or greater than 0.50 will be round up; decimals less than or equal to 0.49 will be round down.

## **SECTION 2: Participants in the Evaluation Process**

### **Article 5**

#### **Academic Director's responsibilities regarding Evaluation**

The Academic Director is in charge of the technical and administrative support given to the evaluation process, and will fulfill, among others, the following duties related to evaluation:

- a) Share with, inform and explain the contents of the policy to the school personnel, students, parents or legal guardians along with specific procedures that the school has established regarding the evaluation policy;
- b) Put into practice, together with the school staff, the current evaluation policy as well as those procedures specific the school's internal practices;
- c) Provide technical guidance for the teaching staff and the Evaluation Committee to support the fulfilment of their duties and tasks;
- d) Know and follow up on the appropriate implementation of the evaluation practices that the teaching staff adopt;
- e) Analyze periodically the school's academic output in order to inform the teaching staff, the students and the parents, and to take the necessary actions to improve performance;
- f) Participate in the implementation of the coexistence plan and behavior evaluation;
- g) Appoint the members of the Evaluation Committee and dismiss them when they breach their duties and tasks or are unable to fulfill them;
- h) Be informed about and resolve situations regarding the evaluation practices and procedures;
- i) Put into place effective means by which parents or legal guardians can participate in the attention given to their child's evaluation process;
- j) Consider any other duties inherent to the position or stated in the policy document or that pertain to educational standards.

## **EVALUATION COMMITTEE**

### **Article 6**

#### **Integration of the Evaluation Committee in 1<sup>st</sup> and 2<sup>nd</sup> Cycles**

In 1<sup>st</sup> and 2<sup>nd</sup> Cycles, the Evaluation Committee will be made up of the Head of Studies and the Coordinators, with the task of orienting the technical implementation of the evaluation processes.

### **Article 7**

#### **Integration of the Evaluation Committee in 3<sup>rd</sup> Cycle and Diversified Education**

In 3<sup>rd</sup> Cycle and Diversified Education, the Evaluation Committee, in all its facets, will be comprised of the Head of Studies and Heads of Department who, to guide the technical implementation of the evaluation practices, will teach academic subjects and/or complementary or technical subjects.

## Article 8

### Duties of teachers in the Evaluation Committee

To be a member of the Evaluation Committee, teachers must comply with the following:

- a) Hold a university degree in the area of study;
- b) Have at least 3 years of experience as a teacher;
- c) Be hired full-time in the school;

In the event of an absence of qualified candidates, the school director will appoint the members who are deemed able to carry out the duties necessary for the proper working of the EC per each school cycle.

## Article 9

### Duties of the Evaluation Committee

In terms of the evaluation practices, the responsibilities of the members of the Evaluation Committee are as follow:

- a) Monitor the adherence to the guidelines, both technical and administrative, stipulated in evaluation policy document;
- b) Advise teaching staff on the evaluation practices;
- c) Review the evaluation tools that are being implemented by the teaching staff and give guidance as required;
- d) Follow up on the recommended evaluation strategies being used with students with special educational requirement to ensure that their needs are being met;
- e) Put into practice the technical criteria regarding evaluation requested by the school director;
- f) Keep an updated record of random samplings per level and department, of copies of exams or other evaluation tools used by teachers in the assessment of the components that make up the grade with a view to carrying out a technical analysis and establishing follow-up actions and training for teaching staff.
- g) Keep up-to-date a minute book with matters discussed and agreements made in work sessions. Each minute taken must be duly signed at the end of each meeting.
- h) Consider any other duties inherent to the position or stated in the policy document.

## Article 10

### Evaluation and Responsibilities of the Head of Studies

- a) Provide technical advice to educators and the Evaluation Committee for the proper fulfillment of their functions and responsibilities;
- b) Be aware of and monitor the proper implementation of evaluation agreements adopted by teachers;
- c) Periodically analyze the academic performance of students in the Institution to inform teachers, students, and parents, and take necessary actions for improvement;

- d) Establish efficient channels for parents or guardians to participate in the evaluation process of their children;
- e) Inform and explain the rules and provisions contained in this document to students, parents, and guardians, with the support of the Evaluation Committee;
- f) Any other duties inherent to their position or explicitly stated in this policy document and other institutional norms.

## **Article 11**

### **Evaluation and Responsibilities of Teachers**

Teachers who are responsible and directly involved with students in their learning processes have the following ethical, professional, and administrative obligations in evaluation matters:

- a) Communicate to students the procedures and criteria that will be followed for evaluating the different components of the grading criteria;
- b) Provide in writing and in detail to students, the specific objectives and contents that will be assessed in exams, at least eight calendar days before their application;
- c) Build exams and other measurement and evaluation instruments in accordance with technically supported guidelines, to be used with the group or groups under their responsibility;
- d) Apply curriculum adaptations required for students with special educational needs when under evaluation. Also, provide in writing to parents or guardians at the beginning of the school year or from the moment when curriculum adaptations are implemented, the strategies that will be used in each subject according to the curriculum adaptation guidelines;
- e) Review and grade the exams and assignments completed by students and return them graded within a maximum of eight business days after their application;
- f) Define student grades with professional and ethical criteria;
- g) Discuss with students the answers to exam questions or other assignments, at the time of returning their results. This should be done no later than eight business days after their application;
- h) Provide students with the objectives, requirements, tasks, or projects, including the grading criteria, in writing and on assigning them, with a minimum period of eight calendar days for the deadline of the completed work.
- i) To know, resolve, and communicate in writing, with prior knowledge of the Director, the resolutions given to objections raised by students, parents, or guardians, regarding grades obtained in exams, assignments, passing strategies, as well as each component of the evaluation system within a period of no more than three business days.
- j) Grade the behavior of students for minor offenses.
- k) Inform parents or guardians during each period of the student's progress in relation to the different aspects of the grades.

