

CCHS STUDENT & FAMILY HANDBOOK



CAP CANA HERITAGE SCHOOL

Ciudad Las Canas, Cap Cana

Provincia La Altagracia

Republica Dominicana

School Telephone: 809.695.5519/809.469.7200

School Hours:
Monday-Friday, 7:30am-4:30pm

www.cchs.edu.do

FOREWORD

TO ALL STUDENTS

Cap Cana Heritage School's Board of Directors and school staff warmly welcome you to a new school year; we hope it will be an enriching and rewarding one. This handbook is based on school policies and will acquaint you with our school rules and regulations, as well as your rights and responsibilities.

Our priority is to assist you in the development of your academic and personal growth, and offer you all the support you need for a successful school year. That is why we expect you to read this handbook very carefully and internalize its content.

TO ALL PARENTS/GUARDIANS

Cap Cana Heritage School is an institution that pursues the holistic development of every student and guides them towards excellence. We hope the years that your child attends CCHS are a time of excitement, learning, and growth. The purpose of this handbook is to acquaint you with the rules that govern our school life and activities, and at the same time give you information concerning the welfare of your child, the school, and its policies. The Board of Directors, administration, and school staff expects students to conduct themselves in a manner fitting to their age, maturity level, and with respect and consideration for the rights of others. **Please discuss the contents of this handbook thoroughly with your child(ren). It is important that families and their children understand the contents in this document.** We firmly believe that your involvement is essential to maximize the potential of your child(ren). All students will receive this information at the beginning of the year; students in the Early Childhood Area will be explained the important points at an appropriate language level by their teachers.

Please join us in our mission to help our students accomplish their academic and personal goals. We look forward to working together with you!

CCHS CONTACT INFORMATION

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RESPONSIBILITIES OF CAP CANA HERITAGE SCHOOL
RECOMMENDATION

CHAPTER 1: INSTITUTIONAL INFORMATION

Article 1: Philosophy

Cap Cana Heritage School practices a holistic approach to teaching, where the academic and personal lives of students are valued, challenged and enhanced. CCHS offers its students a safe and enjoyable place to grow, explore and excel academically, physically, creatively and emotionally.

We believe that theory and practice must coexist to maximize the educational experience of our students. Our academic program is designed for students to reflect on learning and its connection to the larger world. We offer an instructional program that is of high quality and relevant to the promotion of the mastery of skills and knowledge; which empower students to communicate effectively and think critically.

Our teaching and learning practices for all stakeholders are guided by our three founding principles of leadership, integrity and wisdom. CCHS strives to provide leadership opportunities for our educational community, knowing that leadership is a foundation for instilling a sense of collaboration, self-actualization and development of personal skills and talents. We aim for students to understand and demonstrate personal integrity in forming a positive and proactive character that will impact their communities. Our philosophy becomes evident when students are actively engaged in learning and demonstrate a commitment to continued education.

Article 2: Vision Statement

To be a true learning community that is committed to the pursuit of excellence, leadership, and personal integrity.

Article 3: Mission Statement

To provide a student-centered environment based on high expectations that actively promotes leadership, wisdom, and integrity by fostering creative, critical thinkers who are life-long learners, caring human beings and responsible global citizens.

Article 4: School Values

- Leadership
- Wisdom
- Integrity

Article 5: Student Outcomes

- To develop competencies in language usage and communication.
- To develop competencies in the use of technology and information.
- To develop competencies in critical thinking and investigative learning.
- To develop competencies in creative arts and cultural awareness.
- To develop competencies in social and personal responsibility.
- To develop competencies in learning to learn.

Article 6: Graduate Profile



Article 7: Institutional Profile

Cap Cana Heritage School (CCHS) is a private institution administered by a Board of Directors that is in charge of regulating the overall function of the school, policy making, long-term planning and supervision of financial resources. The Board of Directors is the group that will hear, and make any decisions, about a situation that is not covered in the institutional policies. The CCHS Head of School is responsible for carrying out the directives and policies dictated by the Board of Directors and implementing an academic program that reflects the institutional philosophy and objectives.

Article 8: Accreditations & Associations

CCHS is accredited by US-based Cognia, formerly AdvancED/SACS-CASI, the largest accrediting organization of schools and universities in the world. This accreditation guarantees that the education our students receive is of high quality with multiple standards of excellence, and is easily transferable to many colleges and universities in the US, Canada and throughout the world. CCHS is also recognized by the Ministry of Education of the Dominican Republic.

We maintain affiliation with the Association of American Schools of Columbia and the Caribbean (ACCAS), as well as the Tri-Association.

Article 9: Flag Ceremony

During the week, students participate in a flag ceremony where they learn the importance of patriotism and civics. It is vitally important that whenever the national anthem of the Dominican Republic or another country is being played that all people stop moving, stand in silence, and wait for the anthems to conclude before moving or continuing to conduct business in the school.

Article 10: Purchasing Uniforms

Uniforms for the school year can be purchased in the CCHS Marlin Shop located in the Main Plaza. Students are also able to make photocopies and/or print work at a minimal cost. The store is open the week prior to the start of classes in order for parents and students to purchase uniforms.

A list of school supplies for the upcoming year will be made available at the end of each academic year, or may be obtained by the area secretaries, school Registrar or via the school website. Parents are responsible for providing their child(ren) with the necessary supplies by the first day of classes.

Article 11: Administrative Directory & Operating Hours

Main Reception	1st Floor, Main Plaza
Head of School	1st floor, Main Office, Main Plaza
Director of Academic Affairs	1st floor, Main Office, Main Plaza
Director of Business Finance	1st floor, Main Office, Main Plaza
Director of Operations	1st floor, Main Office, Main Plaza
Early Childhood Principal	1st floor, Building A, Rm. 100
Elementary Principal	2nd floor, Building A, Rm. 200
Middle & High Principal	1st floor, Building B, Rm. 100
Cashier	1st floor, Main Plaza
Activities Coordinator	1st floor, Main Office, Main Plaza
School Nurse	1st floor, Main Plaza
Registrar/Academic Secretary	1st floor, Main Plaza
Technology Coordinator	1st floor, Main Office, Main Plaza
Marlin Shop	1st floor, Main Plaza

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School Website: www.cchs.edu.do

School Hours: Monday-Thursday 7:30am-4:30pm; Friday 7:30am-4:00pm

Cashier Hours: Monday-Thursday 7:45am-1:00pm & 2:00-4:00pm; Friday until 3:00pm

Marlin Shop Hours: 7:30am-1:30pm & 2:30-4:00pm; Friday until 3:00pm

CHAPTER 2: CCHS FAMILY PROFILE & RESPONSIBILITIES

Article 1: Family Profile

A meaningful educational experience is one in which the family and school work together in order to achieve success. A successful partnership is one in which families at CCHS:

- a. Understand and support the CCHS mission, vision and school philosophy;
- b. Support the institution in its pursuit of the well-being and academic proficiency of each student;
- c. Are a positive and proactive contributor to the school community and support the values of the school at all times;
- d. Respect all members of the school community;
- e. Work with the school on identifying and pursuing specific goals in all areas of their child's life and monitor their child's progress;
- f. Become informed about what their child is learning inside and outside of school;
- g. Support decisions taken by the school in regards to their child's academic and social-emotional progress;
- h. Communicate consistently and positively with their child's teacher(s);
- i. Volunteer to share their abilities, interests, expertise and constructive feedback;
- j. Participate in school activities that build community;
- k. Actively participate in academic and informative activities, such as parent teacher conferences, project presentations and parent workshops;
- l. Support their child at home by providing positive feedback, advice and by being a good role-model;
- m. Follow all school policies and procedures at all times.
- n. Demonstrate pride, trust and respect towards the school through their actions and comments;

Article 2: Family Expectations

The following are expectations that CCHS has for all of its families:

- a. Know, accept, respect and apply unconditionally the policies and procedures established in the Student-Family Handbook;
- b. Attend meetings and events held by school or requested;
- c. Be actively involved in the educational progress of their child(ren);
- d. Review and show interest in the academic and extra-curricular work their child(ren) undertake(s);
- e. Attend school when an appointment for an individual meeting for any reason is made or requested;
- f. Respect and carry out any measures taken by the school to guarantee the safety of their child(ren);
- g. Respect the school schedule, including dates of parent-teacher meetings, events, activities, and making sure their child(ren) arrive(s) to school at the established time.

Article 3: Communication with Parents/Guardians

Maintaining communication with the school is very important in order to stay current on the academic and socio-emotional well being of your child.

- a. It is the responsibility of the parents/guardians to maintain **current and accurate** contact information with the school Registrar. Any changes in information should be immediately reported to the school Registrar so that the information is accurate in case the school needs to contact the parent/guardian.
- b. It is the responsibility of the parents/guardians to maintain current and accurate school records, including: medical forms, authorization to pick up child forms, etc.
- c. Parents/guardians should be in communication with the teacher(s) of their child(ren) via means of the school's communication systems.
- d. It is the parents/guardians responsibility to return phone calls or emails written by school staff and personnel as quickly as possible.

Article 4: Parents/Guardian Meetings

As parents are the primary source and primary educators in the lives of their children, it may be necessary to meet with school personnel throughout the year to discuss progress or other situations that arise.

- 4.1. When school personnel request parent meetings, it is important that:
 - a) Parents/guardians arrive on time for the requested meeting;
 - b) If parent/guardians cannot make the scheduled meeting, they should call the school to cancel or reschedule;
 - c) Parents/guardians should bring all requested documents and/or information to the meeting.
- 4.2. When parents/guardians request a meeting with school personnel, it is important that:
 - a) Parents/guardians contact the child's teacher(s) or the area administrative assistant via email or phone to schedule an appointment.
 - b) The teacher serves as the first point of contact when wanting to discuss any academic questions or concerns in regards to your child.
 - c) Parents/guardians cannot meet with the teacher before, or during, instructional time without a previous appointment.
 - d) If parents/guardians are not satisfied with the outcome of the meeting with the teacher, they may request a meeting with the area principal.
 - e) If parents/guardians are not satisfied with the outcome of the meeting with the principal, they may request a meeting with the Head of School and/or Director of Academic Affairs.

- f) If parents/guardians are not satisfied with the outcome of the meeting with the Head of School, they may send a letter to the Board of Directors, via the Head of School.

Article 5: Parents/Guardians Behavior

CCHS expects all parents/guardians to conduct themselves respectfully and cordially to all members of the school community at all times. This includes, but is not limited to: all administrative staff, teaching and teaching support staff, office personnel, security and maintenance staff, students, other parents/guardians and school visitors.

