



PARENT HANDBOOK 2021-2022

GENERAL INFORMATION

St Jude School

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Email: info@stjude.ed.cr

Website: www.stude.ed.cr

Postal Address: Valle del Sol Santa Ana, San José, Pozos

TERM DATES FOR 2021-2022

Term 1 - Tuesday August 17, 2021 - Friday 15, October 2021

Term 2 - Monday 25 October 2021 – Friday 17, December 2021

Term 3 - Monday 17 January 2022 – Friday 1, April 2022

Term 4 - Monday April 18, 2022 – Friday July 1, 2022

SCHOOL HOURS

HORARIO ESCOLAR | SCHOOL DAY

	PRE SCHOOL	ELEMENTARY	MIDDLE/ HIGH SCHOOL
Entrada/Arrival	7:00 a.m.	6:45 a.m.	7:00 a.m.
Inicio de clases/ class commences	7:30 a.m.	7:00 a.m.	7:15 a.m.
Receso/Break time	Varía según nivel Varies according to year level		
Receso/Break time			
Salida/Departure	12:30 p.m. (GC, BB, YB) 1:30 p.m. (BS, RL)	2:15 p.m.	2:30 p.m.
Inicio de actividades deportiva y clubes/After School Activities Program commences	Inmediatamente después de la salida/Immediately after departure	2:30 p.m.	2:45p.m.



There will be staff on duty from 6:45 am each day. All children not collected from School within 15 minutes of departure time (unless they are participating in an after-school activity) will be automatically sent to the Reception.

SENIOR LEADERSHIP TEAM

ISP Global Head and School Director	Dr Roderick Crouch	rcrouch@ispschools.com
Academic Director/Head of Preschool	Yenda Villalobos Slon	yvillalobos@stjude.ed.cr
Academic Director/Head of Primary	Gloriana Villalobos De La Peña	gvillalobos@stjude.ed.cr
Academic Director/Head of Middle and High School	Roberto Wolfgang Pfizenmaier	rpfizenmaier@stjude.ed.cr
Finance Director	Evans Gonzales	egonzalez@stjude.ed.cr
PA to the General Director	Alejandra Vásquez Orozco	secretaria.ejecutiva@stjude.ed.cr

KEY CONTACTS

CGS Coordinator	César Leandro Marín	cleandro@stjude.ed.cr
Marketing and Communication	Rebeca Moraga Monge	rmoraga@stjude.ed.cr
Admissions	Debora Neira Páez	admissions@stjude.ed.cr
Academic Secretary - Preschool	Hazel Mora Martínez	secretaria.preescolar@stjude.ed.cr
Academic Secretary – Primary	Viviana Hidalgo Vega	secretaria.primaria@stjude.ed.cr
Academic Secretary - Secondary	Viviana Hidalgo Vega	secretaria.secundaria@stjude.ed.cr
Receptionist	Evelyn Sandí Valverde	evalverde@stjude.ed.cr

Maintenance & Transportation Manager	Juan Gabriel Castro	mantenimiento@stjude.ed.cr transporte@stjude.ed.cr
Information Technology	Agustín Rodríguez	arodriguez@stjude.ed.cr
Sports and after school activities Coordinator	Christian Calderón Zúñiga	ccalderon@stjude.ed.cr
Nurse	Paola Aguilar Jiménez	enfermeria@stjude.ed.cr

Inquiry	Who to ask?
Finance, school fees, payments	Finance assistant (first point of contact) Finance Director (if still unresolved)
School uniform and materials	Section secretary Academic Director (if not resolved)
Admissions	Admissions Manager
Administrative and academic processes. Set appointments with Academic Directors/General Director	Academic Secretary for the section-PA to the General Director
Clubs, International Opportunities Sport Teams	Sports Coordinator

Full details of how and who to contact can be found at www.stjude.ed.cr

History

In 1963, Mrs. Helia Placencia de Betancourt, having arrived in Costa Rica in 1961 from Cuba started a small kindergarten, which later became Escuela Católica Activa. As the number of students increased, and the need for a bigger space became obvious, Mrs. Helia Placencia de Betancourt became partners with Mrs. Hortensia de Luconi, owner of a large property in Barrio Don Bosco, in San Jose, where the school could grow.

They worked hard to make their dream come true. More than fifty years later, the Jardin de la Infancia Católico, Escuela Católica Activa, and Colegio Bilingue San Judas Tadeo have

educated thousands of children and teenagers with academic excellence and Christian values.

Desiring to offer a more innovative school, they purchased a piece of land in Lindora, Santa Ana in 1992, to create an innovative 'through school' from day care to graduation. This project would become St Jude School.

In 2000, the new Preschool was inaugurated. In 2001, the Elementary School began, and while in 2006, the High School started, all as part of a planned growing process. Finally in 2008, the old building in San Jose was closed and all students were moved into one single project, St. Jude School in Lindora.

In 2018, St. Jude School joined the International Schools Partnership to add further value and greater international opportunity to what has always been a high-quality school, combining tradition, Christian values and innovative, bi-lingual teaching and learning.

International Schools Partnership

International Schools Partnership (ISP) is a growing group of 50+ financially responsible schools worldwide, all of which aim to be the school of choice in their local area.

With over 45,00 students and more than 6,000 staff, ISP seeks to:

- Help children and students learn to levels that amaze them.
- Inspire children and students to be successful now and equip them to be successful later.
- Be genuinely international, working in partnerships within and across regions, cultures, and languages.
- Aim to be the first choice for children, students, and their families, wherever we are.

The following principles guide how ISP operates.

- Begin with our children and students; Our children and students are at the heart of our business. Simply, their success is our success.



- Treat everyone with care and respect; We look after one another, embrace similarities and differences, and promote each other's well-being.
- Operate effectively; We focus relentlessly on the most important things and will make the most difference.
- Be financially responsible; We make financial choices carefully based on the needs of the children, students, and our schools.
- Learn continuously; getting better is what drives us.

School Structure

St Jude School consists of three sections: Preschool, Elementary, Middle and High School, with the year levels having their own distinctive name. Each section has its own academic director.

Mission, Values and Student Attributes

Mission

St. Jude School is an internationally minded, inclusive educational community built on committed christian values; the school is known for its innovation and excellence in developing students who are critical thinkers, and adaptable and responsible citizens who will make a positive and lasting contribution to both their society and their environment.

Values

St Jude school has five values

Faith, Integrity, Excellence, Sustainability and Kindness and these underpin all that we do.

Student Attributes

We seek to inculcate the following attributes in our students

- Innovative
- Notable
- Tenacious
- Equal
- Generous
- Responsible
- Adaptable

- Leader

The first letter of each word spells the Spanish word *Integral*, meaning complete.

School Houses

When children start at St Jude School, they are placed into one of four houses:

- Hippogriff (Green)
- Dragon (Red)
- Kraken (Blue)
- Phoenix (Yellow)

The house system has three main benefits:

1. Cooperation/Collaboration

It enables younger children to get to know older children, encouraging children to work together, and to support each other.

2. Competition

It supports internal school competitions such as sports carnivals and cultural events as well as being a way to encourage and reward positive behaviours.

3. Student Leadership

It both creates student leadership roles as well as encouraging older students to be good role models for younger students.

Students are allocated to a house on a random basis when they start at the school, and remain in the same house for the entire time they are students at St Jude School. Siblings are placed in the same house.

School Accreditation

St Jude School is accredited by the International Baccalaureate Organisation, and the Ministerio de Educación Pública (MEP) of Costa Rica.

School Procedures and Policies

This handbook provides valuable information as to the procedures and policies of St Jude School. Please be aware that the school reserves the right to add, remove, or amend any policy or procedure in this handbook at any point during the school year in order to best serve the needs of the school community in advancing the mission of the school. Any changes will be communicated to parents.

Basic Rules & Regulations

Absence from the School

It cannot be emphasised enough that any absence of any sort should be notified to the School. This is a safeguarding issue so it is essential to know where children are every day. If a child is unable to attend school, an email by 7:00 am to permisos@stjude.ed.cr with a copy to the home room teacher is compulsory. Please state the name of the student, his/her class and the reason for the absence.

If a student is absent by 8:00 am and the School has not received notification, a phone call will be made to parents.

Medical Appointments during the school day

To avoid disruption to the day's routine, parents are advised to make appointments (dental, medical, etc) out of School hours, or in the vacation periods. If this is not possible, e.g. orthodontist or specialist appointments which are often made in advance, please send an email by 7:00 am to permisos@stjude.ed.cr with a copy to the home room teacher.

Late Arrivals and Early Departures

Any student (other than Preschool) who arrives at School after the designated start of school must report to Reception to sign the late/early departures book located in this area. If a student needs to leave the School before normal departure time, s/he has to be collected from Reception. Parents are reminded that an email to permisos@stjude.ed.cr must be sent in advance.

Special Leave Procedure

As each school day is important and as there are regular holiday periods, families are **strongly** discouraged from taking children out of the School during term time, or leaving early on the final day of term. This leave is considered unjustified leave. If under exceptional circumstances absence from School is essential, parents should apply in writing to the section secretary as early as possible for leave of absence for their child.

Drop off and Pick-Up

Drivers are asked to remain in their cars at all times, and to observe the orderly flow of traffic. If students are not immediately available, cars may not wait but must circle around and rejoin the queue.

Parking

If visiting the school, cars must be parked in the designated "Visitor" parking spaces. St Jude School will not be responsible for damage or theft. Please note that the spaces marked with a handicapped sign are reserved for persons with disabilities.

Traffic Flow Plan

The school has several gates for entry and exit. For drop off and collection, Preschool use Gate 1 to enter and Gate 4 to exit. Elementary, middle and high school students use Gate 2 to enter and Gate 4 to exit.

Visitors can enter only through Gate 1.

If using the sports facilities after school, Gate 5 is used.

If parents wish to see a teacher they should park in the visitor car park.

Admissions

Admission to St Jude School is by academic test and interview. The academic director will make the recommendation for admission, or non-admission, to the General Director based on:

- A review of school reports from the previous two years;
- A entry test based on the NWEA Measures of Academic Progress (MAP) assessment tool; and,
- An interview with the principal.

For more detail please see the school website <https://www.stjude.ed.cr/en/admissions/>

Parent Involvement

The relationship between parents and St Jude School is formally governed by the school's written enrollment contract and this handbook. By enrolling their child in St Jude School, parents agree to support the school's mission, follow its rules, and abide by its decisions. The school's values are essential underpinnings of the effective working relationship between school and parents.

Working together, parents and school help children to mature by modeling adult working relationships based upon kindness, integrity, honesty, and respect.

Communication

All communication from the school is electronic so it's extremely important to ensure that your email is updated on the school's system by sending an email to the section secretary.

As a general rule, communication from the school is sent on Tuesdays and Thursdays, except for the whole school newsletter which is sent every second Monday. The school newsletter contains information on each section of the school as well as general information and comments from the General Director. Please note that during the pandemic, communication may come from the school on any day. The calendar on the school website outlines dates of important school events.

All communication is sent home in English and Spanish.

While there are several formal parent teacher conferences, teachers are available by appointment at any time to discuss individual progress or concerns. Please refer to the inquiry chart that is available on the website for how to contact the school.

Community Service

St Jude School encourages all children to be actively involved in service activities both within and outside the school. All high school students must undertake a service project as part of their CAS program and graduation requirements. Engaging in community service not only embodies the Christian foundation of the school but also provides students with the opportunity to leave a legacy by having a positive impact in their communities. In addition, community service enables students to acquire important life and professional skills as well as living the student attributes.

School Photos

School photos are taken of each student by a professional photographer, once a year usually early in the academic year. Ordering photos is done directly with the photographer.

Use of Photos in marketing materials

In enrolling children at St Jude School, parents give permission for their child's photos to be used in school marketing materials and on St Jude School. Parents who do not wish this to occur must specifically inform the school in writing. It is noted that St Jude School, as part of our child protection policies will never post your child's photograph in conjunction with his or her full name.

ID cards

All staff members are issued school identification cards which are expected to be visible at all times when on campus, as well as to be shown to security personnel when entering the campus.

Managing learning during the pandemic

The 2021-2022 school year may continue to be affected by the COVID-19 Pandemic. By end of August 2021, all staff will be fully vaccinated with a two dose vaccine.

The school has two priorities: student safety and student learning. In balancing these needs, we will follow the recommendations and guidelines of the Costa Rican Ministry of Health, ISP, the Costa Rican Ministry of Education, the World Health Organization, and the US Center for Disease Control and Prevention.

As in the previous year, it is crucial to note that information can change frequently, and so how the school offers education whether fully face to face, fully online or a hybrid of the two may change throughout the year. St Jude School will continue to keep parents informed.

Emergency Procedures

Regular drills are held throughout the years so that students will know exactly what to do in case of an emergency. To support this, we ask that parents speak with their children about what to expect should an emergency occur so as to reassure them.

Entering the school /Visitors

Visitors must sign in and show ID at the entrances.

Because the school is responsible for student safety and wellbeing, St Jude School students must remain on campus during the school day, including after-school activities. If, however, the student must leave the campus for an appointment or other valid reason, parents or other designated adult, are to stop by the office to collect the permission slip that must be given to the security guards on the way out of school.

Medical Emergency

In the event of injury to a student, the school will render first aid as necessary usually via the school nurse and will notify the parent immediately. St Jude School is covered by Emergencias Medicas for ambulance service, and they would be immediately notified if the child needed to be transported to the hospital. A student is never sent alone; he or she is always accompanied by the nurse, teacher, staff member or academic director.

Student Accident Insurance

All students enrolled at the School are insured against accident and injury 24 hours per day, year round. The policy covers medical expenses incurred from an accident. Claim forms, as well as more information, are available from the purchasing officer in administration.



Safeguarding Policy

St Jude School has a detailed safeguarding policy to protect students. It can be found at <https://www.stjude.ed.cr/en/safeguardingen/>

All parents are encouraged to be familiar with this policy. Should you ever have concerns related to child protection or safety, please contact your child's academic director or counselor, or the Designated Safeguarding Lead: Cesar Leandro Marin cleandro@stjude.ed.cr

Classroom Placement

At St Jude School, each student will be provided an appropriate program of studies designed to inspire a passion for learning and an opportunity to acquire knowledge, skills, develop understanding and instill values. Consequently, classrooms are balanced according to a multitude of factors and are created by the grade level team of the child's current year, the academic director, counselor and, if needed, learning support team.