- l) Timely inform and explain to stakeholders the breakdown of grades for each period and the annual average.
- m) Record the punctuality, and daily and overall attendance of students.
- n) Record the justification for tardiness and absences of those students who request it in writing.
- o) Prepare makeup tests and assignments with their respective answer keys, and deliver them to the School Administration the following week or at the end of the school year.
- p) Administer and grade the makeup tests of students or those under their responsibility, which, once graded and analyzed with the students, must be delivered to the School Administration for safekeeping.
- q) Deliver to the Evaluation Committee or competent authority, after the exam has been applied and when requested, a copy of the exam, evaluation strategies for students who require support, or other measurement instruments applied to the group or groups used for grading daily work, homework, projects, when required. They must be delivered within three business days.
- r) Carry and use during their lessons, the instruments for recording results regarding the evaluative process.
- s) Carry out educational strategies that provide feedback to learning based on the results obtained by the student during the evaluative process.
- t) Perform other duties inherent to their position, expressly entrusted by the Director, Head of Studies, Evaluation Committee, Department Coordination, or others specified in this Regulation document.

## **Article 12**

### **Evaluation and Duties of the Guidance Department**

In terms of evaluation, the Guidance Department has the following functions and tasks:

- a) Participate jointly with the tutor and subject teachers in advising parents and students regarding the responsibilities that correspond to both, in relation to their school obligations and duties, as a preventive measure for the achievement of compliance with the internal provisions of the Institution.
- b) Collaborate with the Coordinator, Department Head, Study Heads, and respective teachers to achieve the proper fulfillment of the duties and functions that correspond to them in the evaluation process, as well as to define strategies to be implemented to improve school performance.
- c) To coordinate with the Coordinator, Department Head, Study Heads, and teachers to follow the provisions dictated by the Guidance Department regarding curricular adaptations for students with special educational needs.
- d) To comply with the responsibilities and rights established by current regulations in the matter.
- e) To supervise and approve the exams and other specific tests of students with special educational needs and curricular adaptations.

### **Article 13**

#### **Evaluation and Rights and Duties of the Student.**

The rights and duties of the student in terms of the educational process in general and evaluation in particular are:

- a) To enjoy the constitutional and legal rights corresponding to every person, as well as those particular rights recognized by current regulations, by reason of their status as minors or requiring educational support.
- b) To be informed about the school's Evaluation Policy and the document called Internal Regulations.
- c) To receive from the teaching staff, administrative officials, colleagues, and classmates, treatment based on respect for their physical, emotional and moral integrity, as well as their privacy and property.
- d) To exercise, personally or by representation, the resources that correspond in defense of the rights that they consider infringed.
- e) To participate personally in the self-evaluation and co-evaluation processes. To receive from the teaching staff the accompaniment, educational support, and access required in the teaching-learning process.
- f) To be informed in writing about the expected learning outcomes and indicators that will be used for the grading of: daily work, exams, tasks, project, and the promotion strategy.
- g) To receive in writing, and in detail, the expected learning outcomes and indicators selected for measurement in exams. As well as the instruments used for the evaluation of the other components of the grading within the time established in this Policy Document.
- h) To raise in writing, personally, or with the legal representative's assistance, and in accordance with current regulations, the objections that they consider pertinent regarding the grades awarded.
- i) To respect the provisions of this Policy Document.
- j) To inform the legal representatives about the existence of reports or communications that are sent to the home, when they are minors.
- k) To personally carry out exams, tasks, or other evaluative activities assigned by the teaching staff.

### **Article 14**

#### **Duties and Rights of Parents or Guardians.**

Parents or guardians have the following duties regarding evaluation matters:

- a) Know and be informed of this Evaluation Policy.
- b) Monitor the student's compliance with school duties, especially those that must be carried out at home.
- c) Comply with the instructions and recommendations expressly formulated by teachers and administrators for the better and greater development of the student's potential or to overcome deficiencies and limitations that may be detected.
- d) Formulate in writing, within the instances and deadlines determined by this Policy Document, the objections they consider pertinent to the grades awarded to their children. This appeal must be submitted within a maximum period of three business days following the communication of the grade to the student or parent, as appropriate, with the reasons justifying their objection.
- e) Return to the teacher, duly signed, the graded measurement instruments of their children.





- f) Justify in writing to the tutor or the authority that the Head of Studies determines, absences or late arrivals at the institution when necessary and there exists a real reason. This justification must be submitted within three business days after the student's return, following the absence or lateness.
- g) Participate in all school activities to which they are formally summoned.
- h) Notify late arrivals and absences within the established time limits in order to be evaluated accordingly.
- i) Attend appointments or calls made by tutors, teachers, or school authorities.

### **SECTION III. Evaluation criteria for student grading and their percentage value**

#### **Article 15**

##### **Division of the School Year into Terms.**

The school year will be divided into three academic periods: First, Second, and Third Trimester.