- 5.1. The school reserves the right to deny readmission to any student(s) at the end of the school year who's parents/guardians do not cooperate with the educational process, are not acting in the best interest of the physical and emotional well-being of the child, or have not followed the policies and procedures established by the school.
- 5.2. The school reserves the right to deny entry to any parent/guardian to the school and any school related activities or events for the rest of the school year.
- 5.3. Parents/guardians should refrain from directly intervening in conflicts and situations their child(ren) are involved in at school. All comments and questions should be directed to the school administration. The administration is responsible for managing any interpersonal relationships or conflicts between students and resolving the situations accordingly.
- 5.4. Parents/guardians and visitors should always be appropriately dressed when in the school, or at school events and activities. Parents should avoid wearing revealing articles of clothing.

Article 6: Parents/Guardians Comments & Suggestions

Parents that have comments or suggestions in regards to the school can schedule an appointment during school hours to speak with a member of the school staff. As always, confidentiality is respected, and all conversations must be handled in a respectful way using the appropriate language. We encourage all school community members to communicate any situation or harmful act to the school authorities so that it can be investigated and resolved in an appropriate and timely manner, in order to avoid the creation of a larger issue.

Article 7: Confidential Information

The school cannot give any personal information or student documentation of any kind to any other student or parent of the school without prior authorization from the primary parent/guardian. Parents/guardians that wish for another party to pick up information must send a request in writing prior to the information being given.

Article 8: Legal Proceedings Between Parents

If parents are divorced and if legal custody is granted to one of the parents or a legal guardian, the school must be notified and all legal documents certifying the custody must be turned in to school officials.

In case of a legal dispute or any other inconvenience among parents that has not been notified in writing with the necessary legal documents, the school will suppose there is no difference between the rights of the parents in regards to their child.

Article 9: Students Requiring Conditionalities

In order to ensure that all students receive the support and guidance they need to succeed academically and socially emotionally, the school has established a policy regarding student admissions conditionalities. These conditionalities are determined either during the admissions process or at any point throughout the academic year by the Student Academic Support Team. The conditionalities are outlined in a formal document provided to the student and their family, specifying the expectations and requirements that must be met for the student to be eligible for re-enrollment in the following school year. This may include academic performance, attendance, behavior, or other areas deemed critical for the student's success. Adherence to these conditions is crucial, and failure to meet them may result in the student not being allowed to re-enroll. The goal of this policy is to foster a supportive and structured environment that promotes the academic and personal growth of every student.

Article 10: Withdrawing Students before the End of School Year

Parents/guardians who withdraw students before the end of the school year must comply with all policies and procedures in the school agreement made at the time of registering the student(s). A written communication must be sent to school administration stating the reason for leaving, soliciting all required documents with the school Registrar and completing any financial or other transactions with school administration. All documentation given to the school at the time of registration will not be returned and must stay with the school.

Article 11: Student Documentation

If a family is requesting student documentation of any kind from the school, parents/guardians should solicit the documents at least one (1) week in advance and must be in good standing with school agreements stipulated at the time parents register their child(ren) in school.

Note: Documents solicited for admissions/registration purposes for foreign students must be validated by the Ministry of Education.

Article 12: Corrections to Documents

Should an error occur in a school document, the school will notify the parents/guardians to have the document returned to the Registrar. Once the corrections have been made, the Registrar will notify the parents/guardians.

Article 13: Purchase of Uniforms & School Supplies

During the summer months of each school year, a list of school supplies for the next grade will be provided. You may obtain these lists through our website or the Registrar's Office. Parents/guardians are responsible for providing their child with the necessary supplies by the first day of school. School

supplies are used at the discretion of each individual teacher. Notebooks and other materials may be used in a variety of ways to support instruction. Teachers will send home unused materials at the end of the year. These can be used for the following school year and we encourage reuse of materials.

Uniform polo shirts, t-shirts and sports uniform pants can be purchased at the school's Cashier. Regular pants can be purchased at any store, as long as they are classic khakis and comply with the school's uniform criteria.

Article 14: School Textbooks & Library Books

Textbooks and library books are used to complement the CCHS curriculum. Books will either be provided to students at the discretion of the teacher on a loan basis, or checked out by students through the library system. Textbooks and library books are the responsibility of the student and must be returned in the same condition as received. Parents/Guardians will be charged for lost or damaged books.

CHAPTER 3: ACADEMIC POLICIES & PROCEDURES

Cap Cana Heritage School strives to create an academic program that is rigorous and active, where all students engage in “hands-on” activities, and can become critical thinkers and eloquent communicators. Our curriculum is designed to be STUDENT-CENTERED, where teachers facilitate small learning groups, students work together to find solutions to problems, make connections, and to question one another. Students will engage in in-depth study investigations in which their experiences are interrelated. Students will learn through methods that go beyond the traditional forms of learning such as listening and worksheets. Instead, they will learn through dialogue, investigations, debating, hypothesizing, and experimenting.

Article 1: Early Childhood Program Overview

The Early Childhood program includes grades Nido (1 year olds) to Pre-Kinder (4 years old). Teachers use a set of academic standards to evaluate students using a standards based progress report. Students are exposed to a wide variety of learning experiences through hands-on activities and classrooms that fully support creativity and exploration. Various types of formative and summative assessments are used, including common assessments, observations, portfolios and project presentations. The Early Childhood program is divided into three trimesters per academic year. The faculty consists of the area principal, counselor, teachers, instructional assistants and classroom support staff.

Article 2: Primary Program Overview

The Primary program includes grades Kindergarten-5th. Teachers work collaboratively and use the Common Core State Standards, the Next Generation Science Standards, AERO / CCHS Social Studies Standards, and the Dominican Ministry of Education Spanish and Sociales Standards. Project-based learning with a “Makers” centered approach is implemented throughout the grade levels, in which teachers integrate academic subjects into a meaningful project that assesses student understanding of

content, as well as enhances their 21st Century skills. Students attend classes required by the Ministry of Education, such as Spanish and Dominican History, as well as creative arts classes and physical education. Various types of formative and summative assessments are used including reading and math screeners and Measures of Academic Progress (MAP), as well as various forms of alternative assessments. The Primary program is divided into four quarters per academic year. Students are evaluated using a standards-based evaluation process. The faculty consists of the area principal, teachers and assistant teachers, when applicable.

Article 3: Lower Secondary Program Overview

The lower secondary program includes grades 6-8. Teachers use a set of academic standards to evaluate students using a numeric system established by the Dominican Ministry of Education. Teachers design unit projects using our Project Based Learning schema to assess student understanding of content, as well as enhance their 21st Century skills by having them apply the skills and knowledge they have learned. Various types of formative and summative assessments are used, including unit assessments, semester exams, standardized tests, as well as various alternative assessments. The lower secondary program is divided into four quarters per academic year.

Article 4: Upper Secondary Program Overview

The upper secondary program includes grades 9-12. Teachers use a set of academic standards to evaluate students using a numeric system established by the Dominican Ministry of Education. Students also earn academic credits, which are applied to the total amount of credits needed to graduate from the CCHS program. Teachers design unit projects using our Project Based Learning schema to assess student understanding of content, as well as enhance their 21st Century skills by having them apply the skills and knowledge they have learned. Various types of formative and summative assessments are used, including unit assessments, semester exams, standardized tests, as well as various alternative assessments. The upper secondary program is divided into four quarters per academic year.

Article 5: Student Services and Support System

Cap Cana Heritage School provides a variety of services to students through the Psychology, Counseling, Special Education and ESOL/SSOL Department. These departments provide a number of academic and social-emotional support to various students throughout the year. Students can be referred to any of the programs offered by these departments by parents or teachers. During the referral process, the administration will complete a school level evaluation of the situation and make an informed decision and notify the parent/s guardians of any conditional terms or suggestions. CCHS may recommend outside evaluations to families. The evaluations outside of the school require additional costs and are the responsibility of the families. Parents that would like to know more about the referral process need to contact the department directly for more information.

5.1 Student Support Team

CCHS offers a variety of services in order to support the learning process of its students: Psychology, College Counseling, ESOL/SSL, Academic Intervention and Special Education. The role of the CCHS Student Support Team is to collaborate with students, teachers, parents/guardians, and staff to strengthen competency development in the following areas: academic, social-emotional, and vocational.

5.2 - Student Referrals:

Students may be referred to any support program based on their needs. The Student Support Team will complete an internal evaluation for decision-making and to notify parents/guardians regarding actions to take based on the results.

In the event that the school requires that parents/guardians submit an evaluation carried out by an external specialist, they must commit to comply with this request, as soon as possible, continuously follow up on the specialist's recommendations and provide the school with a copy of the results with the purpose of supporting the student in their educational process.

5.3 - Enrichment:

If a student confronts academic difficulties in any subject, the teachers will recommend his/her participation in the Enrichment program, which takes place immediately after the end of the school day on Monday. In case parents/guardians consider that their child would benefit from participating in the program, they can request the teacher to include him/her. Students can also request to participate in a support session for clarification or to receive additional support from the teacher.

5.4 - Student Academic Support (SAS):

CCHS provides a general education program with assistance to students with moderate learning needs. To participate in this program, it is necessary to comply with the referral process established by the school.

5.5 - English for speakers of other languages ESOL and Spanish for speakers of other languages (SSOL) Programs:

These are intervention programs which are offered to students who speak other languages, with the purpose of strengthening their vocabulary, pronunciation, comprehension, language structure and/or skills in English and/or Spanish. These programs support the full integration of the student in our regular English/Spanish programs.

5.6- Social-Emotional Development Program:

This program focuses on the social-emotional development of students from Nido to 12th grades. In the early grades, teachers, partnering with the counseling department, participate in scheduled weekly classes focused on themes of social emotional development and safety units. This program fosters self-management, conflict resolution, interpersonal relationships, empathy, emotional management, and learning skills. In the secondary grades, students engage with restorative practices and participate in various sessions/talks throughout the year focused on developmentally appropriate areas to the grade levels, including sexual education, health and

wellness, and interpersonal skills and relationships, as well as college and career education within the upper secondary school.

Article 6: Tutoring Policy

If a student requires additional support in a subject area, he/she should first contact the teacher for help and attend enrichment periods. Parents may hire a tutor if they deem it necessary. Teachers are not permitted to provide paid tutoring services in their respective subjects to the students they teach under any circumstances, nor perform tutoring services on school property. Parents and students can request a list of available tutors in the counseling office. If staff members are offering services as tutors, he/she is acting completely independent from the school in all aspects and the school is in no way responsible for any circumstances that might arise.

Article 7: Limited Homework Policy

Homework may be assigned to reinforce and complement learning that took place in the classroom. Teachers will evaluate homework based on proposed objectives, the curriculum and quality of student's work.

Homework is not a punitive measure, rather an opportunity to complete, investigate, practice or extend skills and abilities acquired in the classroom. Homework activities will include reading, studying, and completing projects. Students electing to take an Advanced Placement (AP) exam will have additional assignments. **Homework will not be assigned to hand in on Mondays or after a holiday.**

Article 8: Grading System

For Early Childhood, the school year is divided into three trimesters. For primary and secondary, the school year is divided into four quarters and two semesters. Each quarter is regularly 8 to 10 weeks, depending on the school calendar. At the end of the quarter/trimester, students will receive progress reports that inform families of student progress.