We encourage any parent who wishes to request a particular learning environment for his or her child to do so; information from parents is often valuable in adding to the School's observations and expertise. The only type of request accepted by St Jude School is one that describes a particular type of learning environment based on a student's specific needs. Requests that include a specific teacher's name will not be considered. Parent input must be done so in writing to the academic director by the middle of May of the previous school year. Please note that all requests will not necessarily be honored, rather, we do assure that all of the information sent by parents will receive full consideration as part of the classroom placement process. This policy provides for fair and equal treatment for all concerned. The practice of honoring an individual parent request for a specific teacher is not condoned, as it could deny equal educational opportunity to some personnel and to some students. Requests identifying a teacher's name will be returned.

No classroom placement requests will be entertained once classes are in session.

Private Tutoring

It is a condition of employment at St Jude School, that its staff are not permitted to tutor a child privately in a year level they teach. It should also be noted that private tutors may not

contact teaching staff directly. Communication between school and home is just that – between school and home.

Health Services

St Jude School offers the full-time services of a registered nurse, whose office is located near the cafeteria. The nurse will not administer medicine to any student, unless permission is given by the parents. If a student develops a fever or otherwise becomes ill at school, the parents will be called immediately to come and pick up the student. Please do not send your child to school if she/he has a fever, is vomiting, has diarrhea, conjunctivitis, head lice, or any contagious virus or disease, or any symptoms of COVID 19.

Health Care Policy

Introduction

Management of student health conditions, including the administration of medication, is a courtesy provided by the School consistent with their duty of care to:

- Maximise the participation in School activities of students who require medication or special procedures for managing a health condition; and
- Optimise the health, safety and wellbeing of staff and students at a School site.

The school nurse can assist a student with medication provided that ***a written request is received from the student's parent or legal guardian.*** The nurse must follow the directions on the original pharmacy label attached to the medication container.

The School will seek to provide opportunities for students who require medication, or who have a health condition to participate in the full range of School activities according to the advice of their medical practitioner. This applies to classroom activities and activities such as excursions, camps, swimming, sport, physical education, outdoor education, vocational activities, work experience and public displays.

Some students may be approved to self-administer their medication and this issue is addressed in the Self-Administration of Medication section of this policy. All other

medications require secure, in some cases locked, storage and administration only under the supervision of a staff member. Medication required for emergencies, such as an anaphylactic reaction or asthma attack, is to be accessible at all times.

Definition of Medication

These guidelines apply to medication prescribed by a medical practitioner, and which is considered essential to be administered at School for a student to achieve optimum health and to participate fully in School life.

Medication is likely to be associated with a health condition such as epilepsy, diabetes, asthma, anaphylaxis, cystic fibrosis, Attention Deficit Hyperactivity Disorder (ADHD), but may include other conditions diagnosed by a medical practitioner.

Only the school nurse may administer over-the-counter medication, including analgesics, with the agreement of the parent/caregiver. The exception is the reliever puffer, such as Ventolin, that is included for the emergency treatment of asthma under the guidelines. The containers for these are often blue.

STUDENTS MUST NEVER ACCEPT ANY FORM OF MEDICATION FROM ANOTHER STUDENT

In Summary

- All medication will be administered by the school nurse.
- Students should discuss any symptoms with parents before leaving home, bring medication of their choice with them and see the School nurse on arrival at School.
- Parents must authorise the taking of medication by written instructions. This should be handed in to the School Office at the same time as the medication.

Expectation of Parents

Parents are requested to undertake the following in relation to the administration of medication and/or management of health conditions.

- Request the School in writing to administer prescribed medication or to assist in the management of a health condition.
- Notify the School in writing of any requests and/or guidelines from medical practitioners including potential side effects or adverse reactions.
- Provide the medication in the original labelled container to the nominated staff member.
- Ensure the medication is not out of date and has an original pharmacy label with the students name, dosage and time to be taken.
- Advise the School in writing and collect the medication when it is no longer required at School.

Parental Medical Authorisation and Acknowledgement

1. In the event of illness or injury whilst attending the School, or School, I authorise school staff, at their discretion but in consultation with the school nurse, to obtain medical attention for my child.
2. I agree to pay all associated medical and pharmaceutical expenses arising from medical attention arranged by School Staff.
3. I acknowledge that it is my responsibility to supply any medication required by my son in original packaging with original pharmacy labelling that stipulates the student's name, dosage and time to be taken. I authorise School staff, at their discretion, to take possession of any such medication and to assist my son to self-administer any such medication and to assist with the management of his health condition. In the event that a question or problem arises about the administration of such medication and I cannot be contacted, I authorise School staff to contact my son's medical practitioner for advice and for the prescription of medication.
4. I will provide to the School any necessary information or requests from medical practitioners regarding my son's health condition/s or potential side effects of any medication my son requires.

Parents are contacted when a student is unwell and needs to be sent home and are expected to make arrangements for their sons to recuperate at home from on-going ailments.

The School expects that students who are sent home will be assessed by their medical practitioner if necessary and that parents will keep the student at home for the duration of the illness. An early return for monitoring and/ or recuperation at the School is not an option.

It is the School policy that long term treatments will not be administered. Exceptions may arise and these will be discussed and handled on an individual basis.

Self-administration of Medication

Contemporary management of chronic health conditions encourages students to administer their own medication, to recognise the signs and symptoms of their condition and to participate in the full range of activities offered by the School.

In Schools, self-administration may apply to students who are assessed by their medical practitioner and parents/caregivers and approved by the Academic Director as capable of administering their own medication while participating in School activities.

Self-administration of medication may include:

- monitoring blood sugar levels and the injection of insulin for diabetes;
- inhaling medication such as "Ventolin" for asthma;
- orally administering anti-convulsant medication for epilepsy; and
- orally administering enzyme replacements for cystic fibrosis.

Students approved to carry their own medication should demonstrate practices of secure storage of medication that may be potentially harmful to other students and safe disposal of injecting equipment.

Approval Procedure for Self-administration

- The parent/caregiver provides a written request, with guidelines and procedures from the medical practitioner, for the student to be responsible for administering their own medication.

- The Academic Director determines if the student is capable of assuming this responsibility.
- All medication must be stored in the nurse's office and administered in the nurses office.
- The school nurse can assist students to manage their health condition by incorporating their medication needs in the routine management of the class.

Individual Management Plans

Most procedures for the administration of medication and management of health conditions can be adequately addressed by universal guidelines. However, students with more complex requirements may require individual management plans.

These plans should be reviewed annually, signed by a parent/caregiver, and revised when medication and/or health status change. Teachers, parents, medical practitioners, The School nurse and, where appropriate, students may be consulted in the development of the plan.

The following information, provided by the medical practitioner where applicable, should be included in the plan.

- Telephone numbers for parent/caregiver, medical practitioner and ambulance
- Requirements - medication, dosage, when and how medication is administered
- Triggers, reactions, warning signs and symptoms of a possible emergency
- Instructions from a medical practitioner regarding emergency first aid treatment
- Limitations or guidelines for specific activities such as swimming, sport, outdoor education, camps, and physical education.

Some students have several health conditions and the integration of treatment for these conditions may require an individual management plan. Where individual adjustment of medication is required, written advice from a medical practitioner and parent/caregiver must be provided. This advice should outline dosage adjustments against set criteria, such as level of insulin required for a particular blood sugar reading.

Emergency First Aid for Asthma, Diabetes, Anaphylaxis and Epilepsy

In emergency situations, trained School personnel may be required to administer medication to preserve the life, safety and health of a student. These emergencies may occur for students with diabetes, epilepsy, anaphylaxis and asthma. The possible medication requirements include administering inhaled medication such as "Ventolin" for asthma, rectal administration of "Valium" for epilepsy, an injection of glucagon for diabetes and an injection of adrenalin for anaphylaxis. Injections for diabetes and anaphylaxis are usually administered by a pen device and are not intravenous.

Communicable Diseases

It is imperative that we strictly follow the guidelines for incubation periods as presented by the Ministerio de Salud. Children are not to be sent to School because THEY feel well or because they don't look ill. If the guidelines are followed, a sensible decision can be made. Please contact the school nurse if you have any queries regarding these guidelines.

Parents will be expected to complete a comprehensive medical form at the start of the School year and will be requested on that form to acknowledge the following authorization. **It is the responsibility of parents to keep the School informed of any changes to medical and emergency contact information.**

General Questions

If you have questions about your child's health, please contact the School Nurse:

Sunscreen

Personal sunscreen should be kept at school by every student, the School considers this to be a family responsibility.

Cafeteria

Breakfast, snacks, and lunches are available each day in the school cafeteria. The cafeteria is outsourced, and the menu is posted in the school newsletter. The cafeteria also has several microwaves for heating food.

Students must open an account to purchase at the cafeteria, as cash is not accepted. Accounts may be opened by contacting the head of the cafeteria services, Cesar Torres at cafeteria@stjude.ed.cr

Food Allergies

Please note that it is the parent's responsibility to notify all members staff (classroom teacher, teaching assistant, nurse, and principal) of any food or other serious allergies. If there is a food allergy in your child's class, we ask that students not share food for the safety of all students' health; in severe cases, certain foods will not be allowed.

Transportation

Buses

St Jude School offers a user pay bus service transportation for many of its students to bring children to and from school. Please contact the property manager for more details to email gcastro@stjude.ed.cr

Change of Transportation

If parents wish to change their child's usual method of transportation home or send their child home with a different parent, please email permisos@stjude.ed.cr. Students will need to collect the email from Reception to be allowed into a different vehicle.

For the safety of all children, changes of transportation may not be made through a phone call.

Please see the individual section for details.

School Uniform

The purpose of a uniform at St Jude School is to minimize distractions and to help students learn to keep themselves neat, modest, and well-groomed. Concern for personal appearance is an indication of self-respect and courtesy to others and creates a favorable climate for learning. In addition, it is Costa Rican law that all school age children wear their school's designated uniform. The St Jude Uniform is listed below, and on compliance will result in disciplinary action in accordance with the school behaviour management policy.

St Jude School expects students to attend school in full school uniform and asks that parents work with the School in supporting and enforcing the uniform. If you are in doubt, please consult your child's academic director.

The school uniform may be purchased at the School Shop.

Preschool

- White school T shirt
- Red shorts
- White socks
- Any closed in shoes
- Red hoodie (there is a change here from a zip up sweater to a hoodie)
- House T-shirt

Elementary

- Beige Polo shirt
- Blue shorts (boys) Blue skort (girls)
- Blue socks
- Black shoes with black laces (black 'tennis' shoes with a white logo are acceptable)
- Red hoodie
- PE /dance - House T shirt, school PE shorts, white socks and trainers.

Middle/High school

- Beige School polo shirt (or the generation shirt for specific year levels)
- Navy blue trousers (this is the main change in uniform)
- Dark blue or black socks
- Black shoes with black laces (black 'tennis' shoes with a white logo are acceptable)
- Red hoodie
- PE - House T shirt, school PE shorts, white socks and trainers.

School Library: General Library Procedures /Information

The Library offers an excellent selection of over 6,000 titles in its collection, along with the digital resources: *Encyclopedia Britannica*, *Tumblebooks*, and *Jstor*. We also have high quality online magazines subscriptions. All students, parents, faculty and staff are welcome to use its facilities.

Library Schedule

The Library is open from 7:00 am to 4:00 pm Monday through Thursday, and 7:00 am to 3:00 pm on Fridays. Students and staff are welcome to come and use the spaces available throughout the day (except for when the space is reserved or the librarian is having lunch, in which case the Library remains closed).

Library programs

To create and encourage an integrated, robust program, we have a regular class schedule. All Elementary classrooms visit the library once each 6 day cycle (*Library Time*). During their classes, students are taught how to be independent users of the library, the different types of reading materials and how to read them, we promote the love for reading, as well as other important research and literacy skills necessary for success in an ever changing world.

For students in Middle School and up to 9th grade, research and literacy skills lessons are programmed in the form of workshops throughout the school year, integrated with projects in the classroom. For 10th and 11th grade (Crocs and Eagles), we have a regular biweekly class schedule.

During this space, students are taught about how to do research, identify and choose trustworthy and relevant information sources, using the library's physical and digital resources and correctly citing and paraphrasing their sources, amongst other topics. The main purpose of these lessons is to support the students in the process of their IB monography, but the lessons learned will be of benefit for their classes and learning in general.

There is not a stablished program for Preschool students, but they are always invited to come with their teachers. Special activities are planned with them to promote reading by celebrating special activities such as World Book Day or the Vacation Reading Program and Holidays such as Valentine's, Christmas, Halloween, etc.

Borrowing Policies

Check-out

Check out period is two weeks for Elementary students.

For MS, HS and parents the check-out period is a month.

Elementary, Middle, and High School students may begin checkout the first week of school.

- Students in preschool do not check books out (their parents can check books out for them)
- Students in grade 1 (Rabbits) may check out 1 book at a time.
- Students in grade 2 (Toucans) may check out 2 books at a time.
- Students in grade 3 (Owls) may check out 3 books at a time.
- Students in grades 4-5-6 (Raccoons, Frogs and Hawks) may check out 4 books at a time.
- Students in grades 7-12 may check out a maximum of 5 book at a time.
- Parents are encouraged to check out up to 8 books for each of their children.

Renewals

It is not necessary to bring the book(s) in order to renew materials; renewal can be done at the library or via email. If there is no communication from the student, staff member or parent, an email will be sent in order to confirm the renewal or request the return of the library material.

Holds

Students can log in to their library account and place holds on books. When the book on hold comes in, students will be emailed that the book is in.

Lost/Overdue materials

If a book is overdue, students will not be able to check out any more books until the book is returned. For Middle and High School students who do not renew their loans or answer the librarian's email regarding the matter, a fine for each overdue book will be billed for each month the book is not returned. The amount charged each month will be \$USD5.00, by the Business Office.