#### **Article 16**

##### **Evaluation Criteria for Grading.**

The student's grade in each subject for each period will be obtained by adding the percentages corresponding to the grades obtained by the students according to the following evaluation criteria:

- a) Daily work
- b) Homework
- c) Mid-term exams, trimester exams, or graded practices.
- d) Project
- e) Attendance.

#### **Article 17**

##### **On the definition of daily work**

Daily work consists of all educational activities or work that the student performs, both individually and in groups, providing opportunities for the acquisition of cooperative skills, with the guidance and orientation of the teacher, according to the didactic planning and the curriculum.

For its evaluation, technically elaborated instruments should be used, in which information related to the student's performance is recorded. It is compiled during the term and during the development of lessons, as part of the learning process and not as a product, and should reflect the student's effort and gradual progress in their learning.

Cooperative Skills are understood to be those abilities related to conflict resolution, positive interdependence, equitable participation, individual responsibility, etc. Instruments that measure these skills through self- and peer-assessment, as well as teacher observation, will be used.

## **Article 18**

### **On the definition of tasks**

Tasks are understood to be activities planned, guided, and reviewed by the teacher with the purpose of reviewing or reinforcing, as appropriate, the objectives, curricular contents, competencies, or specific skills consigned in the didactic planning. The maximum number of tasks that can be assigned are:

- **Preschool:** There are no tasks.
- **Primary:** In the I Cycle, there are no tasks. Starting from the II Cycle, a maximum of 1 task per subject in the common block in each trimester.
- **Secondary:** A maximum of 2 tasks per subject in the common block in each trimester.

These tasks are carried out by the student individually or in groups. They should not be assigned to be developed during vacation periods, such as Easter week and mid-year vacations, the October week or examination periods scheduled at the school.

## **Article 19**

### **On the definition of mid-term tests, trimester exams, or graded practices**

Exams, which can be written, oral, listening, or performance-based, are a measuring tool intended for students to demonstrate the acquisition of cognitive or motor learning, mastery of a skill, or progressive development of an ability. In their construction, objectives, skills, or content from the current program of the corresponding level are selected.

Students will be examined each trimester with exams that may be mid-term, trimester-based, or graded practices. Additionally, these exams and performance-based exams will be administered in the presence of a teacher or, failing that, the official designated by the Head of Studies.

Classwork or assignments do not, under any circumstances, substitute an exam. Short graded practices should have a formative character, except in the case of those applied to students with special educational needs.

During exam periods, no more than one exam per day can be administered to a student in Primary, and no more than two per day in Secondary. The organization (calendar) of mid-term and trimester exams must be scheduled at least two months in advance.

The objectives and content to be evaluated must be known by students eight natural days before the date set for the respective exam.

## Article 20

On the format of mid-term tests, trimester exams and graded practices.

Mid-term tests, trimester exams, and any other graded practices may be written, oral, auditory, or practical. The format used is left to the discretion of the teacher and must be approved by the Evaluation Committee, considering structures designed for standardized national or international exams (such as standardized exercises from prestigious institutions such as Oxford, HSK, YCT, etc.).

## Article 21

Project

The development of a project may be done individually and/or collectively, under the supervision of the teacher.

Self and co-evaluation must be included as an element in the grading. For both process and product grading, technically elaborated instruments must be used.

## Article 22

On the grading of spelling in mid-term tests, trimester exams, graded practices and projects in all subjects.

Each department will decide the points deducted in a student's score of up to a maximum of:

- Preschool → Not applicable.
- Primary → I Cycle not applicable. In II Cycle, 2 points of the total score of the exam.
- Secondary → 3 points of the total score of the exam.

If the same spelling mistake is made more than once in the same exam, it will be considered as a single error. Not applicable for students with orthography support.

## Article 23

Attendance and Punctuality.

Attendance is defined as the presence of the student in classes and in all other school activities to which they are expected to attend. Absences and late arrivals may be justified or unjustified. The student must attend 80% or more to promote or gain the current course.

The justification for absences or late arrivals must be presented in writing to the tutor or to the person designated by the school's directive team. This justification must be presented within three business days following the student's return after the absence or tardiness.

## **Article 24**

Absence from school for more than 3 school days.

The family or legal guardian must provide the teacher with justification for their student's absence. In cases of illness, it will be essential to provide the corresponding medical certificate.

## **Article 25**

Absence from school during an unexcused exam or graded practice.

In the case of a makeup exam or graded practice due to an unexcused absence, the institution will charge 12,000 colones per exam to the family or legal guardians in the following monthly billing.

In cases of illness, it will be essential to provide the corresponding medical certificate.

The only justifiable reasons are:

- a) Illness, accident, or in the case of a fortuitous event or force majeure.
- b) Serious illness of legal guardians or siblings.
- c) Death of a family member related by consanguinity to the second degree and for up to one week.

## **Article 26**

Evaluation criteria for each educational stage.

Evaluation refers to the progress, achievements, or difficulties that students present in the learning process or in the development of skills, abilities, and attitudes, according to the study programs and didactic planning.

The following evaluation criteria are established:

### **EVALUATION IN PRESCHOOL**

The evaluation at this stage is global, qualitative, and continuous, guaranteeing a good direction in the educational process, individually adapted to the student through achievement indicators. There is no quantitative weighting of results, as the main objective of evaluation is to obtain information that allows the teaching process to be adapted to the actual development of the students. Therefore, the nature of evaluation is formative and progressive.

The evaluation results serve the teacher to guide the educational strategies and must be communicated to families to make them co-participants in the educational process of their children.