8.1. Early Childhood

The evaluation system for Early Childhood is designed to assess the student's developmental process within the expectations of each academic level. A student's performance at these levels is too imprecise to be measured only with a numerical scale. A standards-based reporting system is used by teachers to document student progress and development.

The following scale is used to evaluate students in the Early Childhood Program:

A=Accomplished Standard | P=In Process of Meeting Standard

N=Not achieved | EP=Evaluation Pending

8.2. Primary School

Students in primary school are evaluated using a standards-based evaluation system that measures a student's developmental process within the expectations of each

academic level. This allows both students and parents to see the areas in which the student is excelling and the areas, which he/she needs to reinforce. The Common Core State Standards and Next Generation Science Standards are end of year expectations. This system allows students the opportunity to meet expectations at various times throughout the year.

The following scale is used to evaluate students in the Primary Program:

A=Achieved Standard | IP=In Progress of Meeting Standard

B=Beginning Stage of Meeting Standard | X=Not Assessed At This Time

- 8.3. For secondary grades a numerical scale is used from 0-100. Students pass courses by earning a 70% or higher. Students in 9th-12th grades earn a numerical grade point average for the purpose of official transcripts and future college admission. The cumulative Grade Point Average (GPA) is an average of all classes taken throughout the high school career.

Numerical Value	Cumulative Grade Point Average
100-93	4.0
92-83	3.7-3.0
82-73	2.7-2.0
72-70	1.7-1.0
69 and below	0.00

Article 9: Grade Appeal Process

To appeal a grade, the student and parents/guardians should submit a written request to the principal and set up a meeting with the teacher and principal to discuss the appeal. Initial contact must be made within 3 school days of receiving the report cards.

Article 10: Report Cards/Progress Reports

Report cards will be issued after the conclusion of each designated academic period. These results are not intended to be a comparison of students, but rather an indication of individual progress for each student. If there are any questions regarding the grade earned, please discuss the situation with the student first and then the teacher, prior to meeting with school administration. Report cards will be handed to parents during a Parent-Teacher conference which will follow the schedule outlined on the school calendar. If parents cannot attend the conferences, they must notify the school secretary in each area.

- Early Childhood students receive a report card after each trimester (3 per year).

- Primary and secondary students receive a report card after each quarter (4 per year).

NOTE: Parents with outstanding debts, overdue library books, or unfinished school business will have to meet with the Head of School before receiving any documents.

Article 11: Student Academic Status

Student performance and behavior throughout the school year will determine a student's status for the following school year. Students may fall into one of the following categories:

- Regular Re-admission
- Conditional Re-admission
- No readmission

Article 12: Academic Probation

Students in 4th, 5th and 6th grade will be placed on academic probation if he/she fails to maintain a minimum average grade of 65% in each class per semester. Students in 7th-12th grade will be placed on academic probation if he/she fails to maintain a minimum average grade of 70% in each class per semester. Students on academic probation may lose the privilege of participating in any extracurricular activity sponsored by the school and may be required to attend reinforcement classes after school. The school reserves the right to not readmit students who have been on academic probation on one or more instances during the academic year.

Article 13: Academic Recovery

13.1. Academic Recovery (4th-6th grade):

All students who fail to maintain a minimum average grade of 65% will participate in academic recovery.

13.2. Completion, Extraordinary and Special Exams (7th-12th grade):

All students must be present for all exams established by the school. If a student is not present on the day of the exam, the school will give the student an opportunity to take the exam only if the cause was for health or other reasons found valid by the school administration.

When testing, students should:

- Demonstrate appropriate behavior at all times.
- Be prepared to take the exam with all required materials.
- Use restroom facilities and drink water prior to taking the exam.
- Maintain silence during the exam and refrain from any conversations and/or commentary.
- Work responsibly and individually.
- Review the exam before handing it to the teacher.

Students that do not comply with one or more of the stated conditions are at risk to forfeit taking the test, or lose all or partial credit, depending on the severity of the infraction.

Article 14: Dominican National Exams (Pruebas Nacionales)/Diagnostic Tests

The Dominican Ministry of Education (MINERD) requires 12th grade students to take the National Exams (Pruebas Nacionales). These exams assess students' acquired knowledge in the areas of Spanish Language, Math, Social Studies and Science, and are administered in Spanish.

These exams are worth 30% of the student's final High School grade. They are compulsory, as they are a requirement for obtaining the Dominican High School Diploma from the Ministry of Education. It is indispensable to hand in required documents to participate in these exams in the established dates to the Registrar's Office and MINERD.

Diagnostic Tests are a group of exams administered by MINERD to assess the implementation of the official national curriculum. It is compulsory to administer these exams in the grades determined by MINERD.

Article 15: Advanced Classes (AP)

The school provides students with the opportunity to take advanced college-level classes through College Board's Advanced Placement (AP) program starting in the 10th grade. All students will be invited to participate in this program.

The student and their parents/guardians must make the decision whether or not to take the advanced placement exam; because once the student, with the endorsement of their parents/guardians, commits to taking the exam, they must make the applicable payment and abide by the expectations of the program.

These courses are validated by some local and international universities according to the score obtained by the student in the end-of-year exam and the university policies.

Article 16: Grade Promotion Requirements

The student who has met the academic requirements and standards of the grade and complied with the rules of the school will be automatically promoted to the next grade. Students at CCHS must meet a minimum academic requirement in order to be promoted to the next grade level within the school, as established by the Ministry of Education:

16.1 - 3rd to 6th Grade:

3rd to 6th Grade students must obtain a final average of 65% or more in each of the subjects taken in order to be promoted to the next grade. At the end of the school year, students who do not meet the minimum average must attend pedagogical recovery. A student who scores less than 65 points in up to three curricular areas after the final recovery process may participate in the special recovery program. They must undergo a reinforcement process for the competencies not achieved, guided by the teacher, and validated by the school leadership team.

The student who, after the special recovery program, does not pass three or more subjects, repeats the grade, according to the Ordenanza 04-2023 of the MINERD.

16.2 - 7th to 12th Grade:

7th to 12th Grade students must obtain a final average of 70% in each of the subjects taken in order to be promoted to the next grade. At the end of the school year, students who obtain 69% or less in any subject, must meet the following requirements, according to MINERD's Ordenanza 04-2023:

After each quarter, a student who scores below 70 points has the opportunity to recover through complementary learning activities or enrichment to present evidence of learning for the aspects not achieved in those competencies. The sum of the period, plus what is obtained from the recovery will be recorded as the final score for the quarter.

- 16.3 Students in secondary must earn a semester average of 70% (*) in each subject in order to earn the credits for the class. Students that do not meet the minimum academic requirement each semester must complete the following steps to recuperate the credit(s):

Minimum final passing grade is 70%
MINISTRY OF EDUCATION COURSES & ENGLISH SUBJECTS
<ul style="list-style-type: none"> Students must take a Completion exam, which is worth 50%. After scoring the exam, if the student's final average is 70% or higher, the credit is earned and s/he passes the course. If a student does not pass the Completion Exam, s/he will take an Extraordinary Exam, worth 70%. After scoring the exam, If the student's final average is 70% or higher, the credit is earned and s/he passes the course. A student who does not pass the Extraordinary exam in three (3) or more classes, repeats the grade. If a student does not pass the Extraordinary Exam for up to two (classes), s/he will be able to take a Special Exam. The sum of the Special Exam and the final average will be recorded as the final score of the year. The student must pass this exam with 70% or higher in order to be promoted to the following grade. A student who does not pass one (1) or more Special Exam, repeats the grade. All exam dates will be communicated to the student and parents in accordance to the guidelines set by the Ministry of Education.

- 16.4 Students that do not pass the Extraordinary exams and have Special exams pending may not be readmitted in school the following school year.

- 16.5 Any students who are transferring to another educational institution and have Extraordinary or Special exams pending can attend the school to take the exam(s) on the dates established on the Ministry of Education calendar.
- 16.6 The student who transfers to another educational center and has Extraordinary and Special Exams pending, must attend the school to take them on the exam dates established in the official calendar of the Ministry of Education.

Article 17: Repetition of Grade Levels

Nido - 2nd grade students are automatically promoted to the next grade level. In exceptional cases, the 2nd Grade may be repeated (only once) in a collegiate decision between the leadership team, director, area principal, psychologist/counselor, teacher and the student's family, when, after analyzing the student's development process and learning, it is determined that it is most convenient for the student due to a condition that has prevented him/her from achieving minimal progress. This measure of exceptionality will only be taken once it has been demonstrated that the appropriate interventions have been carried out and in consensus with the aforementioned actors, in order to ensure that this decision is the most beneficial for the student and their future development.

According to what is established by the Ministry of Education, from 3rd to 6th grade, the student who, after the final pedagogical recovery, does not pass three or more subjects, repeats the grade.

From 7th to 12th grade, the student who, after taking Extraordinary Tests, does not achieve a final average equal to or greater than 70% in three or more subjects, repeats the grade. Likewise, students who fail the Special Exams with a grade of less than 70% fail the grade.

For academic and socio-emotional reasons, it is CCHS policy that students can only repeat the same grade level one time in the school. Parents may elect to petition their child's case to the secondary counselor and secondary principal, who will make a recommendation to the school administration of whether or not the student should be allowed to repeat in the school. The school reserves the right to not readmit students who, at the end of the school year, fail the grade level. If the parents have registered the student for the next school year, the school will reimburse the amount paid.

Article 18: Graduation Requirements

Graduation is celebrated at the end of the senior year of high school for students who successfully meet all requirements. The CCHS high school program is based on a credit system that is recognized and consistent with the American education system. In order to graduate from CCHS, students must complete a minimum number of credits established by the school and successfully complete grade-level requirements, including passing all subjects with a minimum average of 70%.

Specific graduation requirements and an outline of the academic program is as follows.

Credit Requirements

CCHS Requires students to take and complete a minimum of 28 required credits	Credit Minimum
English Language Arts	4 units
Spanish	4 units
Mathematics	4 units
Physical Education	1 unit
Science	4 units
Social Studies in English	4 units
Social Studies in Spanish	4 units
Electives, World Languages, Fine Arts	3 units
Total credits:	28 units

It is important to note that credit requirements may change based on policy revisions of our regulating bodies, The Ministry of Education of the Dominican Republic, or our international accrediting body, Cognia.

In addition, Upper School students must complete a minimum of seventy (70) hours of community service and take the Scholastic Assessment Test (SAT) at least once in order to graduate.

Parents or guardians should attend a Senior Parent Orientation Meeting to receive basic graduation information. All students should attend graduation, complying with the established requirements in regards to dress code, schedule and order of events.

Article 19: Graduation Awards and Recognitions

Only students who have completed all 4 years of high school at CCHS are eligible to receive these awards.

