



School Operational and Internal Organization Regulations

Academic Year 2025/26



A **COGNITA** SCHOOL

Camino del Colegio, 33199 | Meres, Asturias

T. 985 79 24 27

www.colegiomeres.com

COGNITA

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SCHOOL ORGANIZATION

1.1. Mission, Vision and Principles

Mission:

“We are Colegio Internacional Meres. We are a learning community committed to personal and academic excellence, through education in values, in a safe and trusting environment surrounded by nature.”

Colegio Internacional Meres is a privately owned and managed center whose objective is to provide an Educational Excellence Model to each and every one of our students.

This educational excellence includes education in values, language mastery, curricular learning, and the development of competencies.

We work to evolve our Educational Project in a global and international context, expanding the opportunities of our students and teachers by sharing best educational practices with the more than 100 Cognita schools around the world.

Vision:

“To be a reference in the educational sector through an inspiring, high-quality project that prepares our students to face the challenges of a constantly changing world with a positive impact on society.”

Our model of educational excellence aims to provide our students with a holistic, comprehensive, high-quality education with proven results.

The development of research skills, critical and creative thinking, the ability to express oneself in different languages, and physical, mental, and emotional balance are essential in the formation of our students.

These skills and competencies lead students to become responsible for their own learning, seeking success not only academically but also personally and socially.

Our Educational Excellence Model establishes a relationship of trust and collaboration with families, taking into account that students, parents/guardians, teachers, and school staff all form an international learning community.

Values:

The identity of the School is represented by the following values:

OPEN-MINDEDNESS

EFFORT

RESPECT

EXCELLENCE

SOLIDARITY

OPEN-MINDEDNESS

We appreciate diversity, which helps us deepen our understanding of the world, fostering continuous learning and personal growth.

EFFORT

We work and persevere in our responsibilities to overcome challenges and achieve our goals at both individual and collective levels, experiencing a deep sense of accomplishment and progress.

RESPECT

We understand diversity as a source of personal enrichment and follow established norms to create a safe and positive environment, where everyone interacts with consideration and kindness.

EXCELLENCE

We actively contribute to a high-quality holistic education that allows us to develop our full potential through an extensive curriculum and an international outlook on education.

SOLIDARITY

We commit to helping others, inside and outside the School, positively influencing the lives of others, being aware of the importance of our contribution to improving the world.

Colegio Internacional Meres has belonged to the International Baccalaureate Organization since 1991. In that year, the Diploma Programme (DP) corresponding to the Baccalaureate years was implemented. Since 2017, the School has been authorized to teach the Primary Years Programme (PYP) and the Middle Years Programme (MYP).

In line with our educational tradition and the attributes of the IB Learning Community, we define the profile of our learning community around a set of attributes that form individuals with values, who achieve academic excellence and acquire the training necessary to participate in global citizenship.

1.2. Growing in Values and Competencies

We integrate the **IB Learning Community Profile** into our educational model.

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Motivation and Effort

In an environment of stability and trust, our students progress by acquiring work habits that allow them to feel secure and persevere in achieving their objectives.

Responsibility, Integrity, Discipline

Respect for people, the environment, and the rules of the School are essential in our model.

Consistency and self-discipline lead to results.

Understanding the consequences of our actions helps us behave responsibly.

Perseverant and Resilient

We provide our students with tools so that self-awareness and self-esteem allow them to overcome difficulties and take on challenges.

The understanding of their strengths and areas for improvement helps them advance in their personal growth.

Responsible and Reflective Thinkers

Throughout all stages, our students develop critical and creative thinking skills, taking an active and autonomous role in their own learning.

Conceptual understanding and knowledge are essential for learning from both local and global contexts.

Physical, Mental, and Emotional Balance

All dimensions of the person are important for the wellbeing of oneself and others.

We learn with the group and from the group.

Sociability and Collaboration

Being sensitive and empathetic.

Feeling like an active part of a group in which achieving certain goals requires the contribution of each member.

As a team, we achieve what we cannot achieve alone.