For this purpose, a progress school report or "Preschool Progress Report" will be made with information about the student's learning achievements, learning pace, and development assessment.

This school report or "Preschool Progress Report" will be delivered to families every quarter. The first two quarters will be sent digitally through the management platform "Alexia". The school report or "Preschool Progress Report" for the last quarter will be printed and signed by the Head of Studies and the Academic Director.



The academic program of GSD International School Costa Rica in Preschool is as follows:

- Core subjects: Learning Centers (English), Math, Science, Spanish.
- Complementary subjects: Psychomotricity, Swimming, Musical Language, Art, Computers, and Mandarin.

### EVALUATION IN GENERAL BASIC EDUCATION CYCLE I and II

The academic program offered by GSD International School Costa Rica is as follows:

- Core subjects: Spanish, English, Math, Science, Social Studies.
- Complementary subjects: Physical Education, Swimming, Chess, Music, Arts, Technology, and Mandarin.

The grade for student learning in each subject will be the weighted result of the sum of the following percentage values:

#### A. CORE SUBJECTS

##### I CYCLE OF GENERAL BASIC EDUCATION: 1st grade

Classwork	40%
Mid-terms	20%
Project	30%
Attendance	10%
MAXIMUM PASSING GRADE	100
MINIMUM PASSING GRADE	65

##### I CYCLE OF GENERAL BASIC EDUCATION: 2nd, and 3rd grade

Classwork	35%
Mid-terms	30%
Project	25%
Attendance	10%
MAXIMUM PASSING GRADE	100
MINIMUM PASSING GRADE	65

##### II CYCLE OF GENERAL BASIC EDUCATION: 4th grade

Classwork	30%
Mid-terms	35%
Project	20%
Homework	5%
Attendance	10%
MAXIMUM PASSING GRADE	100
MINIMUM PASSING GRADE	65

##### II CYCLE OF GENERAL BASIC EDUCATION: 5th grade

Classwork	30%
Mid-terms	35%
Project	20%
Homework	5%
Attendance	10%
MAXIMUM PASSING GRADE	100
MINIMUM PASSING GRADE	65

### II CYCLE OF GENERAL BASIC EDUCATION: 6<sup>th</sup> grade

Classwork	25%
Mid-terms	40%
Project	20%
Homework	5%
Attendance	10%
MAXIMUM PASSING GRADE	100
MINIMUM PASSING GRADE	65

### B. COMPLEMENTARY SUBJECTS (I and II Cycle)

Classwork	50%
Graded Practices	10%
Project	30%
Attendance	10%
MAXIMUM PASSING GRADE	100
MINIMUM PASSING GRADE	65

## III CYCLE OF BASIC GENERAL EDUCATION AND DIVERSIFIED EDUCATION

The evaluation of student learning in each subject will be the result of the sum of the following percentage values:

a) **Core subjects:** Mathematics, Science, Physics, Chemistry, and Biology.

	I Midterm Test	II Midterm Test	Graded Practice	Homework	Classwork	Project	Attendance	TOTAL
<b>7<sup>th</sup> Grade</b>	20%	20%	10%	10%	20%	10%	10%	100%
<b>8<sup>th</sup> Grade</b>	20%	25%	10%	10%	15%	10%	10%	100%
<b>9<sup>th</sup> Grade</b>	20%	25%	10%	10%	15%	10%	10%	100%
<b>10<sup>th</sup> Grade</b>	25%	25%	10%	10%	10%	10%	10%	100%
<b>11<sup>th</sup> Grade</b>	25%	25%	10%	10%	10%	10%	10%	100%

b) **Core subject:** Spanish.

	I Midterm Test	II Midterm Test	Project	Skill Evaluation				Homework	Attendance	TOTAL
				Oral	Writing	Reading	Listening			
<b>7<sup>th</sup> Grade</b>	20%	20%	10%	5%	10%	10%	5%	10%	10%	100%
<b>8<sup>th</sup> Grade</b>	20%	20%	10%	5%	10%	10%	5%	10%	10%	100%
<b>9<sup>th</sup> Grade</b>	20%	20%	10%	5%	10%	10%	5%	10%	10%	100%
<b>10<sup>th</sup> Grade</b>	20%	20%	10%	5%	10%	10%	5%	10%	10%	100%
<b>11<sup>th</sup> Grade</b>	20%	20%	10%	5%	10%	10%	5%	10%	10%	100%

c) **Core subject:** Social Studies.

	<b>I Midterm Test</b>	<b>II Midterm Test</b>	<b>Practice</b>	<b>Project</b>	<b>Classwork</b>	<b>Homework</b>	<b>Attendance</b>	<b>TOTAL</b>
<b>7<sup>th</sup> Grade</b>	20%	25%	-	15%	20%	10%	10%	100%
<b>8<sup>th</sup> Grade</b>	20%	25%	-	15%	20%	10%	10%	100%
<b>9<sup>th</sup> Grade</b>	25%	25%	-	10%	20%	10%	10%	100%
<b>10<sup>th</sup> Grade</b>	25%	25%	10%	10%	10%	10%	10%	100%
<b>11<sup>th</sup> Grade</b>	25%	25%	10%	10%	10%	10%	10%	100%

d) **Core subject:** Civic Studies.