Valedictorian: The student from the graduating class who obtains the highest GPA during the 4 years of High School will be chosen as the Valedictorian.

Salutatorian: The student of the graduating class who obtains the second highest GPA during the 4 years of High School will be chosen as Salutatorian.

Student of the Year Award: CCHS recognizes the student that through their commitment and dedication displays CCHS alumni profile, as a “life-long learner with the skills, values, confidence and knowledge to live in a changing multicultural society”. The school presents this award to the student who embodies the qualities and values MCS promotes in its student body and who has developed academically.

Article 20: Academic Integrity

CCHS strives to provide students with individualized, personalized, learning experiences. In accordance with the mission and vision of CCHS, and consistent with school policy, we expect students to, among other things, be principled, and act with integrity and honesty. This includes being honest with respect to their work, always viewing assessment as a chance to show what they know. We ask students to familiarize themselves with what constitutes academic honesty and dishonesty.

Academic dishonesty includes: plagiarism, cheating, duplication of work, failing to put quoted words in quotes, unauthorized assistance, giving, receiving or sharing information by any means or media, prior to or during tests, quizzes, projects or homework assignments, using unauthorized material such as notes during an exam, stealing confidential information (such as exams), or helping another student commit an act of academic dishonesty; and lying to protect another student who has committed an act of academic dishonesty. Plagiarism means to steal and portray the ideas or words of another as one's own; to use words and ideas without crediting the source through citations; to present as new and original an idea or product derived from an existing source (www.plagiarism.org).

All secondary students and parents must sign the Academic Integrity Policy. The following are the possible consequences/ disciplinary actions for violations of the Student Academic Integrity Policy.

- Teacher notifies and meets with the secondary principal and completes an Academic Honesty Report
- If a violation is suspected, the student will meet with the subject teacher and principal to gather additional information. The teacher will remind the student of strategies to avoid academic misconduct and informs the student of subsequent consequences verbally and in writing.
- If a violation is found, the teacher makes parental contact. The email must be reviewed and approved by the principal.
- The student is given 48 hours to resubmit the assignment OR the teacher may choose an alternative assignment that meets the curriculum expectations. Should the student fail to resubmit the assignment within 48 hours a mark of zero will be assigned. Upon resubmission, a student may receive up to 70% of the value.
- Depending on the severity, the student may be asked to attend enrichment and complete an assignment reflecting on the inappropriate behavior.

Repeated incidents of plagiarism will result in appropriate disciplinary action being taken. Disciplinary action could include, but is not limited to, referral to the CCHS Academic-Disciplinary Committee, may result in an annotation placed on the student's permanent academic transcript, academic probation, suspension, barred from receiving awards or positions of honor and CCHS Admission conditionalities. It is the responsibility of parents/guardians to familiarize themselves with this policy and direct any questions to teachers or administrators. Students and parents from 6th grade and up must sign an Academic Integrity Policy form that should be abided by during their time in the school.

The success of the educational program at CCHS relies on all school community members to play their part in following the established policies and procedures.

Article 1: School Calendar

The school calendar contains important dates and information. Although the school will generally abide by the scheduled activities, dates are subject to change and will be communicated with as much advanced notification as possible. The up-to-date calendar can be found on the school website.

Article 2: School Arrival, Entrance and Tardiness

All students must enter through the main entrance. Arrival time for students in this area should be before 7:55am, and should be in the classroom and ready to begin classes promptly at 8:00 a.m. Early Childhood and Primary students who arrive after 8:00 a.m. must wait in the main reception office until authorization is obtained to enter class. Secondary students must report to the Secondary Coordination Office. It is important for student development and readiness to be on time to school. According to the Ministry of Education of the Dominican Republic, three (3) tardies will result in an absence. If consistent tardiness is recorded, the school may communicate or meet with parents. Student report cards record attendance throughout the school year to maintain these records.

Article 3: Attendance & Absences

Cap Cana Heritage School requires that students be in school every day in accordance with the school calendar, unless the student is sick or there is a family emergency, students must meet a minimum of 70% school attendance, whether the absences are excused or unexcused, as established by the Ministry of Education; failure to meet this requirement will result in the student having to repeat the affected subjects or the grade.

CCHS requests that parents/guardians make regular medical, dental, eye, or other types of medical appointments during non-school hours. Students are responsible for making up all work that is missed as a result of an absence, excused or unexcused. Failure to make up work will detrimentally affect a student's grade(s). **Parents must notify the school via email, other forms of written communication or via phone when a student will be absent from school.**

3.1. Excused absences:

CCHS will excuse absences due to illnesses, accidents that produce temporary incapacity, deaths in the family, religious holidays, migratory processes, and unforeseen emergencies considered valid by the school administration. In case of a prolonged illness, CCHS may request the parent/guardian to obtain a doctor's note as proof of the student's condition. Students will have the same number of days they were absent to turn in any missed work. Parents must validate the excuse **within two school** days of the student's absence, otherwise it will be considered unexcused.

3.2. Unexcused absences:

CCHS will NOT excuse absences when students are not in school for unnecessary reasons or simply as a matter of convenience for parents/guardians. Family vacations, trips, events and/or activities are not considered matters that warrant an unexcused absence. Students who are unexcused are responsible for their work during the day(s) missed, and must turn it in on their first day back at school. Assignments that are submitted late will receive a 10% credit deduction for each day. After three (3) days, the assignment will receive a 0 that can only be recovered by attending a full period of enrichment.

Article 4: School Dismissal

It is important due to staffing regulations and security that the authorized person arrives on time to pick up his/her student. Dismissal times are as follows:

- Nido – Pre-Kinder: 1:00pm (3:00 pm if enrolled in Extended Day)
- Kinder-12th grade: 3:00pm

Students taking extracurricular activities will be done by 4:15pm. Parents must be on time to pick up their child(ren). The school is not responsible for students after the daily program has been completed. Parents who do not pick-up their child(ren) on time after consecutive instances will be asked to meet with school administration. If the problem persists, the child(ren) risks losing the right to participate in the after school activities.

Article 5: Early Dismissal

Parents that wish to remove their child(ren) from school before the end of the school day must go to the appropriate office and fill out an authorization form. The area secretary will make arrangements for your child(ren) to meet you in the Main Plaza or in the area office. The parent must present the authorization form to school security when leaving the main entrance. Students may not leave without a parent, or authorized adult, coming to the respective area office and speaking with an administrator.

Article 6: Authorization to Leave School Grounds

Students will not be released to anyone except a person who appears on the student's authorization form. Parents/guardians wishing to authorize another person to pick-up their child must update his/her authorization form in the Registrar's Office. If a student wishes to leave with another family from the school, he/she must give written permission to the appropriate principal and administrative assistant. Students may NOT leave using any form of transportation, including paid transportation, under any circumstances, unless parents/guardians have given the school written or verbal authorization to allow the child to leave with this transportation.

Article 7: Transportation to and from School

In the case of students who arrive at school via car, bicycle, motorcycle, or any other modes of transportation, the school is not responsible for any damages or any items that are lost due to theft on or off school property. **School personnel are not responsible for monitoring the school parking**

facilities. In the same instance, Cap Cana Heritage School is not responsible for any accidents or inconveniences that may occur to students and/or their parents, guardians or employees to and from the school. Cap Cana Heritage School is only responsible for the well-being of students during the hours of class within the school property.

7.1 - Students with their own means of transportation:

In the case of students who arrive at school via their own means of transportation (car, bicycle, motorcycle, golf cart or any other means of transportation), CCHS is not responsible for any damages to the mean of transportation used by the student or lost items within the vehicle due to theft around school property and its surrounding area. The institution does not have assigned personnel to watch over these means of transportation. Students that drive to school must hand in to school authorities a written authorization by their parents/guardians stating that they are legally allowed to drive, submit a copy of their driver's license, valid vehicle insurance, and specify the vehicle's license plate number and make and model.

7.2 Private Transportation

Transportation to and from school is offered by various private companies and is the sole responsibility of the parents/guardians. Cap Cana Heritage school does not hold any responsibility for the actions or transactions of any students or adults related to, or participating with, the private transportation services.

Article 8: Class Cancellation and Emergency Closing

If the school or any government institution considers it necessary to suspend classes, an email will be sent to parents/guardians and/or it will be announced in one of the institution's social media. We encourage you to review our social media for updates. If doubts arise whether the school is open or not, parents/guardians should contact the school's administrative offices. It is important that all of your contact information is accurate and up-to-date with the school Registrar and with the child's respective teacher(s).

In case of a pandemic or force majeure, the school will abide by the dispositions of the government bodies that govern it.

Article 9: Visitors Policy

To ensure the security of our students, we have strict policies in regards to visitor entrance to school. After school begins, all parents/guardians and visitors must present an ID to the school security guards and then proceed to the main reception in the Main Plaza to obtain a visitor's pass. Visitors must wear the pass in a visible area for all personnel to be able to identify visitors. Parents do not have permission to bring visitors into the school for tours. All tours must be arranged with the school Admission Office.

In order to prevent unnecessary disruptions to classroom instruction, all visitors are required to follow the procedures listed below:

9.1. No parents or adults are permitted to enter or interrupt classrooms once class has

started.

- 9.2. If parents, guardians or any other adult needs to leave something for their child, they must leave it with the school secretary or in the main reception area.
- 9.3. Parents/guardians who wish to visit a classroom should make arrangements with the teacher and the principal.
- 9.4. Parents/guardians who are interested in volunteering should arrange to meet with the principal.
- 9.5. All visitors must sign in and leave valid personal identification with security upon entering the school.
- 9.6. The visitor policy may be temporarily modified according to the school's health and safety protocols.

Article 10: Dress Code & Appearance

CCHS believes that appropriate dress, good grooming, and good manners are essential to the educational well-being of our student body. Therefore, CCHS requires students to wear school uniforms that should be worn every school day and on field trips, unless otherwise authorized by the administration. **Students may only use the uniform approved in the guideline.** The following has been established as the mandated uniform:

10.1. School Uniforms Nido-Kindergarten

Students will use the mini-marlin school uniform Monday-Thursday, with the exception of Fridays.

♦ Mini-Marlin Uniform (ONLY available in Marlin Shop)

- Marlin shorts or blue sport pants
- Mini-Marlin shirt with school logo
- Appropriate close-toe shoes (solid black, brown, navy, or white. No sandals, CROCS or flip-flops)
- Navy blue sweatshirt, jacket, or cardigan (if desired) labeled with the child's name and grade.

♦ CCHS Fridays

As a means of creating school unity and spirit, students are allowed to wear the CCHS t-shirt (can be purchased in the school store), appropriate blue or black jeans and shoes. Students who do not choose to wear this uniform, must come in the regular school days

uniform. The CCHS Fridays are a student privilege, and the school reserves the right to take away this privilege from any student at any time.

10.2. School Uniforms 1st-12th Grade

Students must use the formal school uniform Monday-Thursday, with the exception of the days they have physical education class and Fridays.