Communicators in Different Languages

We communicate in different languages and open our minds to ideas and cultures, valuing different points of view and appreciating diversity.

1.3. General Rules

1. Colegio Internacional Meres is a private center organized according to the provisions established in the Organic Law 2/2006 of May 3 on Education, Final Provision One, Section 6:

“Within the provisions of this Law and the regulations that develop it, private non-subsidized schools shall have autonomy to establish their internal regulations, select their teaching staff in accordance with the qualifications required by current legislation, develop their educational project, organize the school day according to the social and educational needs of their students, expand class hours of areas or subjects, determine the student admission process, establish coexistence norms, and define their economic framework.”

2. The School fully accepts its responsibility towards parents. It provides guidance in educational matters, while recognizing that the primary responsibility for the education of their children lies with the families.
3. The School is based on the principles of the **Educational Mission of Colegio Internacional Meres** and the **IB Global Community**, which are voluntarily accepted by families upon enrolling their children and by staff members when signing their employment contract.
4. Our Educational Programs, due to their international nature, are based on **progressive educational principles**, interconnected knowledge, and an organized learning environment.
5. To achieve its goals, the School operates as a **learning community**, in which students, families, teachers, and staff assume shared responsibility, with the common aim of providing high-quality academic and personal education.

1.4. School Management, Representation and Administration

Head of School:

1. The Head of School is the person with the highest level of responsibility within the School. They are responsible for the School Leadership Team and have authority over educational spaces, administrative procedures, and all matters necessary to plan and manage the institution appropriately, considering teachers, students, families, and all staff members involved in the School's operation.
2. The Head of School ensures compliance with the decisions adopted by the Cognita Spain General Directorate and is responsible for the administrative and academic organization of the School.
3. The Head of School ensures compliance with the School's Mission, the implementation of the School's philosophy and principles, the application of School Policies, and compliance with these Internal Regulations, exercising leadership within the learning community.
4. The Head of School carries out managerial responsibilities with full authority, autonomy, and responsibility, and may delegate functions to the Deputy Head, IB Coordinators, Stage Coordinators, Department Coordinators, Tutors, and Administrative Staff when appropriate.

School Staff

1. All staff members, as part of the School's learning community, accept and respect the Educational Mission, these Internal Regulations, and all School Policies that govern School life.
2. The School will provide ongoing professional training opportunities for staff, aligned with their responsibilities and the School's Professional Development Plan.
3. Teachers and non-teaching staff are subject to legal employment regulations and benefit from any improvements granted by the School.
4. For teachers, a document titled "**Stage Operating Guidelines**" establishes conduct expectations and professional responsibilities.
5. Teachers are responsible for implementing the School's Educational Project, guiding student learning, and supporting students' academic performance, personal development, and emotional wellbeing. They are also responsible for promoting positive behavior in all areas of the School, including:
 - Classrooms
 - Common areas
 - School buses
 - Extracurricular and off-campus activities

The School Leadership Team will support teachers whenever necessary.

6. Tutors will meet with parents or legal guardians **at least three times per academic year** (once per term). Families may request additional meetings when needed. The Head of School and Deputy Head commit to making themselves available as soon as possible.
7. All School staff will attend institutional events. Teachers and the Academic Leadership Team will also attend evaluation meetings, training sessions, Open Days, and any other event deemed necessary by School Leadership.
8. Teachers at the School **may not provide private tutoring** to any enrolled student under any circumstances. Doing so is considered a **very serious offence**.
9. Staff should **not accept high-value gifts**.

1.5. Enrolment and Educational Contract

1. Enrolment of a student at the School is carried out according to the **School Admissions Policy**.
2. By signing the "Educational Project Acceptance" document, parents/legal guardians agree to collaborate with the School and support the Educational Project and Internal Regulations.
3. The educational contract becomes effective once the **Enrollment Application** and **Financial Conditions** documents are completed and the **admission fee** is paid. This implies acceptance of all School fees according to stage, program, or activity. Information regarding fees may be obtained at the School Administration Office at any time.
4. The educational contract **includes lunch and transportation services**. Families may choose not to use transportation.