If the book is lost, parents and staff have the option to replace the book(s) as long as they bring back the exact same title(s). If the lost book is not replaced, the library will charge the cost of the book to the parents through the business office. The amount charged for each book is the equivalent of \$USD15.00, for reference and IB materials the charge is \$USD50.00 each. Monthly emails will be sent home to parents of students 1st-5th grade, to

students 6th-12th grade, and to parents with accounts to communicate when a book is late.

If a book is not returned after three months of being late or at the end of the school year (whichever comes first), it will be charged to the parents school account and it may be paid for in the Business Office. A notice will be sent home before the charge is placed. If the book is found in good condition, it can be returned to the library and the amount will be reimbursed through the Business Office.

Set books

The Library has set books (a copy of a determined title for an entire generation) for the following generations:

- Toucans
- Owls
- Raccoons
- Frogs

The Language Arts and Spanish teachers will decide when the students start reading the books. These books do not have to be returned until the teachers notify the Library that they are no longer being used. From that day on, students have to return the books following the check out/overdue materials procedures.

End of Semester Procedures

At the end of each semester, students as well as teachers and staff should return all books and materials. During the semester breaks, students are allowed to check out books, to do so they must have returned all previous library materials.

Library Rules

Students are expected to behave properly in the library, respect and responsibility are the two main rules; everything else flows from there.

- This is a shared space so they should treat it as such. Middle School and High School may come to use the Library space during class time with a hall pass.
- Staff members or students may reserve the Library for special activities (workshops, classes, expositions, etc.); they can do so via email or at the library.

- Students cannot touch the fan switches, if they need to turn on/off a fan, they must ask the librarian to do so. The fan switches are very sensitive and they can get damaged if handled without care.
- Students cannot be alone at the Library. If the librarian has a meeting or goes to lunch, all students must leave the Library if a teacher or staff member does not accompany them.
- Students may not eat or drink in the Library. High school and middle school students may take a water bottle with them. Elementary students may bring in a water bottle and leave it in the designated area.
- Noise level must be kept at a non-disruptive level. If students are listening to music or watching videos, they must have headphones on.
- Students cannot run inside the Library in order to avoid accidents and keep a quiet environment for all the users.
- Students cannot play with or throw the pillows in the reading corner. They cannot jump or run in this space either, in order to avoid accidents.

Homework

Learning at Home

Effective learners know that learning does not take place in the classroom. It takes place in our minds through the construction of new thoughts, memories and patterns of thinking. Effective learners are active, questioning and resourceful and reflective about their learning in class and at home.

At the end of each school day, effective learners take time to reflect upon the major knowledge, understandings and skills developed during the day. They identify what has been learnt and what needs to be consolidated or completed. They then set clear goals for the afternoon or evening's learning at home and they work efficiently so that they have time to address aspects of their learning or assigned tasks that need attention.

Here are some specific questions to guide children's reflection on their learning. Parents should encourage their children to ask themselves questions such as:

- What made sense today in subject "X".
- What did I not understand?

- Do I need to ask for help?
- Are my notes from today useful? Do I need to supplement them by referring to my textbook?
- How did today's work relate to the rest of the topic?
- Could I explain the major ideas and concepts that we are learning now to someone else? If not, I probably don't have a full understanding. What should I do about this?
- Can I give clear meanings of new terms introduced over the last few days? If not, I need to develop a vocabulary list and meanings for each term.
- Can I list the major subtopics and/or ideas of this topic? If not, I need to review what we've done, generate a list or a mind map and read about what is coming up.

Homework is a Vital Component of School Life

Students and parents should expect regular homework. As students progress through the School, the amount of time spent on homework will increase. The purpose of homework is to identify areas of concern to raise with the teachers, it is also to revise and consolidate learning.

What is 'homework'?

'Homework' should be seen as any out-of-class learning or assigned task. It may be set by teachers as extension or elaboration of classroom work, but boys should also perceive it as including their own review, preparation for upcoming work or assessment, assignment work or reading. With this view of homework, it is clear that it is a central part of their total learning experience.

Why is homework necessary?

- It provides the opportunity for extra individual work; allowing practice and consolidation of work done in class or research and preparation for future learning.
- It provides teachers with feedback on how well boys know and understand classwork and an opportunity to assess students' progress and mastery of work.
- It develops effective learning habits and self-discipline, training for boys in planning and organising time and encourages them to own and take responsibility for learning.
- Most importantly, it establishes the idea that learning is not

something done only at School but is ongoing and involves input from parents, family and influences other than teachers.

Average time frames for each year level	
Year 1	10-15 minutos
Year 2-3	15-30 minutos
Year 4-5	30-40 minutos
Year 6-8	40-75 minutos
Year 9	90 minutos
Year 10-11	120 minutos

How should students view Homework?

Homework should be viewed as comprising two components; “Set Tasks” and “Study”.

Set Tasks

Practice: Practice homework is used to practice and reinforce skills they’ve already learned in class.

Completion: Completion homework is used to complete tasks assigned in class.

Preparation: Preparation homework helps to prepare students for subsequent lessons or units. Homework of this type helps provide opportunities to gain background information in order to increase learning for an upcoming lesson.

Extension: Extension homework assignments require students to produce self-selected projects which allow them to apply and analyse information presented in class.

Creative: Creative homework offers students the opportunity to think critically and engage in problem-solving activities. Creative assignments encourage them to put a variety of skills and concepts together and to demonstrate understanding in new situations.

Study

Study is homework that is not specifically set by teachers. It is not an “extra”. During effective study, powerful learning occurs. When studying, students reflect on their learning and progress and undertake activities that they believe will be most beneficial for their learning.

Depending on the subject and learning required, activities could include:

- Summarising
- Note-taking
- Reading
- Concept mapping
- Doing exercises
- Memorising
- Speaking
- Practicing
- Rehearsing.

Do not give equal time to all subjects - most study time should be spent on those subjects for which you need to do the most work.

Study (as distinct from homework) should start with a weak subject, whilst you are fresh.

Tips for Optimising the Effectiveness of Students' Work at Home

- i) Doing set tasks and study in the same room, at the same desk and chair, and at the same time provides a routine that is conducive to productive work.
- ii) Monitoring the time spent on each subject, homework task and undertaking a variety of tasks, helps keep children's minds active.
- iii) Thinking about their own thinking, extent of understanding and progress is vital for effective learning.
- iv) Having a 5 minute break every 30 minutes can be very effective.
- v) During breaks, moving away from the study area and doing something completely different has been found to make learning more productive.
- vi) Explaining to others and having someone ask them questions can be very helpful.

Student Support Services

The Counselling Guidance and Support (CGS) Department supports students to gain the skills and attributes necessary to be successful in School in response to the developmental, health, academic, and social emotional needs of each child. This support might include individualized or small group instruction, informal evaluation, counselling or other interventions.

Members of the CGS Department collect, analyze and evaluate data from observations and interactions with students. In addition, they develop school wide, section and year level programs in both the academic and social and emotional areas that benefit all the students.

The CGS Department holds weekly meetings with the academic director of each section and relevant teachers to discuss individual student concerns and action plans.

St Jude School is very proud of being an inclusive educational environment. We honor all students' learning needs and do our best to create a meaningful and rich experience for all students which leads to their academic success.

Counseling Program

The CGS Department is available to work with students concerning emotional, behavior, or personal situations that may arise during the School year. Other support programs such as whole class guidance lessons working on different topics regarding safeguarding and emotional development are implemented throughout the School year. The counselling staff do not undertake individual therapy, rather offer a general guidance counseling service for parents and students. The department also works closely with external providers and makes recommendations to parents about suitable external support services.

Student Support Specialist

The CGS Department also provides extra support in visual-motor skills, mathematics, and language arts. There is a referral process which helps us manage the services provided and know what each student's learning needs are. The first step in the process is when the classroom teacher submits a referral form. Then, the Student Services Team meets to discuss the information provided and come up with an action plan for the individual student.

After the classroom teacher has identified the strengths and challenges of the student, we test internally and share the results and recommendations with classroom teachers and parents.

Depending on the evaluation results, the student will either receive support in School, or see an external specialist if he or she needs services that we do not provide internally (speech, occupational, or emotional therapy). The Student Support Services intervention is provided either as a push-in service during center time or as a pull-out depending on the needs and age of the student.

External Therapists

The CGS Department works closely with a variety of external therapists to provide students and families with support. As needed, we are happy to recommend therapists to meet your child's individual needs. The most common external therapists that work with early childhood children for early intervention purposes include speech therapy, emotional therapy and occupational therapy.

School Technology Acceptable Use of Technology

INTRODUCTION

St Jude School provides technology opportunities to students for educational and research purposes in accordance with our mission, values, and goals. This document outlines the acceptable use of technology items while at the school. First and foremost, the use of information systems is considered a privilege, and inappropriate use can result in a cancellation of those privileges. Electronic mail, network usage, Chromebook/laptop activity and all stored files shall not be considered confidential and may be monitored at any time by designated staff to ensure compliance. All resources are available to every student unless the school receives written notification from a parent/guardian requesting denial of access to a resource.

The St Jude School Acceptable Use Policy applies to all technology resources and electronic devices. The policy outlines the guidelines and behaviors that users are expected to follow when using school technology or when using personally owned devices on the school campus or network. Students are expected to use technology in a considerate, ethical, moral, and legal manner.

GENERAL PRINCIPLES

- The schools technologies and network are intended for educational purposes.
- All activity over the network or technologies may be monitored and retained.
- Access to online content via the network may be restricted in accordance with our policies and national regulations.
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Use of technology in the classroom or online will be at the discretion of the teacher.
- The school will make all reasonable efforts to ensure students' safety and security online but will not be held accountable for any harm or damages that result from misuse of school based technologies.
- Users of the network or other technologies are expected to alert IT staff immediately of any concerns for safety or security.

All activity over the St Jude School network, school-issued devices, or school property in general is subject to supervision and inspection. St Jude School reserves the right to monitor, access, retrieve, read, and disclose all messages, information, and files created, sent, posted from, and/or received whether the student is at school or at home using the St Jude School network, email accounts, technologies or devices.

Violations to the policy are subject to disciplinary action.

WEB ACCESS

St Jude School provides its users with access to the Internet, including web sites, resources, content, and online tools. That access will be restricted in compliance with school policies. Web browsing may be monitored, and web activity records may be retained indefinitely.

Users are expected to respect that the web filter is a safety precaution and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, the user should follow protocol to alert an IT staff member or submit the site for review.

EMAIL

St Jude School provides users with email accounts for the purpose of

school-related communication. Availability and use may be restricted based on school policies.

If users are provided with email accounts, those accounts should be used with care. Users should not send personal information, should not attempt to open files or follow links from unknown or untrusted origin, and should use appropriate language. Users are expected to communicate with the same appropriate, safe, mindful, and courteous conduct online as offline. Email usage may be monitored and archived.

SOCIAL / WEB 2.0 / COLLABORATIVE CONTENT

Recognising that collaboration is essential to education, St Jude School provides users with access to websites and tools that allow communication, collaboration, sharing, and messaging among users. Users are expected to communicate with the same appropriate, safe, mindful, and courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally-identifying information online.

PERSONALLY-OWNED DEVICES

Students may use personally-owned devices as approved by the school at any time during school hours—unless such use interferes with the delivery of instruction by a teacher or staff or creates a disturbance in the educational environment.

SECURITY

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin. If you believe the computer, chromebook or mobile device you are using might be infected with a virus, please alert IT. Do not attempt to remove the virus yourself or download any programs to help remove the virus.

Students are not to bypass school firewalls or other computer protection measures.

The school assumes no responsibility for personal devices if they are malfunctional, lost, damaged or stolen.

DOWNLOADS

Users should not download or attempt to download or run any .exe programs over the school network or onto school resources without express permission from IT staff. You may be able to download other file types, such as images or videos. For the security of our network, download such files only from reputable sites, and only for educational purposes.

PERSONAL SAFETY

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher if you're at school; parent if you're using the device at home) immediately.

Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission.

Users should recognize that communicating over the Internet brings anonymity and associated risks and should carefully safeguard the personal information of themselves and others.

Users should never agree to meet someone they meet online in real life without parental permission.

Users should also remember not to post anything online that they would not want parents, teachers, or future colleges or employers to see. Once something is online, it is out there and can sometimes be shared and spread in ways you never intended.

CYBERBULLYING

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Do not send emails or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action in accordance with school policies. Cyberbullying, particularly if it involves sexual harassment or abuse can be a crime. Remember that your activities are monitored and retained.

EXAMPLES OF UNACCEPTABLE USE

The following behaviors are considered unacceptable:

- Damaging devices and their peripherals. This includes removal or alteration of peripherals, identifying labels, barcodes, or serial numbers.
- Using information technology resources for commercial purposes, partisan political purposes, or for any unlawful purpose.
- Using electronic media to harass or threaten other persons, or to display, design, copy, store, draw, print, or publish obscene language or graphics.
- Repeatedly or purposefully engaging in activities which unreasonably tax computing and network resources or go beyond their intended or acceptable use. Borrowing, lending, falsifying or misusing a computer account, or allowing, or facilitating the unauthorized access to use of school computing resources by a third party.
- Using school computing resources to gain or attempt to gain unauthorized access to computing resources either inside or outside of school.
- Interfering with the operation of the school's information technology resources by deliberately attempting to degrade or disrupt resource performance, security, or administrative operations.
- Intercepting or attempting to intercept or otherwise monitor any communications not explicitly intended for him or her without authorization.

- Copying, reading, accessing, using, misappropriating, altering, publishing or destroying computer files, output data, documents or other files of another individual or attempts to do so, without the permission of that individual, teacher, or authorized administrator.
- Making, distributing and/or using unauthorized duplicates of copyrighted material, including software applications, proprietary data, and information technology resources. This includes sharing of entertainment (e.g., music, movies, video games) files in violation of copyright law.
- Violating the terms and conditions of software license agreements for software distributed by the school, by giving, lending, selling, or leasing such media or software to others for their own use.
- Using school resources to access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/ or illegal materials, images (still or video), messages, and text.
- Excessive use of resources for personal affairs (shopping, gaming, streaming media, etc)
- Using electronic communications in any manner which violates school and/or local/national laws.