◊ Formal Uniform (polos ONLY available in Marlin Shop)

- Khaki brown pants
- School polo shirt with school logo
- Appropriate close-toe shoes (solid black, brown, navy, or white. No sandals, CROCS or flip-flops)
- School designed sweatshirt or jacket sold in the Marlin Shop

◊ PE Uniform (Available ONLY in the Marlin Shop)

- School t-shirts with school sanctioned design
- Marlin shorts (up to 5th grade only) or blue sport pants

◊ CCHS Fridays

As a means of creating school unity and spirit, students are allowed to wear the CCHS t-shirt (can be purchased in the school store), appropriate blue or black jeans and shoes. Students who do not choose to wear this uniform, must come in the regular school days uniform. The CCHS Fridays are a student privilege, and the school reserves the right to take away this privilege from any student at any time.

Students and their uniforms are expected to be in good condition. Students will not be allowed to wear clothing that is torn, tight-fitting or excessively loose-fitting. Pants must be hemmed to an appropriate length so that they are not dragging on the floor. All students should look presentable in their appearance, including: personal hygiene, hair styles and hair color and the use of inadequate accessories. The wearing of hats, hoodies, sunglasses, and earbuds as part of the school uniform is strictly prohibited. While we cannot prohibit tattoos and piercings that exist already, we prohibit obtaining additional tattoos or piercings while a student is enrolled at CCHS. The administration reserves the right to determine what is, and what is not, appropriate appearance and grooming (this includes use of jewelry and accessories). CCHS is not responsible for jewelry or accessories lost at school.

- First Violation
 - Uniform Pass-Warning
- Second Violation
 - Uniform Pass- Warning and email home to parents. The student will serve a lunch detention.
- Third Violation

- Uniform Pass- Warning and student remains in the office until his/parents bring the correct uniform so that the student can change. The student will recover the missed class time in Monday enrichment.

Students violating the dress code will have a meeting with a school administrator. In some cases, parents may be called in for a meeting to ensure proper uniform will be worn at all times.

Article 11: Lost and Found

Misplaced items will be placed in the area lost and found. Lost and found is only open at the end of the school day. Parents are encouraged to label their child's property including lunch containers, backpacks, caps, clothing items, school supplies, etc. Any items that are not claimed by the end of each quarter will be donated to a local charity.

Article 12: Student Lockers

Lockers are assigned to students for their storage convenience but remain the property of the school. The school reserves the right to have authorities search the lockers at any time. Students are responsible to bring one combination lock and to keep their lockers in good condition. Fines may be issued for any damage, graffiti, or writing on the lockers. All personal items and books should be kept in the lockers. The school is not responsible for lost, stolen or damaged items that are left inside the lockers. **Students should not, under any circumstance, store or have in their possession, any items that are specifically prohibited (illegal substances, weapons, etc.), that violate safety, health, or well being of another person, or that violate Dominican law.** Lockers are property of CCHS, even though they are assigned to a student. The school reserves the right to have any school authority revise lockers at any moment when deemed necessary.

Article 13: Library Policy

CCHS promotes an active reading culture both at school and at home. Students are encouraged to use the library to find specific books, magazines, newspapers, as well as the electronic resources. The library is open to all parents and students of the school during normal operating school hours. It is expected that all members of the educational community follow the rules and regulations set forth by the library.

Article 14: School Pictures

School pictures are taken by a professional photographer in the fall for the school yearbook. If parents/guardians are interested in purchasing the package, pictures are taken on a "prepaid" basis with the money collected by the photographer. More detailed information will be sent home in advance.

Article 15: Birthday Celebration Policy

Birthday celebrations are only permitted for Early Childhood and Primary students. To celebrate a birthday on school grounds, parents/guardians must notify the teacher and principal's office at **least one**

week prior to the celebration. When organizing a small birthday celebration within the school, students/guardians must comply with the following regulations:

- The small festivity must be during the morning recess or lunch period only. We are unable to accommodate outside participants/extended family members for birthday celebrations.
- Clowns, animals, pets or elaborate birthday decorations are not permitted. In an effort to “be green,” we kindly request limited and eco-friendly decorations. Please no balloons, as this does not support our efforts.
- Ensure the health and well-being of the CCHS students by providing healthy snacks and treats.
- We have students with food allergies/ medical restrictions and out of courtesy we inform the parents of these students in order to give them an opportunity to provide a safe treat for their child.

If the birthday party is to be celebrated outside of school grounds, and parents/guardians wish to send invitations and have the teachers hand them out, it will only be permitted if there is an invitation for EVERY student in the group. Staff can not provide emails or phone numbers of families for their outside parties. Birthday celebrations are a privilege; therefore they may be denied if there is a conflict with an academic event or other activity.

Article 16: Field Trips

The school promotes field trips to enhance student learning, and help them make connections with the world outside school. Each field trip will be designed with a particular purpose and project in mind. Teachers will work with the Activities Coordinator on planning the trip and will inform parents of the details.

Without written consent from parents/guardians, and if the student is not in the proper school uniform, he/she will NOT be permitted to leave the school campus, and the school may ask the parent/guardian to come and pick-up their child. Parental involvement is generally required and welcomed by the staff. Students in Nido-Kindergarten must be accompanied by an adult during field trips.

Article 17: Extracurricular and Co-curricular Activities

Students will have the possibility of participating in up to two extracurricular activities per semester, one that is free of charge. In order to allow all students to try different activities, the after-school activities may vary each semester for the different age groups. After school activities are on a first-come, first-served basis and will be closed if there is not a minimum of students enrolled, or if the class meets the enrollment limit. **Failure to pick students up on time may result in the student being removed from the activity.**

Students who are required to participate in the after school ESOL program, must adhere to the schedule designated to him/her, even if this requires the child to substitute an after school activity. After school ESOL is an obligatory, co-curricular program for those students who are required to take it and the cost of the program must be paid for by the parent/guardian.

Extracurricular activities are a privilege, not a right, extended to students who wish to participate and comply with rules and regulations established for the activity. Failure to comply with rules and regulations shall result in appropriate sanctions, including possible loss of extracurricular privileges.

Extracurricular privileges AND participation in activities sponsored by the extracurricular program, may be denied for any student for the following reasons:

- Poor academic performance
- Consistent inappropriate behavior in school
- Excessive school tardiness and absences

There are days in which extracurricular activities will be canceled due to school events and/or activities, such as: parent-teacher conferences, early dismissal, in-service meetings, or other previously informed dates.

Article 18: Clubs & Organizations

Secondary students may be able to participate in special interest clubs led by faculty members. Each club will establish a weekly meeting time with their leader from Monday and Friday between 3:10 p.m. and 4:00 p.m. Enrollment in clubs and organizations sponsored by the school are free of charge, unless there is a specific requirement for equipment or another cost related to the club. Students may elected to or apply to participate in the following student-led organizations:

National Junior Honor Society / National Honor Society: NJHS and NHS are well-known, prestigious organizations which recognize and encourage academic scholarship, and develop essential academic and personal characteristics. They lead among organizations and societies that promote recognition for high school students who reflect outstanding accomplishments in the areas of scholarship, character, leadership and service; NJHS also recognizes students who show outstanding citizenship. The NHS and NJHS chapters were established, under the name of EXCELSIOR, which means “ever higher” or “onward and upward”.

Student Government: Our Student Government provides a means for student expression and assistance by proposing actions to the school authorities, promoting the school’s mission, identifying needs and offering proposals of alternatives and solutions to situations. Student leaders carry out activities that promote community service, relationship building, leadership and school spirit. Class representatives facilitate input of important matters concerning the institution. Students are also offered the opportunity to represent CCHS in national and international events.

Green Team: The Eco Committee aims to raise awareness, train and educate the entire educational community about the importance of sustainable development, as well as identify needs and offer proposals for alternatives and solutions to environmental situations in the school and the community. Students who are part of the committee promote the active involvement of all stakeholders in activities that promote the implementation of environmental improvements, making them aware of the importance of caring for the environment.

Article 19: Fundraising

Clubs, classes, and/or the Parent-Teacher Association (PTA) may be permitted to conduct fundraising activities for approved school projects. A request must be sent to the area principal and must be approved by the Head of School well in advance of the proposed fundraising activity. The request form should include an activity description and purpose, estimated budget – costs and money raised, proposed date, groups participating, school participation, materials needed, and any other additional information deemed important for approval.

In the case of student class fundraisers, priority will be given to the Senior class for fundraising activities and must adhere to the following guidelines:

19.1- Guidelines for Secondary Classes Fundraising Activities:

- a. All fundraising activities must be pre-approved by the Class Advisor, the Secondary Principal and the School Director at the beginning of the year.
- b. A proposal for such activities should be sent through the Google Form with at least two (2) weeks of notice and must include a description of the activities, the adults (Class Parents) responsible for the activities, the details for the activity (location, brief description of the activity, etc)
- c. The school RESERVES the right to approve each activity according to School regulations and the Board's discretion.
- d. The Class SHOULD plan to make a donation to the school in consultation with the class advisor and secondary principal.

19.2 - Management of Funds Raised:

It is the responsibility of each graduating class to elect a treasurer who will keep records of all income and expenditure of funds raised by their class. Treasurers must present an annual report to members of the class and parents/guardians. These funds must be promptly delivered to the School Finance Director.

19.3- Use of Funds Raised:

The funds raised by the graduating class will be allocated specifically for the graduation party and/or trip. If parents/guardians and students agree to use these funds for name Junior or Senior Class presentation expenses, they may do so.

It is forbidden to use the funds raised for parties and/or fundraising activities that distribute alcoholic beverages or in which any illegal substance is used by minors throughout the course of the school year.

Article 20. Regarding Junior and Senior Class Presentation:

- a. The class officers will schedule meetings OUTSIDE OF SCHOOL or during lunch/after school only. Class time should not be used to discuss matters of their class presentation.

- b. Class officers lead the discussions for decision making and must obtain a quorum for each of the proposals submitted in the approval request letter.
- c. The class must submit a letter to the Secondary Principal requesting approval for the theme of the presentation, preferably at the beginning of the school year. A minimum three (3) themes must be submitted, the school administration has the final say on approval of the theme.
- d. Approval is required for music, decoration, theme, costumes and dance choreography. The Class will submit a design of their background decoration, music and costumes to the secondary principal and school director, for approval, 20 days after approval has been given to the overall theme of the class presentation.
- e. Class presentation schedule will be established by the school administration and the class must comply with this schedule.
- f. On the day of the presentation the class will not have regular class. They will remain in their homeroom until the time comes for them to go down to arrange, get dressed and ready.
- g. After their presentation they are responsible for picking up and taking down decorations, making sure the school is back in order before leaving.
- h. The class is allowed to leave early provided all parents have signed a permission slip allowing each student to leave. STUDENTS WHO DO NOT RECEIVE WRITTEN APPROVAL FROM THE SCHOOL via the early dismissal slip will NOT be allowed to leave school grounds.
- i. The class usually prepares a speech to read after the presentation. The speech will be submitted to the homeroom teacher who will send it for approval by the MS/HS Principal. The speech must be submitted 10 days prior to the class presentation.