	<b>I Midterm Test</b>	<b>II Midterm Test</b>	<b>Project</b>	<b>Classwork</b>	<b>Homework</b>	<b>Attendance</b>	<b>TOTAL</b>
<b>7<sup>th</sup> Grade</b>	15%	30%	15%	20%	10%	10%	100%
<b>8<sup>th</sup> Grade</b>	15%	30%	15%	20%	10%	10%	100%
<b>9<sup>th</sup> Grade</b>	15%	30%	15%	20%	10%	10%	100%
<b>10<sup>th</sup> Grade</b>	20%	30%	20%	10%	10%	10%	100%
<b>11<sup>th</sup> Grade</b>	20%	30%	20%	10%	10%	10%	100%

e) **Core subject:** English.

	<b>Exam</b>	<b>Exam</b>	<b>Project</b>	<b>Language Skill Assessment</b>				<b>Notebook</b>	<b>Attendance</b>	
	<b>Partial test</b>	<b>Partial test</b>	<b>Project</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>	<b>Tarea</b>	<b>Asistencia</b>	<b>TOTAL</b>
<b>7º</b>	15%	15%	10%	10%	10%	10%	10%	10%	10%	100%
<b>8º</b>	15%	15%	10%	10%	10%	10%	10%	10%	10%	100%
<b>9º</b>	15%	15%	10%	10%	10%	10%	10%	10%	10%	100%
<b>10º</b>	15%	15%	10%	10%	10%	10%	10%	10%	10%	100%
<b>11º</b>	15%	15%	10%	10%	10%	10%	10%	10%	10%	100%

f) **Complementary subject:** Debate & Public Speaking.

	<b>Class Work</b>	<b>Project</b>	<b>Homework</b>	<b>Attendance</b>	<b>TOTAL</b>
<b>11<sup>th</sup> Grade</b>	40%	30%	20%	10%	100%

g) Complementary subject: Science Lab.

	<b>Graded Practice</b>	<b>Class work</b>	<b>Homework</b>	<b>Attendance</b>	<b>TOTAL</b>
<b>7<sup>th</sup> Grade</b>	15%	60%	15%	10%	100%
<b>8<sup>th</sup> Grade</b>	15%	60%	15%	10%	100%
<b>9<sup>th</sup> Grade</b>	15%	60%	15%	10%	100%
<b>10<sup>th</sup> Grade</b>	15%	60%	15%	10%	100%
<b>11<sup>th</sup> Grade</b>	15%	60%	15%	10%	100%

h) Complementary Subjects: Music, Arts, Physical Education, Swimming, Philosophy, Psychology, Technology.

	<b>Classwork</b>	<b>Project</b>	<b>Graded Practices</b>	<b>Attendance</b>	<b>TOTAL</b>
<b>7<sup>th</sup> Grade</b>	50%	30%	10%	10%	100%
<b>8<sup>th</sup> Grade</b>	50%	30%	10%	10%	100%
<b>9<sup>th</sup> Grade</b>	50%	30%	10%	10%	100%
<b>10<sup>th</sup> Grade</b>	50%	30%	10%	10%	100%
<b>11<sup>th</sup> Grade</b>	50%	30%	10%	10%	100%

i) Complementary Subject: Mandarin.

	<b>Midterm Test</b>	<b>Trimester Exam</b>	<b>Project</b>	<b>Skill Level</b>		<b>Notebook</b>	<b>Homework</b>	<b>Attendance</b>	<b>TOTAL</b>
				<b>Listening</b>	<b>Classwork: Oral and Written Production</b>				
<b>7<sup>th</sup> Grade</b>	10%	20%	10%	15%	15%	10%	10%	10%	100%
<b>8<sup>th</sup> Grade</b>	10%	20%	10%	15%	15%	10%	10%	10%	100%
<b>9<sup>th</sup> Grade</b>	10%	20%	10%	15%	15%	10%	10%	10%	100%

#### IV INTERNATIONAL BACCALAUREATE

The family must sign some documents accepting GSD's Institutional Policies for obtaining the Diploma Programme. Among them:

1. IBDP subject enrolment.
2. Academic honesty declaration.
3. Consent for intellectual property assignment.
4. CAS commitment.

It may occur different scenarios:

- The student does not pass the first IBDP year and must repeat 11° (IB o MEP).



- The student does not pass the second IBDP year and must attend to a makeup exam.
- The student does not pass the second IBDP year, but the student achieves the national certificate (MEP) if he gets 3 or more points in group 1 subjects (Literature) and 2 points in the other ones. Music and Business Management are not taken into account.
- There is grade 1 in all the subjects, the student cannot certificate.

### **CONDITIONS FOR THE AWARD OF THE DIPLOMA**

The minimum number of points needed to get the Diploma is 24. There are some additional rules to be aware of as well.

If you receive 24 or more points (up to 45), you will receive the IB Diploma provided all the following requirements have been met:

- Numeric grades (as opposed to an "N") have been awarded in all six subjects registered for the IB diploma.
- All CAS requirements have been met.
- Grades A to E have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D for both of them.
- There is no grade 1 in any subject.
- There are no more than two grade 2s awarded.
- There are no more than three grade 3s or below awarded.
- At least 12 points have been gained on Higher Level subjects.
- At least 9 points have been gained on Standard Level subjects.