DISCIPLINE REGARDING ELECTRONIC COMMUNICATIONS

A student's conduct in the area of school related technologies and electronic communications affects our school community and student body, thus inappropriate behavior in this area is subject to review and disciplinary action by the school leadership. Appropriate conduct is expected at all times, including but not limited to all websites, texting, any messaging platform, email, use of Twitter, Facebook, Instagram, and/or any other social networking website allowed for school use, whether a student is at home or at school. Communication may include, but is not limited to text, still images, video and audio, and applies to communication both inside and outside of school, as well as during school and after school hours.

Any disciplinary action will be in accordance with the St Jude School behaviour management policy and procedures.

CELLPHONE POLICY

Rationale

The increased ownership of mobile phones requires the school to have rules to ensure that mobile phones are used responsibly by students and staff. It is important that students can concentrate on their learning without any interruptions. We also want to encourage personal interaction and physical activity during breaks.

At the same time, the school also needs to ensure that students are protected in keeping with our safeguarding policies.

The school accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can speak with their child as quickly as possible.

The school also accepts that mobile phones are an 'everyday' item for all staff in support of their own protection, staying in touch with family, and communicating more generally.

Scope

This policy will be applied to all staff and students as well as any external person who has access to the school grounds or may have contact of any kind with the student and is complementary to the policies established by the Ministry of Public Education (MEP).

Policy-Students

1. Mobile phones must be switched off and not visible during school hours. This doesn't apply to the front office of each campus.
2. Mobile phones should not disrupt classroom lessons by ringing, beeping or vibrating. They are only to be used in class with permission from the teacher.
3. Mobile phones can be used before and after school.

4. Parents are asked to contact the campus office in cases of emergency. Students are allowed to make emergency calls through the campus office.
5. Mobile phones should not be used to make calls, send SMS messages, access the Internet, audio record, take photographs / videos or any other application during and between lessons.
6. Mobile phones may not be used to audio record, video or photograph any person at school without their prior consent.
7. Students who break the rules will have their phones confiscated by a teacher and handed in to their coordinator. Phones may be confiscated for up to 3 days, and if so, parents will be contacted by the relevant secretary. Phones held overnight will be kept in the relevant school section office.
8. Mobile phones that are found in the school and whose owner cannot be located should be handed in to the front office.
9. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.
10. Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photographs or objectionable images and phone calls. Student using mobile phones to bully other students will face disciplinary actions as outlined in the School's Behaviour Management Policy.

USE OF SCHOOL DEVICES TO TAKE PHOTOS

1. All staff are responsible for the safe custody of the school's electronic devices. These must be secured with an access code.
2. Photographic content on school devices should be reviewed regularly.
3. Any suspicious activity must be reported to the Designated Safeguard Leader, Section Director and General Director.

4. Photographs of students must be taken in open spaces and visible to other adults.
5. Under no circumstances should photos be taken 1:1, that is, alone with the student. This to protect the minor and oneself.
6. Taking a photograph or video of students requires a written authorization from parents or guardians (Consent Form).
7. A breach of this policy implies a serious administrative offense.
8. It is the teacher's responsibility to know the parental authorizations and make sure that, in case of not have authorization, for any reason the photograph or video is taken.

PARENTS AND VISITORS

1. Parents are responsible for knowing the scope and risks involved in providing mobile devices and specifically cell phones to their children.
2. Parents should be aware that the school will not be responsible for partial or total loss of the mobile device.
3. Parents must remember that during the school day, the point of contact and communication with the school is via the campus office. Direct communication with children is not permitted.
4. Parents should not use cell phones to take pictures in academic areas with students present. Photographs of your children are only allowed at assemblies, cultural events, and sports activities. In the case of group photographs, they should not be uploaded to social networks.
5. Under no circumstances are suppliers or guests allowed to take photos or video of students.

BEHAVIORAL EXPECTATIONS, RULES AND CONSEQUENCES

Behavioural Expectations

As members of the St Jude School community, students have:

1. The right to be treated respectfully, courteously and justly in keeping with the school values and natural justice.
2. The right to learn and play in a quality, supportive, clean and safe environment.

3. The right to open communication and a positive relationship with peers and staff and;
4. The right to be involved in the full educational program.

Accompanying all rights come responsibilities. Students have a pre-eminent responsibility to adhere to the student Code of Conduct.

Student Code of Conduct

Students have the responsibility to:

1. Be respectful, courteous and just to others and to respect property in keeping with the school values;
2. Contribute to a co-operative, supportive, clean and safe environment for all;
3. Communicate openly and seek to build and maintain positive relationships with peers, parents and staff;
4. Support actively all School rules, procedures and expectations;
5. Meet all public health requirements
6. Make the most of the educational opportunities offered by the School and;
7. Not undertake any of the following activities:
 - a. cause injury to another person
 - b. use objectionable or abusive language
 - c. name calling or use of put downs
 - d. rough or dangerous play

BEHAVIOUR MANAGEMENT PROCEDURES

Guidelines

1. The General Director shall be overall responsible for the behaviour management in the school.
2. The behaviour code as outlined in the Behaviour Management Chart is applicable during the school day, coming to and going from school, on school trips and at all events organised by the School, including travel to and from school on public transportation. It applies whenever a student is representing the school, whether in uniform or not.

3. Whenever possible, staff will exert their own influence on the behaviour and progress of students in accordance with this policy/procedures. Staff are expected to follow the procedures.
4. Senior managers may interview students regarding any breach of the School's Rules or in support of a staff member attempting to address behaviours of concern. A record is made of disciplinary interviews, together with any conversations with parents or guardians.
5. Where, in the reasonable opinion of the Academic Director and/or the General Director, a student has committed a serious or very serious breach of the School's Rules as outlined in the Behaviour Management Chart, or acted or behaved in a manner that is harmful or dangerous, or a bad example, to other students at the School, the Academic Director may:
 - suspend the student for a specified time not exceeding five school days;
 - suspend the student and condition the enrolment; or
 - suspend the student and refer a further decision regarding the enrolment of the student to a Disciplinary Committee.
6. Where the Academic Director suspends the student with a referral to a Disciplinary Committee, then such committee shall be convened in accordance with the requirements below.
7. Student behavioural issues shall be dealt with in accordance with the following principles:
 - A progressive system which seeks to deal with behavioural issues at an early stage by the imposition of fair and just instruction or penalties that are appropriate to the offense and take into account the age of the student;
 - Where a teacher is unable to influence a student's behaviour or progress in the classroom, then the matter may be elevated to senior staff;
 - Parents/guardians will be involved when a student's behaviour is causing concern, to enable their assistance.

8. In general terms, behaviours that violate the fundamental values of the School (faith, integrity, excellence, kindness and sustainability), are considered behavioural offenses. These offenses are classified as minor, serious and very serious in accordance with the school Behaviour Management Chart. In managing these behaviours, the School applies a deliberative system, based on its values and principles, combining due process and the good judgment of those involved in the resolution of conflicts, so that each particular case is evaluated, analysed and resolved according to its own characteristics, taking into account the age and educational stage of each student.
9. A database of student behaviour incidents and their consequences shall be accurately maintained at all times. The Academic Directors shall ensure that all correspondence, logged incidents and staff notes use correct, fair and neutral language which at no time overstates, nor understates, facts, and which at no time pre-empt or suggests any later discipline outcomes. The General Director shall also ensure that staff understand that any such records may be used in a court of law, and as such should reflect the school's commitment to the fair and neutral recording of facts. Personal information included in this database will be collected, stored, used and disclosed in accordance with the relevant national law.

LIST OF POSSIBLE CONSEQUENCES

After school detention

Senior leadership may give detentions to students for misconduct and parents will be informed when this occurs. Detentions will consist of supervised periods of time by the teacher assigning a detention. If the Academic Director assigns a detention, the detention will take place during break periods and lunch. Students serving detentions will have to perform some sort of service to the school during those times.

In-School Suspension

For serious offenses, the academic director, with the relevant behaviour committee (see below) may allocate an in-school external suspension of up to 2 days. Students who are given an in-school suspension will be assigned a physical space for the day in which to complete assigned work from his/her classes. This work will be counted as part of the overall judgment of a student's academic performance in that year. While on suspension, a student may not participate in any school activities or join his/her classmates at recess or lunch times until the end of the suspension.

Out of School Suspension

For very serious offenses, the Academic Director or General Director only determines that an out of school suspension is required. This will be done via a behaviour committee using the process outlined below for suspension of up to 5 days. Students serving an out of school suspension are not allowed at the school nor may they participate in any school function, except for the sitting of any exams. Although they will be able to complete any assignments or assessment work which will count towards their overall academic grade, they may not contact any staff member for assistance during their suspension.

Behavioral Probation/conditioned enrolment

In any case, a student may be placed on behavioral probation.

Conditions of probation will be set in writing at the discretion of the school administration in the form of a contract between the student, the parents, and the school.

Students placed on behavioral probation and are under a contract between the student, parent, and school will have their re-enrollment for the following year held until all requirements of the contract have been met.

Indefinite Suspension

When the Academic Director and General Director deem that student misconduct has placed other students at risk, or the student has not complied with efforts to remediate behavior, the school will refer the matter to the Disciplinary Committee to consider indefinite

suspension or expulsion. In such cases, the student is suspended until the end of the academic year and may not be readmitted for the following academic year.

Dismissal from School (Expulsion)

St Jude School reserves the right to dismiss a student from school should a student violate the school's rules and policies as outlined in this document. The process is documented below. The school does not take this action without considerable thought and prior to this will use the school systems to support a student who has violated our rules and policies. However where there are cases involving sexual abuse, carrying or possession of firearms, offering, sale or distribution of any kind of psychoactive substances on School grounds, in events where the School is being represented or when wearing the uniform even outside the School, these will result in the immediate referral to the disciplinary committee and/or the cancellation of enrolment.

It is ultimately considered that where the safety of our school community members is at risk, an immediate dismissal is warranted.

Reenrollment/Matriculation

St Jude School reserves the right to withhold reenrollment from any student who violates any policy of the School.

The Right to Inspect

St Jude School reserves the right to inspect the student's locker, bags, and personal items. Inspection will be carried out in case of suspicion that the student carries an illegal substance or item, which would be contrary to the laws of Costa Rica or school rules and policies.

In addition, St Jude reserves the right to carry out the above inspections at random, and/or without any implied suspicion, in order to verify that students do not carry articles, substances or materials which would be contrary to the laws of Costa Rica or school rules and policies.

If an inspection was to occur, the following process would be used:

Lockers

Each student is assigned a locker at school each year. These lockers are the exclusive property of the school. Students may not exchange or share lockers unless approval has been given by the Academic Director. Nor can they simply use an empty locker without the approval of the Academic Director. Lockers must be kept locked at all times. If the locker is damaged, the student responsible for the locker must report this damage to the section secretary as soon as the damage has been discovered. All lockers must be cleaned on the last teaching day of school each year.

Revision and Inspection of Lockers

If for any reason there is a suspicion that the materials stored in a certain locker would be contrary to the laws of Costa Rica or school rules and policies, it will be requested that the student who was assigned the locker come and open it for inspection. Random inspections of students' lockers may also be carried out in order to ensure that there are no materials within the lockers that would be contrary to the laws of Costa Rica or school rules and policies.

The inspection will be conducted in the presence of members of staff as well as the Academic Director and/or General Director or his/her delegate.

- The student will be asked to open their locker.
- If the student refuses to open it, the administration will open it and the student will be given the option of being present when it is opened.
- If material or substances that are contrary to the laws of Costa Rica or school rules and policies are found within the locker, photographs of said materials or substances will be taken.
- An incident report will be immediately drawn up and signed by those staff that witnessed the inspection
- The student's parents will be immediately informed of what happened and will be given access to the report and photographs, noting that if other students are involved, permission must be given from their families for information to be shared.

- If appropriate, a disciplinary procedure will be initiated in relation to the student, in accordance with the internal regulations of the school.
- The School may keep possession of the materials or substances found until the disciplinary procedure ends.

Inspection of bags, lunchboxes and other personal items belonging to the student

If for any reason there is a suspicion that the materials inside the bags, lunch boxes, or in general in the belongings of any student or students, that would be contrary to the laws of Costa Rica or school rules and policies, the school will be able to inspect it. Random inspections of the bags, lunch boxes, or in general the belongings of the students may also be carried out in order to verify that the students do not have, carry or introduce to the school any materials that would be contrary to the laws of Costa Rica or school rules and policies.

If an inspection is required, then the following procedure will be followed:

- The inspection will be conducted in the presence of members of staff as well as the Academic Director and/or General Director or his/her delegate.
- The student will be asked to open/empty their bag, lunchbox or pockets.
- If the student refuses to open the bag or lunchbox, the administration will open it. The student must empty their pockets if required to do so in front of the witnesses. Failure to do so will result in a suspension.
- If material or substances that are contrary to the laws of Costa Rica or school rules and policies are found within the bag or lunchbox or in possession of the student/s, photographs of said materials or substances will be taken.
- An incident report will be immediately drawn up and signed by those staff that witnessed the inspection
- The student's parents will be immediately informed of what happened and will be given access to the report and photographs, noting that if other students are involved, permission must be given from their families for information to be shared.

- If appropriate, a disciplinary procedure will be initiated in relation to the student, in accordance with the internal regulations of the school.

The School may keep possession of the materials or substances found until the disciplinary procedure ends.