Regarding Senior Class SKIP DAY:

- a. The school does not approve of a Skip Day.
- b. Students absent due to Skip Day will NOT receive a grade for the classes they miss.

Regarding Senior Class End of the year trip:

- a. CCHS school does not endorse any type of End-of-the-year trips.
- b. Planning for this activity must be done on the student's own time.
- c. The school will not take part in collecting any kind of monthly fee or other type of monetary collection for this purpose.
- d. CCHS is not responsible for any aspects of an end-of-the-year trip.

Regarding Community Service:

- a. Each Senior student MUST complete a total of 70 community service hours in order to be allowed to participate in the graduation ceremony.
- b. Each student is responsible for keeping track of their community hours and making sure the school has them registered.

- c. The school offers a wide array of opportunities for all high school students to complete their community service hours across the high school four years. Each student is responsible for registering on the type of community service that best feeds their after school agenda. The person in charge of Community Service is the Activities Coordinator.

Article 21: Acceptable Use of Technology Policy

All students are required to sign a Technology Acceptable Use Policy at the beginning of each academic year. By signing, the students agree to use all technology, networks and technological devices appropriately. The school reserves the right to revoke a student's privilege to use technology and/or networks within the school if any part of the policy has been broken.

Parents are responsible for monitoring student use of all forms of communication outside of school.

Students should always respect national and international rules and regulations and adhere to the rules and regulations of the Acceptable Use Policy. Any damages incurred to school property due to student misuse will be the responsibility of the parents/guardians to replace.

Article 22: Use of School Name, Logo and School Images and Information

- 22.1. The school name and logo, and/or any photos or videos or other forms of media revealing either of the two, may not be used on any promotional or informational materials, social media sites or any other medium without the written authorization from the Head of School.
- 22.2. It is prohibited to publish, distribute or divulge an image, photograph, video or data/information via any means (email, chat, etc.) that might affect the psychological, physical, moral or intellectual development of a student, damage his/her reputation, or might incite legal proceedings in his/her personal life, or that might stigmatize his/her conduct or behavior. Any of the stated behaviors listed above are considered very serious and can bring the severest disciplinary consequences.
- 22.3. In case of any student violations, the parent/guardian will be fully responsible for any possible consequences that may occur. Parents/guardians who violate this policy will be subjected to any consequence decided by the school administration.

Article 23: Personal Items and their Usage

In order to help our students focus on their learning process at school, parents/guardians and students are asked to keep items that are not directly related to school at home. This includes valuable and breakable items such as iPods, cell phones, cameras, electronic games and other items. **CCHS is not responsible for the loss or damage of any such items and reserves the right to sanction any item for improper use.**

- 23.1. Personal Computers/Tablets/iPads:

Students in 3rd grade to 12th grade are permitted to bring personal computers/tablets for the use of school-related work. Computer use during instructional time will be permitted at the discretion of the teacher. Students who abuse this privilege will result in the loss of privileges. Computers may not be used during school classroom hours for playing video games, chatting online, via hangouts etc. Students may bring these devices at their own risk. **CCHS will not be held responsible for lost or stolen or damaged computers.**

23.2. Video and Digital Cameras:

Students are only allowed to use photo and video cameras as a tool for learning activities. These devices should not be used to interfere with learning time.

- a. The use of these devices and recording, taking pictures, or videos of other students or staff and exhibiting them in any form, through any social media site is not allowed without previous authorization from the school officials.
- b. The school reserves the right to take away a student's right to use the devices if it deems the student has used them inappropriately.

23.3. Communication Devices and their Uses:

The use of cell phones, smart phones, or other communication devices in school is prohibited. Students who do not comply with this rule will immediately have the device confiscated and it must be signed out by a parent.

Article 24: Telephone Usage

Students are only permitted to use the office phone in case of emergency and with authorization from the principal's office. Forgetting materials or assignments does NOT constitute a student emergency.

Article 25: Objects Not Allowed in School

Students must not under any circumstances keep or have in their possession or inside their lockers items prohibited by Dominican law or any of the following objects:

- illegal substances
- alcohol or substances harmful to health
- weapons
- vapes or Juuls
- electronic games (example: Nintendo Switch)
- sticker albums
- reading materials with content deemed inappropriate for the educational environment
- objects that are meant to be sold or exchanged
- objects that represent a danger to the safety, health and/or the wellbeing of any member of the school community
- medication with or without authorization by parents/guardians
- any material that interferes with the development of school activities

Students who bring unauthorized items to school will be subject to disciplinary action and these will be confiscated and returned to the parents in a meeting.

Article 26: Student and Parent Behavior in School

While in school, students and parents should maintain order at all times, demonstrate appropriate behavior and be respectful to all school personnel in the educational community. Above all, students and parents should be respectful of themselves, of others and to all school property. Any act of disrespect, or violation of any policies in the Student-Family Manual, will be sanctioned with the appropriate consequence(s). The school reserves the right to apply any sanction it deems appropriate, which may be, but is not limited to, the denial of participation in school activities, the removal from school property and the denial of registration in school for the following year.

Article 27: Student Behavior During Activities

Students should show pride in their school for activities or events planned by the school that do not require the use of uniform and maintain a proper appearance within the social parameters that reflect the school integrity according to the occasion.

The use of revealing clothing (shortness, revealing necklines, etc.) and any other type of clothing that expresses an inappropriate language or images is strictly prohibited. Such items include, but are not limited to: clothing that expresses or displays vulgar or visual phrases or pictures of alcohol or drugs, sexual images or phrases, or any other item that may be offensive to the morals, values or culture of another.

The Academic and Disciplinary Board reserves the right to decide what is or is not permitted in relation to the dress code and uniform policy at any school activity.

Article 28: Student Behavior Outside of School

Students uphold the image of the school at all times both in and outside of school. Any unacceptable behavior by students outside of school, whether at a school sponsored or non-school sponsored event, can have disciplinary consequences including the denial of registration to school for the following school year.

Such behavior includes, but is not limited to: publishing any image, photograph, video, information or text that might affect the psychological, physical, moral or emotional development of a student, damage his/her reputation, or might incite legal proceedings in his/her personal life, disorderly conduct, or anything that might stigmatize his/her conduct or behavior and the image of the school. Any of the stated behaviors listed above are considered very serious and can bring the severest disciplinary consequences.

Students on school sponsored events are required to wear the proper school uniform and follow all school rules and regulations while representing the school. For school events that do not require the use of the school uniform, students are still required to represent the school and its integrity in their actions and behaviors. Students should dress appropriately, not using any excessively short clothing, or clothing

that is offensive in any way to any group or person, and should always represent the integrity of the school. The use of any alcohol or drugs, and participation in any acts of inappropriate sexual behavior is strictly prohibited.

Article 29: Damages to School Property

Parents/guardians are responsible to fix or replace any item(s) damaged by their child(ren). School administration will contact any parent/guardian in relation to damage of school property and the process that will take place to replace the item(s). This includes all school provided materials and textbooks. All replacements, or payments to replace items, must be made within 10 working days of meeting with the administration.

CHAPTER 5: STUDENT HEALTH & SAFETY

Article 1: School Medical Personnel

CCHS has a full-time nurse or doctor on staff. He/she is responsible for the maintenance of health records, parental contact concerning health problems, administering first-aid in case of minor injuries, and assistance in health screenings. Please note that the school doctor is not a substitute for regular healthcare providers, nor is she authorized to diagnose ailments of students, family members, or school personnel. If the school doctor considers that the student cannot be in the school due to fever, diarrhea, vomiting, an undiagnosed rash, inflammation of the eyes, head lice, impetigo, ringworm, a sore bone, chest pains, asthma attacks, amongst others, the doctor will call parents so that they will pick their child up as soon as possible. The school doctor will write a recommendation letter if she/he understands that the parents/guardians should consider medical attention outside the school. The school doctor is allowed to notify parents if the student needs to be picked up. Students who violate this regulation will be sanctioned accordingly.

Students are not allowed to call home to alert parents that s/he is feeling ill, or to have his/her parents come to pick them up from school without the authorization of the doctor or principal. We ask all parents to strictly adhere to this policy for the security of your child(ren).

Article 2: Medical Exams

Parents need to present a medical, dental and vision evaluation of their child(ren) each year. Any special situations or conditions of the child(ren) need to be informed to the administration. If specific conditions are not shared, the school is not responsible for any problems that might arise.

Article 3: Sickness In and Out of School

No student should come to school if they present any of the following symptoms: fever, tonsillitis, pink eye, diarrhea, vomiting, amoeba or other intestinal sickness, sinus congestion, constant coughing,

asthma, rashes of any kind, or any type of illness, whether they are contagious or not. **The child should be free from fever for 48 hours before returning to school.**

Parents/guardians should leave their children at home as long as the child is presenting symptoms of the illness.

If a student was out due to a serious illness such as dengue fever, chicken pox, mumps, typhoid, measles or any other illness, parents must present a medical certificate indicating that the student is no longer contagious and/or is in a physical condition to reintegrate into the school. The medical certificate needs to indicate which activities the child needs to refrain from doing and any special instructions the school should follow to aid in his/her recuperation.

In the case that the parents/guardians do not inform the school of specific medical instructions given by the doctor, the school is not responsible for any inconveniences that this may present.

If a child becomes sick, or presents symptoms of sickness at school, the parents/guardians will be informed by school personnel. It is the responsibility of the parents/guardians to respond to the school's request in regards to their child in the quickest time frame possible.

Parents/guardians must inform the school of any special instructions in writing for their child who might have any special conditions, such as the use of medical issued braces or apparatus, or if he/she is recovering from surgery or accidents.

It is important that parents/guardians understand that during the school day, your child is around peers and other students and that it is practically impossible to maintain them in constant inactivity or free of accidental interaction with others that could cause harm. It is recommended that the child not attend school until he/she has completely recovered.

Article 4: Medications

Students requiring medications must have written parental permission or a note from the physician. With the exception of asthma medication (inhalers), students are not permitted to carry any type of medication. This includes all prescription medication and non-prescription medicines. Parents need to give the medication directly to the school nurse/doctor for it to be administered. The school doctor is the ONLY person permitted in the school to administer any type of medication. If your child must take medication during school hours, make sure to take this directly to the doctor, with the prescription doses and time, for direct administration. The school doctor may administer prescribed medication to students only with parents' written permission and a medical form signed by the prescribing physician. Parents will bring the medicine to school in its original container with the student's name written outside. Non-prescription medication must have a note from the parent, written to the school, and administration instructions. No medicine will be received in an envelope, foil, or mislabeled container.