### **GSD IBDP INTERNAL ASSESSMENT**

- Group 1. Project 20%, written exam 30% (de 15% c/u), oral exam 30% (de 15% c/u), essays 20% (de 10% c/u)
- Group 2: Exam: 30%, Classwork 40%, Project 20%, homework 10%.
- Group 3. Test 1 (35%) (speaking part) y Test 2 (40%) (unit). Project (25%)
- Group 4. Exam 30%, short tests 20%, homework 10%, Project 15%, laboratory 25%.
- Group 5. Exam 30%, short tests 20%, homework 10%, Project 20%, Classwork 20%.
- Group 6. Exam 30%, short tests 20%, homework 10%, Project 20%, Classwork 20%.
- Extended Essay. Homework 20%, Project 30%, Classwork 50%.
- TOK. Advances 30%, Oral Presentations 20%, Essays 30%, homework 20%.
- CAS. Qualitative Evaluation, experiences attendance, and portfolio.



## **Article 27**

### **On the Conditions for the Application of Each Exam**

The maximum application time for each regular, makeup, and retake exam will be 120 minutes, with the exception of national tests and those corresponding to students with special educational needs. When applying exams to students with special educational needs, the particular conditions established for each student defined by the teacher, the Educational Support Committee, or the Regional Advisory Board on Special Education, as applicable, will be respected.

## **Article 28**

### **On the Grade Appeal Procedure**

Families will have three business days after the assignment is returned by the teacher to submit a written appeal regarding any grading criteria. The appeal must first be sent via email to the subject teacher. If the family is not satisfied with the response, they must then address the appeal to the corresponding Department Head, who will escalate the case to the Evaluation Committee for a final decision.

## **SECTION IV: Promotion in General Basic Education I, II, III and Diversified Education**

## **Article 29**

### **On the minimum annual average to pass each subject**

A student in I and II Cycles of General Basic Education who achieves an annual average above sixty-five will be considered to have passed the respective subject.

A student in III Cycle of General Basic Education who achieves an annual average equal to or higher than seventy will be considered to have passed the respective subject.

A student in Diversified Education who achieves an annual average equal to or higher than seventy-five will be considered to have passed the respective subject.

Those who do not achieve the indicated annual average will be considered to have failed.

### **Article 30**

On the weighting used to obtain the Annual Average Grade of a subject

To obtain the annual average grade of a subject, both in General Basic Education Cycles I, II, III, and Diversified Education, the grades corresponding to the three trimesters of the year will be taken, and will be weighted as follows: 30% for the first trimester, 30% for the second trimester, and 40% for the third trimester.

### **Article 31**

On the possibility of being exempt from the final exam of the third trimester.

In all those subjects where at least two exams are applied per trimester, the student will have the right to be exempt from taking the final exam of the last trimester, if they have obtained a grade equal to or higher than 90 in the first two trimesters and obtained grades of 90 or higher in the rest of the evaluation criteria (mid-term exams, projects, daily work, etc.) during the last trimester. In addition, the student's conduct grade cannot be lower than 90 in any of the three trimesters.

The exempt status must be communicated to the student within eight calendar days of the exam. Such students will receive a grade of one hundred on the exam from which they were exempted. In those subjects where only one exam or project is applied in each grading period, no exemption can be awarded to any student.

### **Article 32**

On the condition of a failing student.

Students in I, II, III Cycle of Basic General Education and Diversified Education who fail in their annual average in four or fewer subjects must take make-up exams in the failed subjects.

Students in I, II, III Cycle of Basic General Education and Diversified Education who fail in their annual average in more than four subjects will have the definitive status of "failed" and must repeat the entire school year.

In the case of repeating the year, it will be the decision of the Director together with the Executive Team to analyze and assess whether student may continue in the school.

### **Article 33**

On the sitting of retake exams for failing students.

The first and second round retake exams for failed students will be held on dates specified in the school calendar. These dates must be duly communicated with eight natural days in advance.



As a requirement to sit a retake exam, the student must have regularly attended at least 80% of the total lessons of the respective subject in the current school year, except for duly justified circumstances.

### **Article 34**

*On the conditions related to failing in retake exams.*

The student of I, II, II Cycle and Diversified Education who, once the retake exams have been taken, has definitively failed any of the subjects, will be considered failed in that school level and will lose the status of regular student of the school, except for express authorization by the Director.

### **Article 35**

*On the objectives and contents of the retake exams.*

The objectives and contents of the retake exams will be selected and defined by the respective teacher from those established in the current study program and have been covered during the academic year. The teacher must communicate these objectives, skills, and content in writing with at least eight calendar days' notice prior to the test's application to the students who have not passed.

### **Article 36**

*On the requirements to pass retake exams for failing students.*

Students in General Basic Education I and II Cycle will be considered to have passed the respective retake exam if they achieve, at least, the minimum grade of sixty-five on the exam.

Students in General Basic Education III Cycle will be considered to have passed the respective retake if they achieve, at least, the minimum grade of seventy on the exam. Likewise, students in Diversified Education who achieve a minimum grade of seventy-five on the test will be considered to have passed the respective retake exam. Students who do not achieve the minimum grade indicated for their level, as well as the ones who do not sit the retake exam with authorized justification, will be have the status of "failed". The students who pass the retake exams will be assigned a grade of no more than 65, 70, or 75, respectively, in the corresponding school records.

### **Article 37**

*Delivery of Exam Results for Retake Exams.*

After the retake exams have been completed, the corresponding teacher must deliver the results to the students and the Head of Studies within three business days following their application. The duly graded and corrected exams will be delivered to the corresponding Department of Studies for safekeeping.