Behavioral Offenses

MINOR	SERIOUS	VERY SERIOUS
<p>a) Arriving at class unprepared.</p> <p>b) Behaviour which disrupts other students.</p> <p>c) Breaching others' personal space.</p> <p>d) Not following specific safety or behaviour rules.</p> <p>e) The use of vulgar vocabulary within the school and outside of it wearing the uniform.</p> <p>f) Littering the school.</p> <p>g) Entering without proper authorization, to the areas of Preschool, Primary or Secondary.</p> <p>h) Personal presentation that does not comply with the School regulations</p> <p>i) Failing to follow direction or instruction from staff member.</p>	<p>Academic:</p> <p>a) Accumulating five (5) academic tracking sessions due to failure of academic duties.</p> <p>Behaviour:</p> <p>b) The accumulation of five (5) or more minor offenses in an academic year.</p> <p>c) Cheating on exams and evaluations, plagiarizing, altering or falsifying documents and participating in piracy.</p> <p>d) The unjustified absence of students to activities associated with the Community Project or CAS programme, when they have</p>	<p>Academic:</p> <p>a) Failure by the Student to comply with the commitments or conditions established in the educational measures (letter of commitment and conditional enrolment) when regarding academic issues.</p> <p>b) Accumulating eight (8) academic tracking sessions due to failure of academic duties.</p> <p>Behavioural and coexistence:</p> <p>c) The commission of three (3) or more serious offenses in an academic year.</p> <p>d) Type 2 situations: School aggression, bullying and cyberbullying, which do not</p>

<p>j) Misuse of school property, equipment, rooms, restrooms.</p> <p>k) Disruptive or disrespectful behaviour on buses.</p> <p>l) Minor damage to the equipment, laboratories, plants, furniture and the building in general.</p> <p>m) Remain or enter in administrative offices, classrooms and / or learning centers, without authorization.</p> <p>n) Repeated dress code violations.</p> <p>o) Inappropriate displays of affection.</p> <p>p) Eating or drinking in prohibited areas.</p> <p>q) Inappropriate use of technology.</p> <p>r) Minor insubordination.</p> <p>s) Other matters that are contrary to students right and responsibilities document</p>	<p>previously registered for the activity.</p> <p>e) Assault and mistreat another person in a physical, verbal, gestural, relational, digital or psychological manner (whether student, teacher, director or employee of the School), by action or omission.</p> <p>f) Breaches of the Acceptable Use of Technology policy, visiting web pages with pornographic content in the School, using any device or network for this purpose; or outside the School premises when the devices or networks used are owned by the School.</p> <p>g) Acts of vandalism or any other acts against the property of others or the school.</p> <p>h) Repeated and unjustified failure to observe the rules of personal hygiene applicable in the School.</p> <p>i) Behaviours that discredit or affect the reputation and good</p>	<p>have the characteristics of a crime and which comply with any of the following characteristics:</p> <ul style="list-style-type: none"> • They occur repeatedly or systematically. • They cause damage to the body or health (mental, emotional, etc.) <p>e) Failure by the student to comply with the commitments or conditions established in the educational measures (letter of commitment and conditional enrolment) when regarding behavioural and coexistence issues.</p> <p>f) Discriminating against others for physical, cognitive, ethnic, gender, sexual orientation, religious, ideological, socio-economic or any other reasons.</p> <p>g) Unacceptable Use of Technology-Hacking/abuse of School computer system, network or internet.</p>
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	<p>name of the School, independent of the location where they take place.</p> <p>j) Theft, independent of the amount, or taking another person's property without the permission of its owner.</p> <p>k) Failure to comply with educational measures imposed at a specific date and time without a justified absence.</p> <p>l) The unjustified absence to class or to events organized by the School while in school.</p> <p>m) Ongoing major insolence or rudeness to staff.</p> <p>n) Persistent disruptive or disrespectful behaviour on buses.</p> <p>o) Disrespect for national, institutional and religious symbols.</p>	<p>h) Acts of intimidation, violation of privacy, sexting, mockery or coercion by any means (written, oral, audio-visual, or through the use of technology: internet, cell phone, social networks), etc., inside or outside the School's context.</p> <p>i) Any distribution possession and consumption of tobacco or its derivatives, electronic cigarettes, vapers of any kind, narghile, spares or essences associated with its use; on School grounds, anywhere the School is represented, when wearing the uniform or when not wearing any garment that could identify the Student as a member of the school, but that could affect other members of the community, even if outside the School's grounds.</p> <p>j) Any distribution, possession or consumption of alcoholic beverages on School grounds, anywhere the School is represented, when wearing the uniform or</p>
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		<p>when not wearing any garment that could identify the Student as a member of the school, but that could affect other members of the community, even if outside the School's grounds.</p> <p>k) Any distribution, possession, carrying or consumption of psychoactive substances on School grounds, anywhere the School is represented, when wearing the uniform or when not wearing any garment that could identify the Student as a member of the school, but that could affect other members of the community, even if outside the School's grounds.</p> <p>l) The distribution and sharing of pornographic material or explicit sexual content inside and outside School grounds.</p> <p>m) Perform acts contrary to a healthy sexual experience, such as harassment, obscene and lustful acts.</p>
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		<p>n) Attend School or any School activity while under the influence of alcohol or psychoactive substances.</p> <p>o) Sponsoring social events in which alcoholic beverages or psychoactive substances are consumed.</p> <p>p) Persistent Truancy</p> <p>q) The obstruction and impediment for other members of the educational community to participate in the development of the normal activities of the Institution.</p> <p>r) The incitement of other students, whether at St Jude or outside to participate in actions that harm physical, moral and emotional well-being, as well as individual and collective safety.</p> <p>s) Submit a fraudulent statement.</p> <p>t) Leaving school grounds without permission</p> <p>u) Bomb threat or false alarm</p>
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Who will manage this?

Classroom/specialist/supervising
Teacher

Behaviour Committee

Disciplinary Committee

What will happen?

- Appropriate logical consequences.
- Written reflection form.
- Reflection with homeroom teacher.
- Contact parents if needed.
- Detention.
- Verbal warning (by either teacher or principal)
- Parent notification or parent conference.
- Mandatory community service
- Detention (after school, lunch, or break)

- Reported on student file.
- Meeting with behaviour manager
- Parent conference
- Internal suspension
- Withdrawal of privileges including but not limited to participation in inter-school activities and CASE V
- Formative behaviour activity set by behaviour manager
- Parent notification or conference
- Detention

- Reported on student file
- Parent conference
- Withdrawal of privileges including but not limited to participation in inter-school activities and CASE V
- Parent notification or parent conference
- Withdrawal of privileges
- Out-of-school suspension up to 5 school days
- Required counseling
- Dismissal from school

<ul style="list-style-type: none"> • Withdrawal of privileges. • Other appropriate measures • Relocation • Written warning • Reflection with parents • In school reflection • Reflection outside of school hours 	<ul style="list-style-type: none"> • Withdrawal of privileges, for example sports and extra-curricular activities • Out of school suspension up to 1 day • Mandatory community service • Restitution of property • Required counseling • Other appropriate measures • In school supervision • Suspension • Letter of reprimand • Loss of privileges • Letter of commitment 	<ul style="list-style-type: none"> • Restitution of property • Loss of privileges • Letter of commitment • Conditional enrolment • Not extending invitation to graduation ceremony • Non-renewal of enrolment • Cancellation of enrolment
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It should be noted that the above is not an exhaustive list; therefore, behaviours that meet the general definition of a serious offense or very serious offence may be classified as such even if they are not included in the above list.

Procedures for the investigation and management of behavioural offenses

Students are expected to behave in accordance with the values of the school, as outlined in the Behaviour Management Chart above. When a student has allegedly committed a behavioural offense, the teachers or academic director will classify the offense according to the behaviour management chart. Only the Behaviour committee, academic director or the general director can classify an offense as very serious.

Minor offenses

Minor offenses are all those conducts that contravene the fundamental values of the School, and that cannot be framed as a serious or very serious offense. Minor offenses will be managed by the class or subject teacher.

Where an investigation is required the procedure will be as follows.

The investigation will be conducted by **the academic director or his/her delegate**. This investigation will seek to establish the facts of what occurred. In doing so, they will ensure that they hear the version of the parties involved and give them the opportunity to defend themselves. The students' versions must be rendered freely, written by them, in their own handwriting and signed by them. If the Student is unable to do so, the teacher transcribes the Student's account of the facts.

The person undertaking the investigation will report the findings to the academic director who will analyse the information gathered, issue its decision in writing, and communicate it to the student and his/ her Parents or Guardians. This procedure should be carried out as soon as possible. The academic director will inform the student and his/ her Parents or Guardians of the consequence in accordance with the behaviour management chart.

Serious and very serious offenses

There may be occasions when a student's ongoing behaviour or instances of misconduct are so offensive that the School is compelled to consider whether the student should be suspended from attending school.

St Jude School must balance the interests of the student against the rights of others to a safe, pleasant working and learning environment as well as the ability of the School to manage and engage with the student in a way that ensures the rights of others are not compromised or put at risk.

A behaviour committee will be formed consisting of the relevant academic director, the relevant learning coordinator, and the relevant member of the CGS department or his/her delegate and another academic director, as well as the person undertaking the preliminary investigation.

The Academic Director/Behaviour Committee may suspend a student for up to 5 days if s/he is satisfied on reasonable grounds that the student has committed a breach of serious or very serious level of the schools behaviour management chart, or acted or behaved in a manner that is harmful or dangerous, or a bad example, to other students at the School.

An initial investigation will be conducted by the academic director or his/her delegate. This investigation will seek to establish whether there are merits to initiate a full investigation, where it will gather sufficient information on the facts and circumstances in which the conduct in question was developed, provided both by those involved and by those who witnessed it or have knowledge of it, in formal meetings, of which there will be a complete written record. In doing so, they will ensure that they hear the version of the parties involved and give them the opportunity to defend themselves. The students' versions must be rendered freely, written by them, in their own handwriting and signed by them. If the Student is unable to do so, the teacher transcribes the student's account of the facts.

The person undertaking the investigation will report the findings to the behaviour committee who will analyse the information gathered, issue its decision in writing, and communicate it to the student and his/ her Parents or Guardians. This procedure should be carried out as soon as possible. The academic director will inform the student and his/ her Parents or Guardians of the consequence in accordance with the behaviour management chart.

The committee will within 2 days request a meeting at School with the parents so that they can hear the official version of the Student, which must be signed by the Student and at least by one of the Parents or Guardians. Parents can also be requested to accompany their child to write his/ her version of the facts at home, and send the document with the aforementioned signatures to the teacher or Behaviour Coordinator.

The above communication must contain a clear and precise description of the behaviours that give rise to the disciplinary process, as well as the consequences that these offenses entail in accordance with the behaviour management chart. The Student accused must be informed of all evidence that substantiates the charges.

If a suspension is warranted, it is acknowledged that the following principles shall apply during any suspension, especially if a Very Serious offense has occurred which then leads to a referral to the Disciplinary Committee:

- The fair treatment of the student involved in any suspension or investigation;
- Minimising disruption to student learning and, in the case of a suspended student, minimising the disruption from their non-attendance;
- Advising the parent/guardian of matters affecting the student and the process to be followed by the Disciplinary Committee;
- The parent/guardian of a student who is to appear before the Disciplinary Committee is entitled to seek advice and to arrange representation at the Disciplinary Committee.

When the student returns to school, there will be a meeting between the student and the academic director immediately prior to their return. The student's parents may be required to attend this meeting as well.

Referral to the Disciplinary Committee

In the event of a student committing a Very Serious offense, the behaviour committee may suspend the student and refer the matter to the disciplinary committee. In these cases, then the suspension will be until the Disciplinary Committee has met and made a final determination.

Disciplinary Committee

Procedures for a hearing of the Disciplinary Committee (DC) will seek to ensure that the principles of natural justice are applied fairly and consistently in all matters relating to the student before the committee.

The DC will be convened to consider whether the student has committed a very serious breach of the School's Rules, or acted or behaved in a manner that is harmful or dangerous, or a bad example, to other students at the School.

The Disciplinary Committee shall be convened by the General Director. The Disciplinary committee will consist of the General Director (as Chair), 2 academic directors (but not the director of the section of the suspended student), a representative of ISP MexCA and the head of the CGS department

The following shall apply to any hearing by the DC:

1. The parent/guardian of the student shall be advised in writing of the hearing and notified that the student, parent/guardian and/or representative may attend the hearing and make submissions to the DC. Parents will be asked to notify St Jude School two working days in advance of the hearing of any support people or legal advisers they intend bringing to the hearing.
2. The Academic Director shall provide the DC and student's parent/guardian with a report that sets out the relevant events which have led to the Behaviour committee's decision. This report shall contain all necessary material and shall be provided at least **two working days** prior to the hearing.
3. Specifically, the report should contain:
 - a) The reason for the suspension together with any statements/evidence which influenced the General Director decision to suspend.
 - b) The student's records and notes in the student's file relating to behavioural and/or disciplinary matters

- c) All correspondence including staff reports, logged incidents, home contacts and any repeat/related infringements.
 - d) Such other material that may assist the Disciplinary Committee in its decision-making process.
4. The Academic Director either directly or through the CGS department shall ensure that advice and guidance is available for the student and family throughout the process.
 5. The Academic Director shall ensure that all delegations to other/s as “Acting General Director” shall appear as such in any correspondence relating to suspension/s, and that the delegated “Acting General Director” understands and accepts this.
 6. The DC shall convene the hearing as soon as possible within 5 working days of the student’s suspension, taking into account the availability of committee members and others who are entitled, or may be required, to attend the hearing.
 7. The hearing procedure shall be determined by the Chairperson of the DC, subject to the following:
 - a. the Academic Director shall talk to the report and shall be available to respond to any questions or issues that may arise during the hearing. No significant new material that is not specifically mentioned in the report may be introduced at this stage without the student and/or parent/guardian and/or their representative having the opportunity to review the information. The DC may adjourn to allow this to occur.
 - b. the student, parent/guardian and/or representative shall be provided with the opportunity to speak on behalf of the student and also to respond to any issues or questions that may be directed from the DC.
 8. At the conclusion of the hearing the DC shall consider its decision without the relevant academic director, the student, the parent/guardian or representative being present.

9. The decision of the DC following the hearing shall be final and may include one of the following outcomes:
 - a) lifting the suspension and returning the student to school without conditions
 - b) lifting the suspension and returning the student to school with conditions. The conditions must be agreed by the student before s/he returns to school
 - c) expulsion.
10. If the Disciplinary Committee decides to lift the suspension and return the student to school with or without conditions, the Academic Director and senior staff will liaise with the parent/guardian of the student in order to give effect to this direction, minimise disruption to the student's attendance and facilitate the student's return to school.
11. If the Disciplinary Committee decides to expel the student then, if possible, the head of CGS shall try to arrange for the student to attend another school that is suitable for the student.
12. If for any reason the Disciplinary Committee has not convened within 5 days of the suspension, or does not make a decision as provided for in the Guidelines above at any hearing, then the student's suspension shall be lifted and the student entitled to return to the school without conditions. If, however, the Disciplinary Committee has met within the timeframe and resolved to schedule a further hearing in order to obtain more information or explore the feasibility of the conditions of any return, then the suspension (and timeframe within which another hearing shall be held) may continue for a further period not exceeding 10 calendar days.
13. In the event that conditions of a return are not agreed by the student and the parent/guardian or are breached by the student, the matter may be referred back to the DC for reconsideration.