Article 5: Allergies

Parents/guardians should notify school officials of any allergies their son/daughter might have at the beginning of the year. If the child develops allergies throughout the school year, the parents/guardians should inform school officials via written communication. The school is not responsible for any

situations students might incur if allergies were not made known throughout the year, or if the allergy was unknown.

Article 6: Accidents in School

While it is the responsibility of the school to look after the wellbeing of each student, it is important to note that the school is a place whose population is composed of kids and teens and that accidents will occur. CCHS treats minor accidents within the school facilities, such as falls, scrapes, bruises, etc. Should a more serious accident occur, the school will notify the parents immediately and agree on any further steps to take to secure the safety of the child. All parents are responsible to cover any medical costs associated with the incident, should any occur.

Article 7: Emergencies

In case of an emergency, the parents/guardians of the child will be contacted immediately, and the child will be transported to the nearest hospital to receive care. If the parents/guardians choose to see a specialist or a different doctor, they are responsible for meeting the school official at the hospital and taking the child to the medical center or doctor of their preference.

Article 8: Emergency Simulations/Drills

The school conducts emergency simulations and drills throughout the school year to prepare students on emergency procedures in case of a real emergency. Should there be an emergency at school, the administration will notify the community once the students and staff have been relocated to the safety zones. It is important that parents do not come to school and interrupt the process in the case of a real emergency, so that officials can ensure the safety and security of each student, staff member, and all stakeholders involved in the process.

CHAPTER 6: STUDENT CODE OF CONDUCT & DISCIPLINE

DISCIPLINARY PHILOSOPHY

Cap Cana Heritage School believes that a large part of a student's education is to learn how to observe the rights and responsibilities of good citizenship in a multicultural society. The development of self-discipline and acceptance of individual responsibility is and always will be one of the school's most important principles. CCHS considers discipline coaching as positive and effective in regards to behavior

and school performance.

The CCHS student discipline code is intended and designed to make students accountable for actions that are deemed inappropriate by the school community, and aims to provide consequences that work towards helping the student reflect, develop positive goals, and work towards achieving these goals of self-improvement. It takes into account that students are the center of the teaching-learning process.

As a result, it helps students appropriate positive discipline habits that can be applied in their personal, social, and academic lives. We want our students to develop personal codes of behavior that they consistently follow. It is essential that parents/guardians actively participate and support the school in the disciplinary process by promoting self-discipline through dialogue and administering consequences at home that further promote individual growth.

Article 1: Student Rights and Responsibilities

CCHS recognizes that students have rights and responsibilities and that during the disciplinary process, the school should uphold the individual dignity of students. Members of the school staff also have the responsibility to create and maintain an environment that is conducive to learning. Therefore, ALL members of the school staff are authorized to enforce the rules of the school. Students have the right to respectfully raise and address issues and concerns that affect their learning environment and personal or academic growth.

1.1. Student rights:

- a) Receive an equitable education free from any type of discrimination;
- b) Be treated respectfully, fairly and with dignity;
- c) Know the results of his/her academic progress;
- d) Be listened to, protected and to respectfully voice concerns and opinions;
- e) Participate in activities related to diversity or their wellbeing;
- f) Receive guidance and support from the student support services, if required, and before disciplinary measures if applicable to the situation.

1.2. Student responsibilities:

- a) Respect the school and its values and beliefs;
- b) Demonstrate self-respect and integrate into communities that will be beneficial to your growth and development;
- c) Be responsible and committed to the personal development of morals, values and character;
- d) Participate in the classroom and in the community;
- e) Respect and care for the school, its image, belongings and community;
- f) Demonstrate a character free of racism, sexism and classism;
- g) Contribute to the positive growth and development of his/her peers;
- h) Attend classes on a regular basis and be on time;
- i) Stay in school during instructional hours and make the most out of the classroom experience;
- j) Complete all work completely and with honesty;

- k) Respect all members of the school community and follow all authorities of the school;
- l) Follow all school policies and procedures established in the Student-Family Handbook.

Article 2: Disciplinary Policy

CCHS adopts the provisions issued by the Ministry of Education pertaining to school discipline. The success of this disciplinary system will be the result of the participation of all members involved. We believe that students must learn to display adequate personal conduct in all areas of their lives, in order for an educational institution to function effectively. While our ultimate goal is that students develop high standards of disciplinary, moral and ethical codes, they are required to follow rules and regulations established in this handbook.

Students are subject to CCHS Disciplinary Policies during school day or school related events (on or off campus) and in situations that may affect the security and/or safety of another school member. If parents/guardians do not agree with the imposed sanctions and are unable to resolve the issue by talking to the authority imposing the sanction, they should meet with the student's principal. After this meeting, parents/guardians have the option to appeal a decision to the Mediation Council.

Article 3: Disciplinary Sanctions

The sanctions administered will be appropriate to the act committed and will be in compliance with school rules and regulations. Sanctions will be geared towards educating the student and the well-functioning of the institution. The noncompliance with duties and school rules and regulations, disrespect, class disruption, any action that directly or indirectly affects the physical or psychological well-being of the members of the institution, damage to school property, lying and anything that violates the established disciplinary policies stated, or not stated but considered a violation, in this document will be sanctioned accordingly. All staff members are authorized to enforce the school policies and procedures. Offenses will be classified as level 1, 2, 3 in primary and secondary grade levels and will be sanctioned accordingly.

3.1 Disciplinary Sanctions Early Childhood

For students in Early Childhood, CCHS stresses the development of respect and the conformity to school rules, regulations, and procedures in and outside of the classroom. Behavior that interferes with the educational process, and in some cases with physical endangerment of self or others, is prohibited. The Early Childhood office will work very closely with parents and the school psychologist to ensure an environment that is conducive to learning and make appropriate interventions when necessary to achieve socio-emotional and/or behavioral improvement. In Early Childhood and early Elementary grades sanctions can include:

- Time-out
- Verbal dialogue
- Written or drawing reflections

- Parent-teacher conference
- Detention during recess

3.2 Disciplinary Sanctions Primary & Secondary

Failure to comply with the rules and regulations of Cap Cana Heritage School will be sanctioned based on the nature of the violation. Offenses will be classified as follows and will be sanctioned:

i. Level 1 Sanctions

A level one offense is any act or behavior that disrupts the regular operation of the school, the instructional process, or that violates one of the school rules or regulations. Level 1 offenses are handled by classroom teachers. Sanctions for level one offenses may be, but are not limited to:

- Verbal Warning
- Individual Reflection
- Removal of distracting objects or devices
- Establishing written agreements or agreements with the student
- Verbal or written communication to the family soliciting support
- Group reflection or analysis of the situation to work on problem solving

ii. Level 2 Sanctions

A level 2 offense is any act or behavior that impedes the compliance of school rights and responsibilities and school and classroom rules, and interferes with healthy intrapersonal relationships. These acts or behaviors merit a stricter consequence and written disciplinary referral for misconduct. The disciplinary referral informs parents/guardians about the seriousness of the offense. As soon as the report is received, the parents/guardians must sign and return it to school on the following day. A meeting with the Teacher, Counselor, Principal, and/or the Head of School may also be requested. Sanctions for level two offenses may be, but are not limited to:

- **Detention** – This sanction is supervised by an assigned teacher in a predetermined location. If the student is staying during the lunch period, he/she will be permitted to have their lunch in the lunch detention location. There is a maximum of four (4) in-school detentions per semester, at which the student receives an after school detention on the fifth infraction.
- **After-School Detention** – The student remains in school grounds for a minimum of forty-five (45) minutes after class completing an assignment. The detention is applicable on the following school day after it was issued. Parents and/or Guardians will be notified of the day it will take place. There will be a maximum of three (3) after school detentions per semester, at which the student receives an in-school suspension on the fourth infraction.
- **Meeting with Parent/Guardian**
- **Written Reflections**
- **Verbal apology, either personally or in a group setting depending on the situation**

- **Written communication to parents, and/or disciplinary referral**
- **Possible limiting of participation in school activities, field trips, or social events**

iii. **Level 3 Sanctions**

A level 3 offense is any act or behavior that requires an immediate sanction. These acts or behaviors are not tolerated by the school at any moment, and parents will immediately be notified and may be asked to come and pick-up their child immediately. Level three acts are those that put students or school personnel in danger, or cause harm, either physically or emotionally. Multiple level 3 offenses will result in the student's case to be presented before the Mediation Council to determine the status of the student in relation to readmission or non-admission for the following academic year, or another consequence. Sanctions for level 3 offenses may be, but are not limited to:

- **Multiple After-School Detentions** – The student remains in school grounds for a minimum of forty-five (45) minutes after class completing an assignment. The detentions will be applied on the following school day after it was issued and subsequent days. Parents and/or Guardians will be notified of the day it will take place. There will be a maximum of three (3) after school detentions per semester, at which the student receives an in-school suspension on the fourth infraction.
- **In-School Suspension** – The student must attend school during his In-School Suspension. It will be served in a predetermined area and the student will not be allowed to leave this area for the duration of the school day. During this time, the student is responsible for completing the assignments of the day and for the material taught during that school day. A maximum of three (3) in-school suspensions per year will be permitted before the student will be asked not to return the next school year.
- **Special Reflection Projects** –The purpose of the projects is to provide a more extensive period of reflection, where the students have to investigate, report, and present their findings to their classmates and reflect on what they have learned about themselves in the process. This may be applied with other sanctions listed.
- **Loss of participation in school activities or events.**
- **Loss of participation in Graduation Ceremony**—Students may lose the right to participate in the school's graduation ceremony at the end of the academic year based on the nature of the infraction. This may be applied with other sanctions listed.

iv. ***Other possible sanctions:***

School administration reserves the right to issue further sanctions that may include, but are not limited to: loss of participation in after school activities, loss of participation in school activities, replacement of damaged properties, loss of right to participate in graduation ceremony. The school administration also reserves the right to apply a sanction that is deemed necessary depending on the infraction. Such sanctions may be issued during the time leading up to the meeting of the Mediation Council.

Disciplinary Level	Misconduct	Disciplinary measure (s)
Level 1 Misconduct	<ul style="list-style-type: none"> • Disruption of class • Failure to comply with classroom rules • Tardiness to class • Unauthorized eating or drinking in class • Improper dress code • Improper use of personal or other's belongings • Failure to complete assigned work • Use of cell phones during instructional time • Bother others with comments or jokes that ridicule classmates, teachers and other members of the educational community • Using verbal and/or non-verbal language in an offensive tone. • Leaving the classroom without justification during instructional time. • Staying in classrooms or unauthorized areas during recess. • Throwing garbage, waste and littering any area of the school. • Minor damage caused to school facilities, which includes, but is not limited to, writing, scribbling or drawing on school property. 	<ul style="list-style-type: none"> • Verbal warning, • Time out • Verbal dialogue/reflection • Written reflections • Reflection project, and/or written or verbal communication with parents/guardians • Replacement of damaged property • Written agreements • Retention of distracting objects. <p>To be applied by the teacher.</p>
Level 2 Misconduct	<ul style="list-style-type: none"> • Repeated Level 1 Misconduct • Failure to comply with the established rules in the execution of evaluations, tests or exams and instructional time. • Irreverence/ Disrespect of patriotic symbols • Academic dishonesty on exams, quizzes or school assignments. Committing plagiarism or copying works, projects and/or exams. Using Chat GPT or other artificial intelligence for non-educational purposes or without prior 	<ul style="list-style-type: none"> • All measures established for minor level 1 misconducts. • Break & Lunch Detention • Meeting with parents/guardians to establish commitments with students and guarantee positive monitoring of the process, while documenting and evidencing such processes. , • Private or public apology • Loss of points on work or exams.