5. The School will provide transportation to Baccalaureate students during afternoon free periods if seats are available.
6. Fees paid are **non-refundable**, except when a service has not been provided.
7. The School offers **tuition assistance** starting from the **third sibling**.
8. The School reserves the right to **accept or renew enrolment** for the following academic year.
9. The contract is valid for **one academic year** and is **automatically renewed** unless the family notifies the School **in writing before the end of March**. If no notification is received, the School will consider the enrolment renewed, provided all fees are up to date.
10. The reservation of a place is **conditional upon academic performance and payment compliance**.
11. Non-payment of fees may result in **termination of the educational contract**. The student may also be prevented from participating in trips and extracurricular activities until payment is made.
12. The School may modify fees during the school year **in justified exceptional circumstances**.
13. For students transferring from other schools, admission requires academic and behavioural suitability as defined in the **Admissions Policy**. Expulsion from another school is an **exclusionary condition**.
14. Children of **Meres Alumni** have admission priority provided they meet admission requirements.

2. COEXISTENCE PLAN

2.1 Philosophy of the Coexistence Plan

The Coexistence Plan of Colegio Internacional Meres is the document that establishes and regulates the aspects related to coexistence among all members of the learning community: students, families, teachers, and administrative and service staff.

The objective of our Coexistence Plan is that families and School work together to carry out proper educational and social development, establishing a collaborative and trusting relationship that benefits our students. By enrolling their children in the School, legal guardians accept the values and principles of the School and commit to respecting them.

This plan facilitates the **prevention, detection, treatment, follow-up, and resolution of conflicts** that may arise in the School. The plan includes the **rules** that students and staff must follow, as well as the **educational measures** applicable in the event of non-compliance. Any measure taken will always have an **educational purpose**.

All processes and actions related to coexistence in the School are educational in nature and aim to **prevent and correct inappropriate behaviors**, encouraging **individual responsibility**.

2.2 Responsibilities of School Personnel

- **Head of School:** Responsible for ensuring compliance with this Coexistence Plan.
- **Professionals:** All staff (teaching and non-teaching) are responsible for ensuring compliance with this Plan.
- **Teachers and non-teaching staff:** There is a document titled “**Stage Operating Guidelines**” that defines expected conduct and functions for teachers in different learning environments. Teachers are responsible for guiding both learning and students’ appropriate conduct. Teachers must **promote positive coexistence** in:
 - Classrooms
 - Rest/play areas
 - School buses
 - Extracurricular and off-campus activities and trips

Any teacher or staff member who becomes aware of behavior contrary to the coexistence norms must notify the **Stage Coordinator** or **School Leadership**.

2.3 Rights and Responsibilities of Students

Students are the central focus of educational action. They are the heart of the learning community and must know their **rights** and **responsibilities**.

2.3.1 Student Rights

Students have the right to:

- Receive a holistic education.
- Have their dedication, effort, and academic performance objectively evaluated according to the School’s assessment criteria.
- Have their privacy respected.
- Be protected from any physical or psychological aggression.
- Learn in safe, healthy, and hygienic conditions.
- Study in an environment that promotes respect and positive coexistence.
- Participate in School life through the channels established by the School.
- Contribute to School improvement through **course representatives in the Students’ Council**.
- Receive individualized learning support in cases of extended illness or accident.
- Receive educational and career guidance.

2.3.2 Student Responsibilities

Students must:

- Attend class daily and respect timetables.
- Contribute to a climate of respect, coexistence, and study.
- Respect others' right to learn.
- Respect the dignity, integrity, privacy, moral and religious convictions of others, avoiding discrimination for any condition or circumstance.
- Treat all members of the learning community with respect and courtesy.
- Participate actively in learning activities.
- Respect teachers' authority in academic and coexistence matters.
- Care for School facilities, materials, and equipment.
- Use appropriate language, manners, and personal presentation.
- Follow the **Responsible Use of Digital Devices Policy** (Annex III).
- Respect School **transportation rules** (Annex IV).
- Follow the **access and dismissal protocol** (Annex II).