Students, their parents or guardians have the right, upon request, to review the retake exam in the presence of the Head of Studies or the assigned teacher staff.

### **Article 38**

#### **Sanction for Fraudulent Actions in Tests, Assignments, and Projects.**

Any fraudulent action carried out by one or more students for their own benefit or that of a third party, carried out before, during or after the application of tests, completion of projects or assignments, and identified by the teaching staff at any time, will be sanctioned by assigning the minimum possible grading on the grading scale of one point for the exam, project, or corresponding task. This action will be given to all students involved in the fraudulent behavior, without prejudice to any further action that could be taken against the student, that fits the offense committed and as outlined in this Regulation.

To this end, the teacher will inform the Discipline Committee and the student's family in writing of the situation that is to undergo investigation, as stipulated in the School's Disciplinary Procedure or Due Process.

### **Article 39**

#### **Grade Scale for Conduct.**

The grading of student conduct at all levels will be summative, using the numerical scale from 1 to 100. The recording of incidents will be the responsibility of the teachers and Head of Studies, as stipulated in GSD IS Costa Rica's Internal Regulations.

### **Article 40**

#### **On the Minimum Conduct Grade for Passing.**

The minimum conduct grade for the passing of students will be 65 in 1st and 2nd Cycle; 70 in the 3rd Cycle of Basic General Education and 75 in Diversified Education.

### **Article 41**

#### **On the Condition of Failed Status in Conduct.**

The student who obtains a conduct grade below the minimum established in Article 39 of this Regulation in the weighted annual average (30% for the first quarter, 30% for the second quarter, and 40% for the third quarter) will have the condition of failed status in conduct.

In these cases, the school considers that the student has tacitly waived the right to be a part of the Educational Community, demonstrating a complete breach of the school's rules and philosophy. Therefore, the Disciplinary Committee will not apply a sanction, but accept this unspoken resignation, ordering the expulsion of the student and their immediate removal from the list of regular students. In these cases, the Institution will issue a



certification of the grades obtained by the student up to that moment, so that they can enroll in another Institution and continue their educational process.

## **Article 42**

### **Communication**

The School establishes the following communication tools to be used by the members of the Educational Community:

- a) Quarterly school report.
- b) School Diary (Preschool and Primary).
- c) Online school management platform "Alexia".
- d) Qualified instruments of measurement.
- e) In-person meeting.
- f) Virtual meeting via Microsoft Teams.
- g) Institutional email Office 365.
- h) Telephone call.
- i) Institutional social media (Instagram, Facebook, etc).
- j) Others that are considered and officially informed by the Head of School.

## **Article 43**

### **School Report**

At the end of each grading period, or trimester, the parent or guardian will be informed of the availability of the document called *Trimester Report Card*.

## **Article 44**

### **Correction of Errors**

The teaching staff has the power and duty to immediately and ex officio correct errors of law and fact incurred in the evaluation process, either because they have become aware of their existence, or because of the timely and respectful observation by the student or their legal representatives.

## **SECTION V: Curriculum Adaptation**

### **Article 45**

Regarding the application procedure for curriculum adaptation.

The request for assessment of curriculum supports can be made by any individual involved in the teaching-learning processes of the students in our institution: subject teachers, the guidance department, parents, guardians, or external specialists.

**45.1.** If the request comes from a teacher: they must request from the person in charge of the Guidance Department of the stage, the diagnostic assessment tool for the application of curriculum adaptation, a request that can be managed in all subjects or only in those where the student presents a need for support.

**45.2.** If the request comes from the Guidance Department: They must send a report with the results of the diagnostic assessment tool, with a description explaining and justifying why they are requesting the assessment for the application of a curriculum adaptation and the Guidance Department as a whole must approve or reject it.

**45.3.** If the request is made by the parent or legal guardian: They must send a letter addressed to the Guidance Department, in which a formal request is made, explaining and justifying why they are requesting the assessment for the application of a curriculum adaptation. In case the curriculum adaptation is recommended through a specialist (educational psychologist, psychologist, specialist in a related area), the parent, mother, and/or legal guardian of the student must send the letter specifying the type of curriculum adaptation recommended, a brief justification of why the assessment of this curriculum adaptation is requested, and attach the corresponding report from the specialist.

### **Article 46**

Regarding the approval or denial of an adaptation.

The Guidance Department will be responsible for reviewing the documentation submitted by teachers, parents, or legal guardians of the student, the diagnostic assessment report if any, as well as monitoring the process of approval or denial of the curriculum adaptation. In the end, the Guidance Department as a whole makes the decision to approve or deny the curriculum adaptation. The person in charge of said department, for each stage, will communicate the resolution to the parent, mother, and/or legal guardians of the student in an individual session. Subsequently, they will manage the corresponding paperwork.

### **Article 47**

On Significant Educational Adaptations.

For the Guidance Department to approve a significant educational adaptation, it is essential to demonstrate a two-year academic delay in the student and to have previously applied non-significant adaptations in core subjects. These must show that, despite the support provided, the student's academic performance and



curricular competence do not achieve meaningful progress in their learning process. The academic delay must be supported by external specialized reports and standardized tests. The significant adaptation will allow for the implementation of exceptional measures such as modifying the academic load and curriculum structure, the involvement of support teachers, among others—always with the Institution’s authorization.