Bullying

St Jude school defines bullying as:

*The deliberate, **persistent** physical, verbal or mental intimidation or harassment of a person by another person or group with the intent of causing hurt or discomfort.*

The St Jude School Position Statement is:

- a) St Jude School is totally opposed to bullying in all its forms: cyber, physical, psychological and verbal (written and spoken).
- b) St Jude School believes prevention through whole School involvement and awareness is the most effective way to combat bullying.
- c) The School community aims to create an environment of understanding and co-operation in which the victims of bullying will feel empowered to seek help and, by collaboration with staff and others, confront the influence of the bully.
- d) The attitude and response of the School community will help bullies realise their behaviour is anti-social and damaging to themselves. The bully will recognise the need to be guided towards more appropriate interpersonal skills.

Some Facts About Bullying

- Bullying is a learned behaviour. Bullies know what they are doing and that it is wrong.
- For bullying to be sustained it has to be condoned by the important groups in the bully's immediate environment: family members, peer groups, and School members.
- The belief is misplaced that if bullies are ignored they will stop.
- Bullying can occur anywhere, but must not be accepted as normal boys' behaviour.

The School does not condone or tolerate bullying.

Personal Possessions

It is highly advised to label each item of school clothing with the owner's name. Numerous clothing items, shoes, notebooks, lunch boxes, reusable bottles, and food containers are misplaced each year and never claimed. Although we encourage students to search for their missing articles, they often do not.

The only valuable piece of equipment that students are encouraged to bring to school is their chromebook for school work. This item must be at all times in the student's possession or must be locked up in their bag or locker. We don't recommend that students bring other valuable items to school. Although there is on-campus security, the school is not responsible for personal property brought to school by its students. If a theft occurs, our security personnel will make every effort to recover the stolen items; however, St Jude School is not responsible for the theft of these types of items that are not necessary for school work.

Lost and Found

Personal items of any kind that are found on the school campus will be placed in the lost and found boxes located near each section's office. Please come in to search for lost items. Items labeled with the student's name will be returned as soon as they are turned in to lost and found. Items in the office for longer than a month may be donated.

Money and Valuables on Campus

Though St Jude School makes a valiant effort to provide on-campus security, it is not responsible for any money, cell phones, radios, cameras, laptop computers, clothing, or any other personal property brought to school by students.

PRESCHOOL Curriculum

IEYC

In Preschool we work with the International Early Years Curriculum (IEYC). which is designed to introduce students to a world of opportunity. Children will learn important themes through several units, that will help them to develop subject knowledge and a sense of the world around them.

The International Early Years Curriculum uses international best practices, holistic enquiry and play-based approaches that cover all curriculum areas including personal, social and emotional development.

- **Child-centred** - the child-centred approach is an application within the field of child development that allows the child to have their own ideas. The interests of the child are then fed into planning.
- **Learning Strands** - each activity suggested in the IEYC covers a wide range of Learning Strands, therefore providing a holistic approach to learning and development.
- **The IEYC Learning Process** outlines the route to be taken through a unit. The stages are defined as the 'Entry Point'; 'Capturing Curiosity'; 'Enable the Environment'; 'The Big Picture'; 'Explore and Express'; and 'Exit Point'. The IEYC comprises a diverse range of exciting and engaging units of learning, which are designed around the IEYC Learning Process.
- **Knowledge, skills and increasing understanding.** The overriding purpose of the IEYC is to help children develop their knowledge, skills, and increasing understanding to support their development in early years. The teacher should know what knowledge, skills and increasing understanding needs to be taught but also to embrace the children's own ideas and understand the direction they wish to take their learning in. The result would then prepare learners for deeper learning.

In Preschool our students have a variety of subjects that are integrated into the units. The following are taught by specialists:

- Music
- Physical education
- Spanish
- French
- Dance

The class teachers develop technology and art activities during each cycle, critical thinking is part of the everyday routine, but most importantly children learn in a playful and fun way.

Arrival and exit

Arrival

- The entrance to the School is done through Gate 1, both by car and the students who walk to School. Children who walk to School will be picked up by our staff at that location and taken to the Preschool area.
- Once in the roundabout, the children are handed over to the people who are currently receiving children. No car can be parked in this area because it prevents the fluid passage of others. Parents or guardians should not get out of the vehicle.
- The maximum speed to travel within the School is 15 kph.
- Students should get off on the left side of the car, this to avoid crossing in front of or between the cars that are in line.

Pick up time

- Green Caterpillars, Blue Butterflies and Yellow Bees dismissal time is at 12:30 p.m. Brown Squirrels and Red Ladybugs is at 1:30 p.m.
- Students should get in the cars by the left side, this to avoid crossing in front of or between the cars that are in line.
- It is important that in order to take the children home, the person who picks them up, in case of not being one of the parents or authorized persons, must have an authorization sent by the parent or guardian via email to permisos@stjude.ed.cr and copy the group teacher. It is equally important that these people are informed of the exit procedure and the use of the roundabout.
- When picking up your children you need to wait for your child to be taken to the car. No parent or guardian should get out of the car in this area.
- To put the seat belt on the students, you must go to the internal street that leads to the exit and do it there, as this helps to speed up the exit procedure.
- It is important that at dismissal time you do not engage in conversations with the teacher because she is in charge of her students, and she must ensure their safety. Besides, there may be a delay in the exit process for this reason. Parents who want to speak with the teacher can make an appointment with her to discuss any matter concerning their child or the School.

- If your child is not ready by the time you are in the roundabout, you should go ahead and go around the roundabout again and wait for your child to be taken to your vehicle.

Late pick up

Parents or guardians are requested to pick up the children on time. In the event that the parent / guardian is late to pick up the children, they will remain 15 minutes after dismissal time with their teacher at the Train Station.

The day the parent or guardian wants their child to stay at After School, they must send an email indicating to the teacher what time they will come for the child, or otherwise, call the Administrative Office and leave the message with the secretary. In the same way, the established amount must be canceled.

After School Service

The After School offers parents the opportunity for their children to stay at School for extended hours until 6:00 p.m. In this space children carry out playful activities. The environment is controlled and dedicated exclusively to having activities that make them have fun and at the same time learn about different subjects and in different environments.

The Train

- It departs from the Train Station and his last trip is at 7:20 a.m. Parents or guardians who want their children to board the train should arrive early.
- Once the train leaves for the classroom, it does not stop to board any passenger.

Family-Teacher Communication

Our Preschool staff knows that close communication between home and School is a factor in the success of your child. Our teachers will frequently be in contact with you in informal ways as you drop off or at pick-up your child, as well as through email, and other forms of communication. All official School communication will be made through St. Jude mail. We will use Google Classroom to communicate your child's progress and class information.

Parents are asked to check their child's Classroom regularly to keep up-to-date important information. Every Day 6 the homeroom teacher will post important information that parents must read. The School will send a Newsletter every two weeks to communicate all St. Jude School news. Please be sure to read this information. At times information will be sent home by email or a hard copy in backpacks. Please check and clean your child's backpack daily for newsletters, notes and completed work.

Appointments and meetings

Please feel free to make an appointment with your child's teacher at any time by calling the PreSchool office secretary or emailing the teacher directly. We ask that you do not arrive unannounced for a conference, as it benefits the student, parent, and the child to have adequate time to prepare for it.

Phone calls

In the event that you are called from the School or you make a call and communicate with a member of the teaching or administrative staff about a matter regarding a academic or emotional or development issues, a CALL SHEET will be filled out, and it will be included in the student's file.

Class meetings

Class meetings can be held at the beginning of the School year or when the class teacher deems it necessary.

Invitation to parents

All parents, grandparents or other family members are invited to give talks in the classroom of their child regarding their profession or other. It is very important for the education of children to know what other parents do or like.

Outdoor Play

Outdoor play is an important part of our daily routine and curriculum, and the children will be enjoying it every day, unless it is raining. Your child needs to bring boots to leave at School during the rainy season. Daily use of sunscreen and a sun hat are also recommended from home, though every morning we apply them to children at school as well.

Sports and Physical Exercise

In Preschool, we believe that the purpose of athletics is to teach children sportsmanship and give them the opportunity to play both on a team and as an individual, as well as to build skills - all while having fun! Young children need to learn to use their bodies through both gross and fine motor skills. We do not encourage the idea of “winners/losers” at any level in Preschool, rather the focus is on participation and skill development. We will focus on the student learning to enjoy athletics and being a member of a team.

VIM Time is a program that consists of 15 minutes of physical activity, before the first class of the day begins. The exercises are directed by the Physical Education staff. The teaching staff and students carry out this activity on the Preschool playground from Monday to Friday.

Student Support Services (CGS)

In Preschool, the CGS Department focuses on *early intervention* to help students gain all necessary skills and attributes necessary to be successful in School. This simply means doing things as early as possible to work on your child’s developmental, health, academic, and social emotional needs. Research has shown that early intervention can prevent learning difficulties later in life. Early intervention services give specialized support to children and families in the early childhood years. This support might include individualized or small group instruction, informal evaluation, counselling or other.

Members of the CGS Department collect, analyze and evaluate data from observations and interactions with students; as well as they also look for spaces to implement prevention programs both in the academic, social and emotional aspects that benefit all the students.

The CGS Department holds weekly meetings with the academic director and relevant teachers to discuss individual student concerns and action plans.

Parent Teacher Conferences

Parent/teacher conferences provide a special opportunity to look at the student's work, his report card, and to discuss individual progress. The School sends a letter to each parent with the scheduled time for the conference. We will do our best to schedule conference

around the same time for families who have more than one child at St. Jude. If you cannot attend at the scheduled time, please contact your child's teacher to reschedule.

Please make sure all bills have been paid so that the student's report card can be given on this day.

We hold three parent/teacher conferences throughout the year regarding reports. The Mid-semester report in October in which the teacher discusses with parents the development and learning of their child during the first months of School. In December and June the teacher meets again with parents to discuss the Report Cards, where the progress of each child is recorded.

Assessment and Report Cards

At Preschool we assess every student's development in every activity and every period, observation and anecdotal records are tools that teachers use to keep track of children's learning.

As explained before, we also communicate formally through Developmental Reports which are available at the end of each semester. Your child's teacher will explain the report card to you at individual meetings. We ask that you share your child's report card with him to celebrate his learning. No report card will be given to your child if he/she has outstanding bills.

Report cards will not be distributed early. See School year calendar for report card distribution dates.

Grading System

Our reporting system is based on our curriculum. Student progress is shown on the report card with the following letter grades:

Mastering

M: The student achieved the learning outcome, so he is ready to find more about it.

Developing

D: The student is getting better with the learning outcome, but he needs a little more practice.

Beginning

B: The student is getting used to the learning outcome, so he needs guidance and support.

The IEYC has a set of Learning Strands that underpin all learning and development. Students work throughout the year based on these and they are included in the report cards:

1. Independence and Interdependence
2. Communicating through numbers
3. Communicating through language
4. Inquiry
5. Gross Motor Skills
6. Fine Motor Skills
7. Communicating through Arts and Music

Promotion / Retention

The entire Preschool staff will do everything possible to ensure your that child is not only successful academically; but that he/she also shows appropriate development and growth socially, emotionally, and physically. However, when the teacher feels that a child is not ready for the next grade, a team meeting will be held with the child's teacher, the counselor, the Learning Center specialists, and the child's parents. The child's best interest will always be of foremost concern. **St. Jude School reserves the right to make the final decision regarding student placement, promotion and retention.**

Attendance

Students must be at School each day to have a successful School experience and progress appropriately through the curriculum. It is expected that all students attend School daily except in cases of illness or special circumstances that are pre-arranged with the teacher and principal. The School has a responsibility to know where every student is every day,

therefore, we keep careful attendance records. Parents are expected to call or send an email to explain an absence.

We want to spend as much time with your child as possible, so please schedule doctor, dental and other appointments after School. It is also very important that each child arrive on time for School. It is the parent's responsibility to help teach his child the importance of arriving on time. Children often find it difficult to enter the classroom late. Our teachers are ready to greet your children in the classroom at 7:00 a.m.

It is very important for children to come to School on time. Classes begin at 7:30 a.m. so students should arrive a few minutes before so they can be in the classroom and ready to continue learning. Children who are late can never recover what is most important: the discussion, the questions, the explanations by the teacher and the thinking that makes learning come alive.

While punctuality will promote learning, arriving late to School can also be very disruptive for the child, the teacher, and the other students in the class.

Special Events

Assemblies

Students participate in various assemblies each year. Assemblies provide each child with the unique opportunity for self-expression in front of an audience. For some assemblies parents will be invited.

Birthdays

At St. Jude, we like to acknowledge children's birthdays!

1. In Preschool we celebrate birthdays during snack or lunch time only.
2. Parents may bring treats for the entire class to share on this day with agreement in advance from your child's teacher.
3. Please be in touch with your child's teacher prior to this date to organize this event.
4. Please do not send party favors or piñatas to School.
5. It is not allowed to bring clowns, musical groups, inflatables or any external service, nor anticipate or extend the established time.

6. If children bring gifts, they will not be opened in class. The student can take them to his house and do it there.
7. The party will be only for the classmates of the group or for the entire generation. You cannot invite a child from another group, unless it is the sibling.
8. If you would like to send invitations to your child's classmates for a birthday party, your child's teacher will distribute them provided that all students in the class are invited. If you are planning to invite just a few, we ask that you mail or telephone your invitations in order to avoid hurt feelings among classmates.