2.4 Behaviors Contrary to Coexistence Norms

- Coexistence norms promote a climate of **freedom, responsibility, work, and effort** that enables the best results in student development.
- Non-compliance will be assessed considering the age and personal circumstances of the student.
- Consequences aim at **reflection, recognition of the misconduct, offering apologies, and reparation**.
- Infractions are classified into:
 - **Minor**
 - **Serious**
 - **Very serious**
- Decisions made by the School Leadership regarding academic and disciplinary matters may **only be appealed** in cases legally established.

2.5 Types of Infractions and Consequences

1) Minor Infractions

Examples:

- Arriving late occasionally without justification.
- Missing school materials.
- Homework incomplete.
- Incorrect uniform.
- Lack of courtesy.
- Occasional classroom disruption.

Educational Measures:

- Verbal warning (in private).
- Reflection with the tutor.
- Notification to families if appropriate.

2) Serious Infractions

Examples:

- Repeated minor infractions.
- Offensive or vulgar language.
- Serious disrespect towards any member of the community.
- Repeated disruption affecting learning.
- Persistent lack of academic effort.
- Frequent lateness.
- Skipping class deliberately.
- Leaving School premises without authorization.
- Damage to School property or belongings of others.
- Academic dishonesty (cheating, plagiarism, misuse of AI software).
- Identity impersonation.
- Taking or hiding others' belongings.
- Entering restricted staff-only areas.
- Improper use of digital devices.
- Actions damaging the School's public image.
- Repeated refusal to comply with uniform rules.
- Behavior that may indicate bullying.
- Failure to follow dismissal procedures.

Educational Measures:

- **Detention (after-school)** until 19:00.
- **Confiscation of the digital device**, returned to families.
- Opening of a **provisional disciplinary file**.
- Activation of the **bullying prevention protocol**, if necessary.
- **Temporary suspension** (3–5 days), ensuring academic continuity.
- **Suspension of participation** in activities or trips.
- **Conditional enrollment review**.

3) Very Serious Infractions

Examples:

- Repeated serious infractions.

- Physical, verbal, or emotional violence.
- Theft of valuable items.
- Fraud involving exams or confidential documents.
- Actions putting oneself or others in danger.
- Illegal or high-risk behaviors.
- Possession, use, sale or encouragement of tobacco, alcohol, vaping devices, or drugs on School premises or activities.
- Bringing dangerous objects to School.
- Serious misconduct during School trips affecting the School's reputation.
- Misuse of online platforms causing significant harm.
- Leaving School during the school day without authorization.

Educational Measures:

- **Conditional enrollment** status.
- **Disciplinary file** and review by the **Guidance Council**.
- **Confiscation and review** of digital devices if necessary.
- **Suspension 5–15 days**.
- **Immediate exclusion from trips and future activities**.
- **Permanent expulsion** in the most serious cases.

2.6 Family Rights and Responsibilities

Rights

Families have the right to:

- Receive information about their child's learning progress and behavior.
- Collaborate in their child's education following School guidelines.
- Have custody arrangements respected when legally applicable.

Responsibilities

Families must:

- Understand and support the School's Educational Project.
- Attend School meetings and collaborate with tutors.
- Ensure proper use of the School uniform and personal hygiene.
- Maintain constructive communication with staff.
- Inform the School of any situation affecting their child's School life.

ANNEX I: UNIFORM

School Uniform

Academic Year 2025/26

The school uniform at Colegio Internacional Meres is one of the distinguishing elements of the School. It is the first institutional image of the School wherever our students go.

We communicate a message through its correct use.

The School has chosen to use a uniform because, **from Early Years to Baccalaureate**, it contributes to equality among students and creates a sense of belonging and connection to the School.

It promotes a climate of concentration in class by generating a more formal environment.

It encourages good discipline, as it helps students respect norms and avoids comparisons, which supports self-esteem.

It also prepares students for future work environments in which many will be required to wear uniforms or follow dress codes.