## **Article 48**

### **Regarding the lifting of curriculum adaptations.**

The individuals responsible for requesting the lifting of the curriculum adaptation are the subject teachers, who through the homeroom teacher and the stage counselor, as appropriate, for Primary or Secondary, will send a justification report arising from the follow-up for a period of at least one trimester with the respective student progress. The person in charge of the Guidance Department communicates to the parents, mothers, and/or legal guardians of the student the lifting of the curriculum adaptation, clearly substantiating the decision.

## **ANNEX II. SCHOOL ORGANIZATION**

### **Positions of Responsibility**

1. Head of School – Juan Barrilero Contreras.
2. Associate Head and IB Coordinator – Ignacio Díez Otegui.
3. Global Initiatives Director – Ana María Gutiérrez.
4. Head of General Services – Adrián Herrera Rojas.
5. Head of Finances – María Fernanda Calderón.
6. Preschool Head of Studies– Alejandra Mora Sarratea.
7. Primary School Head of Studies – Ana María Obón Colmenares.
8. Secondary School Head of Studies – Dalit Arazi.
9. Head of Guidance Department – Alejandra Valverde Castro.
10. Preschool Coordinator – Tatiana Cordero Chaves.
11. Primary School Foreign Languages Coordinator – Jessica Green.
12. Primary School Science Coordinator – Noelia Nuñez.
13. Primary School Spanish Coordinator – María Stephanie Castro.
14. Head of Mathematics Department – Alejandro Valverde Morales.
15. Head of Science Department – Mariela Granados Sánchez.
16. Head of English Department – Kara Tilton.
17. Head of Physical Education Department – Daniel Valverde Murillo.
18. Head of Humanities Department – Melissa Villalobos Paniagua.
19. School Doctor – Laura Carballo Sayao.
20. Head of Maintenance - Emilio Rodríguez Reyes.
21. Executive Chef - Jeimy Villagrán Rovira.
22. Sports Club Coordinator - Marvin Alfaro Sánchez.
23. Arts&Culture Coordinator - Alejandra Muñoz Fatjó.
24. IT Coordinator - Adrián de los Ángeles Martínez Soto.
25. Swimming Coordinator - Adriana Morera Garita.





## ANNEX III. THE UNIFORM

The School uniform will consist of the following items for the different areas of the School. It should only be purchased at the School store.

During field trips, international trips, etc., clothing that incites division, confrontation or violence, such as paramilitary uniforms, offensive messages and inappropriate clothing for our Educational Community at any of its levels is prohibited.

Likewise, no head covering will be allowed, except with express authorization from the Director or the personnel in charge.

### **Preschool Education (Level 1, 2, 3, 4 and 5):**

- Orange or blue fabric smock with GSD logo.
- White cotton T-shirt with a crossed V-neck adorned with turquoise and orange stripes and the embroidered logo on the chest and GSD letters on the back in turquoise blue.
- Official school jacket with the school logo embroidered on the chest.
- Dark blue and orange sportswear with turquoise blue and white trim and GSD logo on the left sleeve.
- Children's sports shorts, navy blue with orange and white side stripes and GSD letters on one leg.
- White socks with GSD logo.
- Girls' swimsuit with GSD logo and/or male swimshorts with GSD logo.
- Orange swimming cap with GSD inscription.
- Flip flops or Croc-type shoes for swimming area.
- Shoes or sneakers of any color.

### **Primary and Secondary Education:**

- Skorts or culottes in shades of orange and brown or navy blue, GSD model. Alternatively, long or short dark blue pants in sintatex with orange stitching and GSD logo.
- Official school hoodie jacket with the School's logo embroidered on the chest.
- Cotton sweatshirt in shades of orange and blue with embroidered School logo.
- White polo shirt with blue, orange and green stripes on the collar border. The School's logo is embroidered on the chest.
- Orange-brown socks for use with skorts and blue socks for pants or shorts.
- White cotton T-shirt with a crossed V-neck adorned with turquoise and orange stripes and the embroidered logo on the chest and GSD letters on the back in turquoise blue.
- Dark blue and orange sportswear with turquoise blue and white trim and GSD logo on the left sleeve.
- Sports shorts, navy blue with orange and white side stripes and GSD letters on one leg.
- White socks with GSD logo.
- Girls' swimsuit with GSD logo and/or male swimshorts with GSD logo.
- Orange-colored swimming cap with the inscription GSD.
- Black leather shoes or completely black sneakers, including the sole and brand.
- Flip flops or Croc-type shoes for swimming area.
- Shoes or sneakers of any color for Physical Education.

### **Uniforms for School personnel and staff:**

All provisions regarding uniforms for personnel and staff are described in the GSD Employee Handbook.



## APPENDICES

### APPENDIX 1

This appendix includes the action protocols that the School will follow according to the Ministry of Public Education in situations of:

- Protocol for dealing with bullying situations.
- Protocol for dealing with findings, possession, and use of weapons.
- Institutional protocol for the restitution of rights and access to the Costa Rican system for victims and survivors of the crime of trafficking.
- Protocol for attending students who present self-inflicted injuries and/or suicide attempts.
- Attention to pregnancy and motherhood in underage individuals enrolled in the School.
- Protocol for dealing with findings, possession, consumption, and trafficking of drugs.

These protocols can be found at the following link: <https://www.mep.go.cr/protocolos-de-actuacion>

**Juan Barrilero Contreras**  
**Head of GSD IS Costa Rica**

**This document is a courtesy translation. The official and valid version of the GSD Internal Regulations is written in Spanish.**