	<p>knowledge and/or authorization from teachers.</p> <ul style="list-style-type: none"> • Any form of fraudulent behavior (forging signatures/ documents • Lying • Discriminating and stigmatizing members of the educational community based on race, nationality, religion, disability, sex, socioeconomic level, among other differences. • Leaving different school areas with or without permission to with the intention of causing harm or carrying out an act of misconduct. • Posting content on social networks related to any member of our educational community without their consent. • Disrespect towards school staff or other students • Entering different areas of the school without authorization, after school hours. • Vandalism of school property • Use of suggestive, disrespectful or offensive clothing or materials • Selling in school grounds • Tampering with fire alarms, hose or extinguishers • Inappropriate public displays of affection • Improper behavior at activities in or out of school that affects the community's well-being • Accusing another person of some serious offense without having proper evidence • Leaving school without permission • Recurrence of minor offenses even with the monitoring and support of the school in coordination with families. 	<ul style="list-style-type: none"> • Limited participation in school events or activities, loss of technology privileges. • Canceling tests, exams, projects and/or individual/group assignments that are copied, plagiarized or stolen. Applying the corresponding loss of points to the subject and issuing a written warning to the person who carried out the infraction and to the person who provided the information. • Assigning special occupational tasks related to the nature of the misconduct. These must provoke critical and deep reflection that leads to behavioral change. If the case warrants it, refer to a behavioral professional and inform the family. • Prohibition of electronic devices due to repeated inappropriate use. School policies must define the rules for the use of devices. • Replacement of damaged or destroyed furniture, facilities or equipment. When a sanction includes the repair of physical damage, this must be discussed with the families and agreements must be established with them regarding replacement. They must also dialogue alternatives that favor a change in student behavior. <p>To be applied by the teacher in conjunction with the principal and or other administrator.</p>
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Level 3 Misconduct	<ul style="list-style-type: none"> ● Repeated Level 2 Misconduct ● Bullying, as defined in this handbook. All types of bullying and cyberbullying ● Acts of Violence towards any school community member, ● Any form of abuse or threat. ● Defiance of authority ● Distribution, usage, and/or possession of pornographic material ● Belonging to gangs or other violent groups ● Engaging in lewd behavior, Indecent sexual exposure, sexual harassment, sexual behavior, and/or sexual abuse in school setting or school related events ● Leaving /skipping school without permission ● Bringing, trafficking or consuming psychoactive substances of any nature to school and/or in educational activities. ● Participating in or inciting acts of disobedience ● Possession of weapons ● Theft of property or confidential information ● Delinquent behavior or violation of the law ● Altering academic and/or administrative documents of the school, for personal or group benefit. ● Any act that attempts against the security and safety of school community members ● Blackmailing, threatening or attempting kidnapping ● Carrying out practices that threaten health and the environment (electronic cigarette, hookah, vape, homemade bombs, among others). ● Attacking and offending privately or publicly educational authority in 	<p>Any of the following level 3 sanctions may be applied:</p> <ul style="list-style-type: none"> ● Multiple lunch & break detentions ● In-school suspension(s) up to two days ● Special reflection projects ● Loss of participation in school activities in or out of school, if not a required curricular event ● Loss of graduation ceremony ● Parent meeting with the school principal and/or Head of School. <p>In any of cases listed, or as deemed necessary by the administration, the student's case can be taken to the CCHS Mediation Council for recommendation on sanctions, of which can include non-re-admittance in extreme cases.</p>
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	<p>the person of: directors, teachers and other members of the school.</p> <ul style="list-style-type: none"> • Posting offensive messages on social networks, memes, videos or photographs, that violates morality and dignity. • Violating the privacy of social media accounts (hacking, identity theft, digital scam, etc.) of any member of the educational community. • Creating accounts on social networks that involve the name of the school and members of its community, without the authorization of the school. • Taking money from members of the educational community and items from the school without proper authorization or consent. • Having intimate sexual relations within school grounds. 	
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*****Important Note: This list of items may not cover all situations that could arise. The school Administration reserves the right to consider whether or not a student's behavior is inadequate, or if it is against the CCHS mission and vision, and/or the civil or criminal code of law of the Dominican Republic.***

Article 4: CCHS Anti-Bullying Policy

CCHS takes all forms of bullying seriously. The Ministry of Education defines bullying as any psychological, physical or verbal mistreatment by members of the school community, in a persistent manner for a prolonged period of time between two or more students. It must have the following characteristics:

- a) Teasing, threats, physical aggressions, systematic isolation, harassment, damage to belongings, etc.
- b) It must be prolonged for a certain time.
- c) It is usually provoked by a student, supported by a group, against a defenseless victim.
- d) It is behavior of a clearly aggressive nature that is intended to harm.
- e) The relationship established between the aggressor and the victim is characterized by an imbalance or asymmetry of power; students who suffer bullying present some disadvantages compared to their aggressor. These disadvantages may be due to age, physical strength, social skills, disability, socioeconomic status, among others.
- f) It occurs among students; the difference in age, sex, or grade level does not matter.
- g) The victim develops fear and rejection of the context in which he/she suffers violence; loss of confidence in self and others and decline in school performance.

- h) The aggressor's capacity for moral understanding and empathy decreases, while a violent style of interaction is reinforced.
- i) The quality of life of the environment in which it occurs is reduced: difficulty in achieving goals and increased problems and tensions.

Students will receive a warning upon the first offense and then any subsequent offenses will result in Level 3 disciplinary action. Our policy is designed to create a safe school environment for all members of the school community and the school will not tolerate any form or act of bullying.

Article 5: Appeal of Sanctions

Students and parents have a right to appeal a sanction applied for Level 3 Misconducts. The appeal must be done in writing the following day after being officially notified. The written communication must be addressed to the Mediation Council via the Head of School. Once received, the council will meet and revise the request. Parents and Students will be informed of the final decision. If parents are not in agreement with the decision, they may appeal to the district council within 48 hours.

Article 6: Mediation Council

The function of the CCHS Mediation Council is designed to evaluate and help the school make decisions regarding level three offenses that occur at Cap Cana Heritage School. The council is composed of administrators, teachers, the school counselor, school psychologist, and two members of the student council. The Mediation Council works to find the most appropriate resolution for the situation that is in the best interest of the student and school community, and that does not violate student rights.

Article 7 : Application of Disciplinary Measures

Minor infractions will be determined by the teacher. The corresponding sanctions will be applied immediately, without the need for any subsequent consultation process.

Serious and very serious infractions will be determined by the Leadership Team and authorized by the School Director. The team will evaluate and make appropriate decisions regarding infractions. Also, parents/guardians will be informed of any decisions made regarding their child.

Article 8: Search and Seizure

CCHS reserves the right to interview and/or search student belongings when the safety or rights of the school staff, or other students have been violated. The school retains ownership of all property assigned to students and has the right to claim and inspect it. Items that may be reasonably determined to be a threat to the safety and security of others, or items that are used to disrupt or interfere with the educational process, may be removed from a student's possession. In the event that a search is necessary, a minimum of two school staff members will be present.

Article 9: Public displays of Affection

Cap Cana Heritage School recognizes that genuine feelings of affection may exist between students, and

that cultural greeting practices include brief kisses and brief embraces. Students should refrain from inappropriate behavior such as intimate and prolonged kissing and embracing.

Article 10: Sexual Behavior

Any sexual behavior, including but not limited to exhibitionism, harassment, abuse, and other sexual acts (even with consent of both parties), is completely prohibited at Cap Cana Heritage School or in any outside activity sponsored by the school, and will be considered a serious offense to the school discipline code. Any proven sexual behavior will have an immediate suspension, as well as a meeting with parents to discuss the situation. The Mediation Council will then meet to assist in determining the sanction(s). Situations in which students are suspected to have engaged in any form of sexually inappropriate behavior described above at school or in any activity sponsored by the school, will be investigated thoroughly before any consequence is issued. We require that any family members involved in situations such as this one, maintain confidentiality in order to protect the physical and emotional well-being of all the students involved.

Article 11: Use of School Technology

Students will have the opportunity to use a variety of technologies at school including school computers, personal computers and the Internet. Students have the responsibility to use this technology for learning purposes and as directed by the staff. The staff will monitor the use of these technologies. Students who use technology in an inappropriate manner and/or not as directed by school staff are in violation of school policy and subject to disciplinary action. Consequences for the misuse of technology are as follows:

- First offense: loss of privileges for one week
- Second offense: loss of privileges for one month, plus a required meeting with the students, parents/guardians, and school administrators
- Third offense: loss of privileges for the remainder of the school year. In addition to the loss of privileges, the activity may be sent to the Mediation Council for additional disciplinary sanctions.

All students must sign an Acceptable Use Policy each year that outlines the policies for the proper use of technology in school.

RESPONSIBILITIES OF CAP CANA HERITAGE SCHOOL

Cap Cana Heritage School is NOT RESPONSIBLE for any act or situation that any student of the school is involved in outside of the physical structure of the school, or after established classroom hours, no matter the area in which the act or situation occurs.

Cap Cana Heritage School is NOT RESPONSIBLE for any student act that may cause harm to another, whether voluntary or involuntary inside or outside of the physical structure of the school.

Cap Cana Heritage School is NOT RESPONSIBLE for the act(s) or behaviors of any student, understanding that they are the responsibility of their parents/guardians.

Cap Cana Heritage School is NOT RESPONSIBLE for any act or situation that violates law standards or attempts against morality and good manners in which its students, parents, tutors, or school personnel are involved in any way or participate outside of school grounds.

Cap Cana Heritage School is NOT RESPONSIBLE for any type of intrapersonal communication whether it be in person, digital, via telephone or cell phone, or any other mode of communication outside the physical structure of the school with any member of the school personnel, administration, peers or the families and friends of their peers, understanding that the supervision of the student is the responsibility of the parent/guardian.

RECOMMENDATION

Parents/guardians must read this Student-Family Handbook with their children and make them aware of the importance of complying with it.

During the school year, teachers will discuss these regulations with students. Teachers who work in the primary grades will give students the relevant explanations, using appropriate language so that the children understand the regulations.