Field Trips

Teachers schedule field trips for the purpose of educational enrichment or community awareness. Each student who wishes to participate must return a permission slip signed by a parent or guardian prior to leaving the campus. Students wear the School uniform on the field trip, unless there is a request by the School to wear clothing which may be more weather appropriate. Green Caterpillars and Blue Butterflies do not go on field trips.

Food Service

Children may bring snack and lunch each day or parents can order them from the cafeteria. We want to help children develop the habit of healthy eating, so please send nutritious food. Gum, candy, and soda are NOT allowed. Children must bring from home a small towel to use as tablecloth as well as to clean the area after their meal. Please label the containers and other snack and lunch items. Every child must bring their own fork and/or spoon everyday.

The following foods are not allowed:

1. gum or candy
2. soft drinks or sports drinks
3. beverages containing caffeine
4. We also ask that you avoid processed snacks such as chips.

The School menu is published every two weeks in the newsletter. Students may also bring lunch from home. The teacher and assistant will help your child with his/her lunch and will encourage the child to eat what is sent. Please let us know of any special circumstances

(such as allergies) as well as your expectations. If a child will have snack and/or lunch it is important to communicate it to the class teacher.

Helping the planet (Sustainability)

In keeping with the St Jude School core value of sustainability, everyday we instill in our students the importance to reduce waste and and recycling.

1. All Early Childhood students are expected to bring and regularly use a reusable water bottle.
2. These may be brought from home already filled with water or may be filled at School in one of the purified water dispensers.
3. All clean used paper products in Preschool must be recycled. Recycling bins and boxes are located in the classrooms and hallways.

Change of Transportation

If parents wish to change their child's usual method of transportation home occasionally, please inform the homeroom teacher, the secretary and the driver.

Graduation

The graduation for Red Ladybugs students takes place after the end of the school year, as a way to celebrate the students' learning and the culmination of their Preschool years by completing and fulfilling the requirements of the IEYC program. Students attend with their families and the protocol established by the School and the health authorities must be followed.

A small additional fee is charged for graduation which must be paid prior to the actual date.

Parents must be up to date with their financial obligations to attend to the ceremony.

PRIMARY SCHOOL

International Primary Curriculum Program (IPC)

In the Primary School, our curriculum is based on the IPC. The IPC is a philosophy, process, and pedagogy that delivers a broader and rigorous amazing learning experience for our students. The IPC extends knowledge, skills, and understanding, develops personal attributes, and supports an international perspective. The IPC is based around both subjects and units of inquiry.

The following subjects are taught in Primary school:

- English
- Maths
- Science
- Geography
- History
- Music
- Art
- Design Technology
- Spanish
- French
- P.E
- Dance

By using units of inquiry which link together many subjects, this allows children to make purposeful links and connections throughout their learning and to see how their subject learning is related to the world they live in.

Learning Goals

The Learning Goals are the foundation on which the IPC is built. They define what children are expected to know, what they should be able to do, and their understanding of their academic, personal, and international learning. At St Jude, we continually assess to ensure students get better and parents can be aware of their children's progress against these learning goals.

The curriculum also encourages and develops independent thinkers based on eight attributes that will help them succeed in a future life: adaptable, communicative, collaborative, empathetic, ethical, resilient, respectful, and thinker. It helps young children begin the move towards an increasingly sophisticated national, international, and intercultural perspective and develop a sense of 'international mindedness'. Children become committed, happy life-long learners, as they are involved in the whole process of learning and assessment.

Assessment

At St Jude School we believe that students need to be assessed and evaluated appropriately in order to get a rounded picture of children's learning.

Students' knowledge, skills, and understanding are steadily built upon over the course of each milepost of the IPC Program, allowing students to consolidate their prior learning while simultaneously developing new learning.

The purposes of assessment are for students to get better and meet all level benchmarks. A range of formal and informal assessment strategies are therefore used. Students become increasingly able to discuss their achievements and set their own targets for improvement as they receive continuous and timely feedback from their teachers, self-reflection and peer assessment.

Assessment is divided in three parts:

Knowledge: the student is assessed through quizzes, exams, reports, graded practices, etc.

Skills: the student uses a rubric to show what he is able to do.

Understanding: the student demonstrates understanding of learning strengthen connections with the real world through an Exit Point that can be a display to the school community.

Reporting

In order to get the most accurate measure of student progress towards grade level performance expectations Primary school uses a standards-based reporting system. Students in year 1 and year 2 are measured on a four-point scale in relation to where they are regarding mastery of a chosen academic standard.

The grade scale is as follows:

For years 1 and 2:

- Innovation: The student reaches the objectives beyond the level expected in accordance with his academic level.
- Mastering: The student fully complies with all the necessary objectives and skills that are in accordance with his academic level.
- Developing: The student sometimes complies with all the necessary objectives and skills that are in accordance with his academic level.
- Beginning: The student requires extra support or has not complied with all the necessary objectives and skills that are in accordance with his academic level.

For years 3 to 5, a 1-7 scale is used with a descriptor for each level of achievement.

Grade	Descriptor
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Reports will go out to parents once each semester.

In Years 3-5, the passing grade is 4 while students in year 1 and 2 are expected to have “developing” as general average to pass a subject.

Grade reports are completed via Engage, and parents can access the reports via this platform to see their children’s progress.

Promotion/Retention

The entire Primary school staff will do everything possible to ensure that your child is not only successful academically; but that he/she also shows appropriate development and growth socially, emotionally, and physically. However, when the teacher feels that a child is not ready for the next grade, a team meeting will be held with the child’s teacher, the counselor, the Learning Coordinator, the principal, and the child’s parents. The child’s best interest will always be of foremost concern. St Jude School reserves the right to make the final decision regarding student placement, promotion and retention.

Parent/ Teacher/ Student Conferences

For, Parent/ Teacher/ Student conferences, St Jude uses a mode called ‘student- led conferences’. The purpose of this is to put students in the driver’s seat of their parent-teacher conferences and create opportunities for reflection, engagement, and agency. In this way, students ‘own’ their learning. We invest time in training not only our teachers but our students in this valuable process.

Attendance

The school has a responsibility to know where every student is every day. We keep careful attendance records according to our safeguarding standards. It is expected that all students attend school each day except in cases of illness or special circumstances that are pre-arranged with the teacher and principal. The school appreciates that parents call or send an email to **permisos@stjude.ed.cr** and copy in the homeroom teacher to explain an absence. We want to spend as much time with your child as possible, so please schedule doctor and dental appointments after school. It is also very

important that each child arrive on time for school. It is the parent's responsibility to help teach his child the importance of arriving on time. Children often find it difficult to enter the classroom late. Our teachers are ready to greet your children at 7:00 a.m. St Jude School reserves the right to use attendance records in promotion/ retention/ continued admission decisions.

Family-Teacher Communication

Frequent and quality communication between school and home is one of the key factors of a child's success here at St Jude School. Our Primary school staff knows this and will regularly communicate with families via email, scheduled conferences/ meetings, or a digital platform.

The best and most efficient way to communicate with St Jude Primary Administration, Faculty, and Staff is via their school provided email. The email address format is firstnameletterlastname@stjude.ed.cr (ex. gvillalobos@stjude.ed.cr)

Appointments

Please feel free to make an appointment with your child's teacher at any time by calling the Primary School office secretary or emailing the teacher directly. We ask that you do not arrive unannounced for a conference, as it benefits the student, parent, and the child to have adequate time to prepare for it.

Classroom Placement

At St Jude School, each student will be provided an appropriate program of studies designed to inspire a passion for learning and an opportunity to acquire knowledge, skills, develop understanding and instill values. Consequently, classrooms are balanced according to a multitude of factors and are created by the grade level team of the child's current year, the principal, counselor and, if needed, learning support team.

We encourage any parent who wishes to request a particular learning environment for his or her child to do so; information from parents is often valuable in adding to the School's observations and expertise. The only type of request accepted by St Jude School is one



that describes a particular type of learning environment based on a student's specific needs. Requests that include a specific teacher's name will not be considered. Parent input must be done so in writing to the head of section by the middle of May of the previous school year. While we can not honor all requests, we do assure that all of the information sent by parents will receive full consideration as part of the classroom placement process. This policy provides for fair and equal treatment for all concerned. The practice of honoring an individual parent request for a specific teacher is not condoned, as it could deny equal educational opportunity to some personnel and to some students. Requests identifying a teacher's name will be returned to the requestor.

*All placement concerns must be brought up before the academic year begins. No classroom placement requests will be entertained once classes are in session.

Behavioral Expectations

Everyone within the St Jude Primary school community is expected to follow our school behavior code. The fundamental principle of our code is respect. Students, teachers, and administrators are all expected to be respectful of themselves, be respectful of others, and be respectful to our school environment. Our community will not tolerate actions which are rude, disrespectful or dishonest. Good habits build strong character. The classroom teachers use developmentally appropriate practices when guiding a child's behavior. Helping children gain self-regulation skills is one of the most important parts of the primary years and our teachers treat each child with kindness and firmness. We are consistent in our behavioral expectations. In the Primary School we practice "logical consequences." That is the idea is for a consequence to be related to the child's behavior and act as a solution for any challenging situation. For example, if a child spills something, he/she must help clean it up. By having the consequence directly related to the act, the child will begin to understand cause-effect relationship. On occasion a child will be sent to the principal or counselor when further guidance is needed. Parents will be kept up to date on your child's progress and any concerns that the school may have.

Electronic Devices in the Primary School

All necessary electronic devices for optimal performance in Primary School are provided by the parents. Students from year 4 can bring a Chromebook to work



with during lessons. All students must follow the Acceptable Use of Technology policy. It is highly advised to label the Chromebook and the charger with your child's full name.

Food Service

Children may bring a snack each day from home or during the first morning snack, primary students may go to the canteen to buy snacks. We want to help the children develop the habit of healthy eating, so please send a nutritious snack. Gum, candy, and soda are NOT allowed. For safety reasons, we cannot allow breakable containers on campus.

We have water filling stations that students may use to refill personal water containers. We also ask that you avoid processed snacks (packaged cookies or chips, etc.) The school menu is published every two weeks.

Lunches, including a variety of drinks, desserts, and a vegetarian menu are available each day in the school dining hall. Monday thru Friday primary students who are buying lunches from the canteen may choose from a main dish option. This is a typical Costa Rican casado with rice, beans, salad, and vegetables. On Fridays students may order pizza or burger and a drink of their choice if parents allow. Each child needs to have an account in the canteen to order food as the use of cash is not allowed. Students may also bring lunch from home. The dining hall has several microwaves for heating food. A teacher and/or assistant will help your child with his/her lunch if needed and the class teacher will encourage her students to eat what is sent. Please let us know of any special circumstances (such as allergies) as well as your expectations.

Food Allergies

Please note that it is the parent's responsibility to notify all members of Primary school staff (classroom teacher, assistant, nurse, and principal) of any food or other serious allergies. If there is a food allergy in your child's class, we ask that students not share food for the safety of all student health.

Going Green

In accordance with our school value of Sustainability, students are encouraged to actively and meaningfully contribute in various communities by respecting and caring for our planet through active stewardship, the school has several initiatives designed to reduce waste and to support reducing and recycling.

- All Primary students are expected to obtain and regularly use a reusable water bottle.
- These may be brought from home already filled with water or may be filled at school in one of the purified water dispensers.
- All clean used paper products in the Primary school must be recycled. Recycling bins and boxes are located in the classrooms, hallways, and office.

Health Services

St Jude School offers the full-time services of a registered nurse, whose office is located close to the Primary school building. The nurse will not administer medicine to any student, unless permission is given by the parents. If a student develops a fever or otherwise becomes ill at school, the parents will be called immediately to come and pick up the student. Please do not send your child to school if she/he has a fever, is vomiting, has diarrhea, conjunctivitis, head lice, or any contagious virus or disease. Another component of this policy is that medicine may not be sent in with children to be administered during school without a written authorization. Written authorization must be provided from the parent and/or doctor including the dosage, timing, and purpose of the medication. All medication must be stored in the nurse's office and administered by the nurse.

Personal Items Lost & Found

We encourage students to take care of their belongings. It is very important to label your child's clothing, lunch box, hoodie etc. with your child's full name. Personal items left on the school campus will be placed in the Primary School Office. Students may come and search for lost items. Items labeled with the student's name will be returned as soon as they are turned into the lost and found.

Special Events Assemblies

Students participate in various assemblies each year. Assemblies provide each child with the unique opportunity for self-expression in front of an audience. Parents are invited to some assemblies during the year, please note the dates on your calendar, to see which ones you can share these special occasions with your children. Most assemblies are held at the gym.

Birthday celebrations

At St Jude School, we like to acknowledge children's birthdays, however, we recognize the effects that celebrating multiple birthdays with food in a given time period have on students and the interruption to learning that is caused and even diet issues. For these reasons, in the Primary School we celebrate birthdays monthly. Your child's birthday will be recognized & honored in class on the day; however, the celebration (involving food) will be as a class on a specified day.

The first Friday of each month we will celebrate all of the birthdays for the month in grade 1, the second Friday grade 2, the third Friday grade 3 and the last Friday of the month, grades 4 and 5. Parents may bring healthy treats for the entire class to share on this day with agreement in advance from your child's teacher. Please be in touch with your child's teacher prior to this date to organize this event. Please do not send piñatas to school or any . If you would like to send invitations to your child's classmates for a birthday party, your child's teacher will distribute them provided that all students in the class are invited. If you are planning to invite just a few, we ask that you mail or telephone your invitations in order to avoid hurt feelings among classmates.

Counseling, Guidance and Support Department

The CGS Department works in coordination with the classroom teachers and the other members of the student support services to strengthen the educational process of the students, through providing support related to the student's academic performance behavior, social, and emotional status. The department members interact with all students inside and outside the classroom according to their needs by providing individual and group counseling services to meet the developmental, preventive, and remedial needs of students.



If the support the student needs to function in the learning environment exceeds the needs of what is offered within the counseling services, the student will be referred for external support with a professional.

English Language Support Program

We are proud to have a strong English Language Support Program in Primary School. The program is offered from grades 2 - 5 for all students identified by the teachers or support staff as having a need to improve their English significantly.

Mrs. Terry Owen is the program facilitator and will work with small groups during the students have their regular class based English lessons within the class schedule. These students will require a different book to work in class. The teacher along with the class teacher and learning support staff will determine when a student is ready to join the regular English class.