At Meres, presentation matters, therefore:

- Students must come to school properly groomed.
- Boys must come with hair neatly trimmed and **clean-shaven**.
- Girls must **tie back their hair** in the dining hall, in PE, and during exams (mandatory).
- The use of makeup or artificial / painted nails is **not permitted**.
- Dyed or exaggerated hairstyles are **not allowed**.
- Girls may only wear a **watch** and **small earrings that do not extend beyond the earlobe**.
- All uniform garments must be **clearly labeled** with the student's name.
- Shirts / polos must be **worn tucked in** at all times.
- Skirts must be worn **at knee length**.
- **No garment of the uniform may be altered**, modified, or shortened to change its original design.

Failure to respect uniform and personal presentation rules **repeatedly** may be considered a **serious infraction**.

The Uniform Consists Of: Summer and Winter Uniform

From Early Years to Year 2 (inclusive)

BOYS

- Blue Oxford embroidered shirt.
- Short-sleeve embroidered polo (from May to October).

- Long or short embroidered trousers.
- Raspberry V-neck embroidered sweater.
- Embroidered mid-season raincoat (blue).
- Embroidered coat (blue).
- Grey ribbed socks or tights.
- Embroidered smock.
- Brown belt or blue suspenders.
- Brown nautical leather shoes with velcro or brown boot style (not “tobacco” color).

GIRLS

- Blue Oxford embroidered blouse.
- Short-sleeve embroidered polo (from May to October).
- Grey pinafore dress (in Early Years).
- In Year 1 and 2 Primary, *optional*: grey skirt.
- Raspberry embroidered cropped cardigan.
- Embroidered mid-season raincoat (blue).
- Embroidered coat (blue).
- Embroidered smock.
- Grey ribbed tights or socks.
- Brown nautical leather shoes with velcro or brown boot style (not “tobacco” color).

From Year 3 to Year 6 (inclusive)

BOYS

- Blue Oxford embroidered shirt.
- Short-sleeve embroidered polo (May to October).
- Long or short embroidered trousers.
- Raspberry V-neck embroidered sweater.
- Embroidered mid-season raincoat (blue).
- Embroidered coat (blue).
- Grey ribbed socks.
- Embroidered smock (until Year 3).
- Brown belt or blue suspenders.
- Brown nautical leather shoes (not “tobacco” color).

GIRLS

- Blue Oxford embroidered blouse.
- Short-sleeve embroidered polo (May to October).
- Raspberry V-neck embroidered sweater.
- Grey embroidered skirt.
- Embroidered mid-season raincoat (blue).

- Embroidered coat (blue).
- Embroidered smock (until Year 3).
- Grey ribbed tights or socks.
- Brown nautical leather shoes (not “tobacco” color).

Secondary and Baccalaureate

BOYS

- Blue Oxford embroidered shirt.
- Optional V-neck embroidered vest.
- Grey embroidered trousers.
- Navy “Teba” jacket.
- Embroidered mid-season raincoat (blue).
- Embroidered coat.
- Grey socks.
- Brown belt or blue suspenders.
- Brown nautical leather shoes (not “tobacco” color).
- **Tie (mandatory from October to March).**

GIRLS

- Blue Oxford embroidered blouse.
- Optional V-neck embroidered vest.
- Grey embroidered skirt.
- Navy “Teba” jacket.
- Embroidered mid-season raincoat (blue).
- Embroidered coat.
- Grey ribbed tights.
- Brown nautical leather shoes (not “tobacco” color).
- **Tie (mandatory from October to March).**

Notes

- Secondary students must wear the **Teba jacket**. Under it, they may wear shirt only, or shirt + vest / sweater.
- One of the two embroidered outer garments (coat or raincoat) is **mandatory**.
- From **Year 4 Primary to Year 3 Secondary**, students must have a **white lab coat** for art and lab classes.

ANNEX II: ACCESS, PRESENCE, AND DISMISSAL PROTOCOL

Access, Presence, and Dismissal Protocol Academic Year 2025/26

This document aims to organize, manage, and regulate entry, presence, and dismissal procedures at Colegio Internacional Meres, with the objective of improving attendance control and the safety of students and staff within the School.