After School Activities Program

The Primary After School program provides opportunities for students to engage in safe and fun recreational activities that extend their educational experience at St. Jude School. A range of clubs and sports are offered from 2:30 p.m. to 4:00 p.m.

This program is offered to students who want to keep active, develop skills and take part in a rotating selection of sports and activities. Course Programs are sent out twice per year and parents will be able to reach out Christian Calderón, the After School program coordinator at his email: ccalderon@stjude.ed.cr or by calling the Primary school office.

Promotion and graduation requirements

Students in Frogs (year 5) who successfully complete the educational program will graduate from Primary School. They will require a minimum passing grade (4) in all subjects to be promoted to the next school year level.

In the ceremony 5 students will be awarded with the Honor medals for being representatives of the values of the school: Excellence, Sustainability, Faith, Integrity and Kindness.

A small additional fee is charged for graduation which must be paid prior to the actual date.

Parents must be up to date with their financial obligations for their children to attend the graduation.

High School

Handbook

In our classrooms we expect our students to do their best in a good struggle that will lead towards their improvement, growth and learning. We also expect for our students to understand their rights and responsibilities and go by these at all times.

Rights and responsibilities

It's my right to...

Learn

Know what is expected of me

Have an adequate and planned learning environment

Learn in a safe, healthy, autonomous and threat-free environment.

Be treated with dignity and respect

Be in a clean and pleasant environment

Have the electronic resources needed for my learning

To know my academic process as well as all behaviour processes. To receive evaluation rubrics, grades and feedback timely.

Have the necessary materials available for the development of the lessons

It is my responsibility to ...

Allow my classmates to learn without any distractions or disturbances.

Listen carefully and follow instructions

To participate in an active and proactive way with all class activities

Collaborate with the rest of my peers in a friendly and respectful way.

Respect each others differences and treat people with dignity and respect

Take care of and keep my learning environment clean

Use all electronic resources according to what has been planned responsibly and reasonably

Present all class assignments and responsibilities on time and behave accordingly to what is expected of me

Share and take care of the materials provided in my class.

Philosophy -

Curriculum is organized in such a way as to provide students with learning experiences both in academics, their personal goals and values and an international mindset. The curriculum encourages students to be better (improve) through good struggles, inquiry based approaches, self reflection and action. We follow the local ministry of education requirements as well as the International Middle Years curriculum and the International Baccalaureate Diploma program. Our curriculum is rigorous and sets high standards for our students to achieve excellence in all areas of their school life and be ready for their first choice next learning stage.

International Baccalaureate Diploma Program (IBDP)

The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay.

Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

Through the DP, schools are able to develop students who:

- have excellent breadth and depth of knowledge*
- flourish physically, intellectually, emotionally and ethically*
- study at least two languages*
- excel in traditional academic subjects*
- explore the nature of knowledge through the programme's unique theory of knowledge course.*

(IBO.org)

IMYC

The IMYC consists of 33 units, with subject tasks that connect to an overarching Big Idea. The Big Idea challenges students to think beyond a topic by elevating the theme to a broader concept, enabling them to make connections with other subjects.

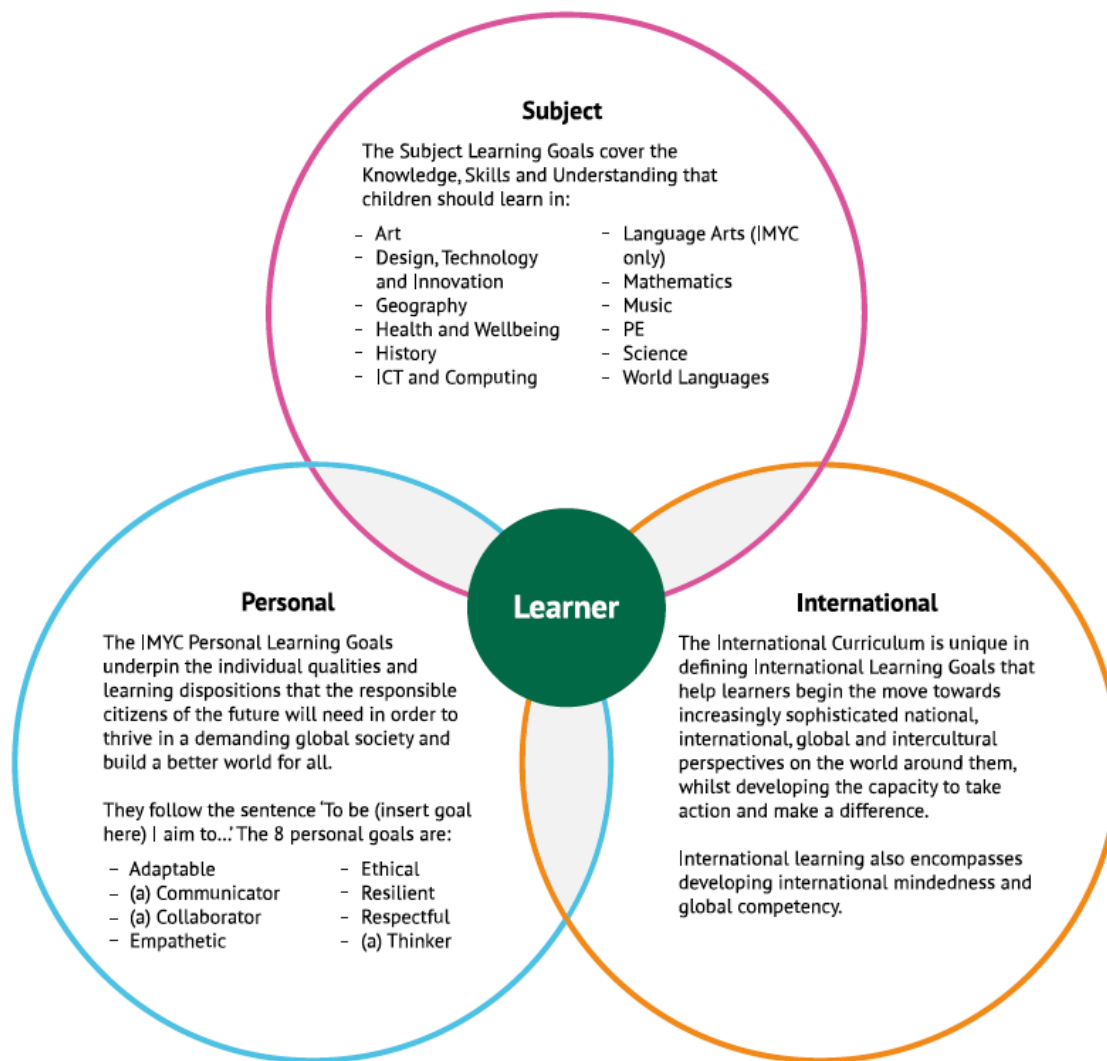
The IMYC recognises that teenagers have particular needs and is designed to support and improve their learning through this critical time. Six needs of the adolescent brain have been identified as important and influence the design of the IMYC.

The IMYC prepares students for the next stage of their learning and for future work opportunities

IMYC learners become Globally Competent learners, developing their understanding of the world

(IMYC Curriculum Guide)

IMYC Curriculum (subjects)



IBDP



The curriculum is made up of the DP core and six subject groups.

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- *Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.*
- The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, activity, service, in which students complete a project related to those three concepts.
- The six subject groups are:
- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

There are different courses within each subject group.

(IBO.org)

Current subjects offering:

Language And Literature	Language Acquisition	Individuals and Societies	Sciences	Math	The arts
English A HL	English B HL	Global Politics HL/SL	Chemistry HL/SL	Mathematics: analysis and approaches SL	Visual Arts SL
Spanish A HL/SL	Spanish AB Initio	Business management HL/SL	Physics HL/SL	Mathematics: applications and interpretation HL/SL	Music SL

		Psychology SL	Biology HL/SL		
			Computer Science SL		
			Design Technology SL		

Besides the offer of IB courses, students will engage with Enrichment, Social Studies and Physical Education.

Our students will engage in independent learning through their homeroom periods (study periods) and will have a chance to work towards achieving their university goals through our Career GPS Course.

Assessment

Assessment is an integral part of student learning. It provides opportunities for students to improve, understand their process and achieve their goals. Through continuous feedback assessment supports student learning, informs the learning and teaching process, promotes development of critical thinking skills, develops deep understanding of subject content and supports students in their independent long life learning skills.

Assessment is based on the specific subject benchmarks (standards) and is informed through clear assessment criteria.

Types of assessment

Assessment for learning - Ongoing formative assessment provides multiple opportunities to monitor and support student learning. It aligns with the subject goal criterias to support students in their path towards success in their summative assessment tasks. Formative assessment includes peer and self evaluation and generates multiple formal and informal

opportunities for students and teachers to understand the learning process and make the necessary adjustments towards improvement and success.

Assessment of learning - Summative assessment tasks accurately inform the teachers and students their level of accomplishment in knowledge, skills and understanding. These are a vital part of the learning process providing rigour based on subject standards and criteria.

Scale

IB	Bandas IB Nota MEP	(Suggested)
1	70	60
2	75	65
3	80	70
4	85	75
5	90	80
6	95	90
7	100	100

- Semester exams (mocks)

As part of their assessment of learning (summative tasks) students will engage in semestral exams for the subjects that may require these. These will have a weighting of 20% maximum of the students final subject grade.

As part of their preparation towards the IB DP exams, students will take mock exams in different moments of the IB DP course. These will be graded using the IB criteria and will follow exact conditions of the final IB examinations.

- ATLs

Approaches to learning skills will be reported by each subject. These offer students opportunities to develop responsibility for their own learning through independent practice, responsible social interactions, and help students to reach higher levels of achievement on the summative assessment task.

- Extraordinary examinations

If students do not reach the minimum passing grade for a subject, they may be required to take extraordinary examinations. There are a maximum of three examinations for three different subjects per term and, if successful, will receive a maximum of the passing grade (4) as their final subject grade. The non-completion of failing these examinations will result in students being held back on the year level.

- Standardized tests

Different standardized tests will be taken in the course of the academic life of a student. These provide the opportunity for students to understand their learning process, engage in rigorous preparation, be sent to universities in any admission process and to benchmark the performance of students against international norms.. Exams include:

IB DP exams (for all students taking the IB DP program)

ISA tests (grades 7 and 9)

SAT (optional for students who want to apply to universities in the United States)

Reporting

- Engage (parent and student)

Reporting for all students will be done throughout the course of each term using the Engage platform. Students and parents will be able to see achievement level in all subject areas at any point of the learning process.

Teachers are required to keep the information in Engage updated at all times during each term.

- Reporting

Semestral reports will be generated and provided to parents and students at the end of each term. Written reports will include subject achievement grade and ATL achievement per subject.

- Student led conferences

There will be a minimum of two student led conferences with subject teachers per academic year. Both parents and students are required to take part in these.

Promotion and graduation requirements

All students will need a minimum passing grade (4) in all subjects to be promoted to the next school year.

Homework - Missed work - Academic tracking

Homework gives students the opportunity to review and consolidate concepts, knowledge and skills. Through independent learning students take responsibility of their learning. Teachers shall ensure that homework is planned with enough time in advance and for it to be directly related to preparation, or consolidation of the concepts skills and understanding required in their subject.

Students who do not turn in their work will be asked to complete it after school in the academic tracking program. Any work done in academic tracking will receive a maximum grade of 4. Behaviour management process will apply to students who repeatedly miss turning in their work.

Academic honesty

Academic honesty refers to students providing work of their own to demonstrate their understanding of the concepts, knowledge and understanding of each subject. The academic honesty policy responds to the need to instill in the St. Jude School community the reflection and honesty of recognizing individuals, organizations and others who share information physically or digitally with the world community.

We expect all students to go by the St. Jude values showing respect towards the work of others, pride in their own work and being honest and demonstrate integrity in every task they undertake.

The following are considered improper academic honesty conduct:

- Plagiarism: “Presenting someone else's ideas or work as one's own” (Academic Probity, IBO 2011).
- Collusion: “The behavior of a student that contributes to the improper conduct of another, by allowing him to copy his work or present it as his own” (Academic Probity, IBO 2011).
- Double use of work (double dipping): “The presentation of the same work for different assessment components or requirements” (Academic Probity, IBO 2011).
- Any type of simulation of delivery of a task or blank deliveries of tasks on the school platforms.
- “Any other action that allows a student to benefit unfairly, or that has consequences on the results of another student” (Academic Probity, IBO, 2011).

Improper conduct will result in a grade of 1 for the assessment task and be reported to the behavior manager for follow up actions.

St. Jude School has chosen the American Psychological Association (APA) style for reference citations and style for presenting the bibliography in community papers.

Language Policy

Objectives of language teaching and learning

- a) Promote the development of communicative skills of a language by using it as an instrument of social communication, material for artistic expression and object of study in different contexts.
- b) Promote educational spaces that allow the student to understand the way of life of other cultures through mutual understanding, intercultural respect and the promotion of universal values.
- c) Encourage the development of language skills through different learning experiences in order to reach a level of competence (fluency) that allows them to use the language in formal and informal contexts

Every teacher is a language teacher, meaning that all teachers will reinforce language learning in each subject. Depending on student choice, at least 80% of classes are in english. Students are expected to communicate with both their peers and teachers in the language of instruction for each subject.

Graduation ceremony requirements

Students are invited to the graduation ceremony. St Jude school reserves the right to invite or choose not to invite any students who meets the following conditions:

- 1. Not have the minimum passing grade for any subject
- 2. Have a disciplinary sanction applied at the moment of the ceremony
- 3. Not have all payments up to date.

CASE V – Students may choose to apply to the CASE V Sports program through the program coordinator. They need to fulfill all the requirements in the CASE V admissions policy.

Guidance counselor

The School shall provide professional guidance offering advice on careers and higher education at a local and international level, to students between ninth (9) and eleventh (11) grades. The purpose of this service is to help students consider several academic options in national and international universities that are convenient according to their talents and interests; and that offer adequate academic challenges as well as significant opportunities for growth and personal development.