The **school timetable** is **Monday to Friday from 09:00 to 16:50**.
School buses depart at 17:00.

Morning Entry to the School

Students and staff members must enter the school through the **inner parking entrance**:

- **08:40**: The School gates open for students arriving by school bus and for students and staff entering through the pedestrian access.
- **Early Drop-off Service ("Servicio de Madrugadores")** operates **from 08:00 to 08:45**. Students must be dropped off **between 08:00 and 08:15** to use the service.
- **09:10**: The parking gates close once the buses have left after dropping off students.
- Students in **Primary, Secondary, and Bacalaureate** who do not use school transport will enter through the **pedestrian gate** from **08:40** and go directly to their classrooms.
No entry is allowed to individuals who are not staff members.
- Families with students in **Early Years (Infantil)** may accompany them **only to the entrance door of the Early Years building**, where they will be received by School staff.
No access into the building is permitted for non-staff adults.

Entry During the School Day

- Students who arrive **after 09:10** must check in at **Reception** to report their late arrival. The Reception staff will update the **attendance record (Alexia)** and notify the tutor through Teams.
- Students in **Early Years, Year 1, Year 2, and Year 3 Primary** arriving during the day **must be taken directly** to their building by the adult accompanying them.
- Students in **Year 4 Primary to Year 2 Bacalaureate** may walk to their classrooms independently after signing in.
- Any person **not part of the School staff** who enters the School after 09:10 must:

1. **Sign in** at Reception.
2. **Receive a visitor badge** and wear it visibly at all times.

This includes:

3. Maintenance personnel
4. Delivery / service providers
5. Visiting families
6. External professionals

Leaving the School During the School Day

- Students in **Year 1, Year 2, and Year 3 Primary** leaving during the school day **must be collected at Reception**, and the family must register their exit.
- Students from **Year 4 Primary to Year 1 Baccalaureate** will also be collected **at Reception**, where the family must sign the exit record.
- Students in **Year 2 Baccalaureate**, with **written authorization** from their families, may sign themselves out **without an adult**, and exit to be collected in the parking area.
- Adults collecting students in **Early Years** must:
 1. Sign in at Reception.
 2. Go to the Early Years building entrance.
 3. Collect the student.
 4. Sign out when leaving.

Important:

Students are **not allowed to leave the School unaccompanied**, except Year 2 Baccalaureate with written authorization.

Leaving the School without proper registration is considered a **very serious infraction**, in accordance with the Internal Operational and Coexistence Policy.

- Visitors must **return their visitor badge** and **sign out** upon leaving the School.

Dismissal Schedule

School day ends at **16:50**.

School buses leave at **17:00**.

- After class, students using **School Transport** must go directly to the buses, where monitors supervise boarding. The Transport Coordinator authorizes buses to depart.
- **Early Years students** not using bus transport are collected **at the Early Years building** at **16:45**.
- **Year 1, 2, and 3 Primary** students not using bus transport are collected **in Reception** by an adult.

- From **Year 4 Primary onwards**, students not using bus transport are collected in **Reception / Parking area**.
- From **16:15 to 16:45**, due to **bus entry traffic**, students in **Year 4 to Year 6 Primary** may not **exit classrooms**, and families arriving during that time must **wait in Reception or parking** for safety reasons.

School Bus Route

Students from **Early Years to Year 4 Primary** must be collected **at the bus stop** by a parent or authorized adult.

If no authorized adult is present:

1. The family and School Reception will be contacted.
2. The student will remain on the bus until the final stop or until they can safely be handed over.
3. If the family cannot be reached, the **Head of School** will be notified.

This protocol will be reviewed every year and communicated to the entire School community.

Meres, September 2025

ANNEX III: RESPONSIBLE USE POLICY FOR MOBILE DEVICES

Responsible Use Policy for Mobile Devices Academic Year 2025/26

1. All school technological devices (tablets, computers, and laptops), as well as any similar device owned by the student that allows access to the Internet and social networks while at school, must be **brought**

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fully charged each morning and used **solely for educational purposes** and always **with teacher authorization**.

2. The School's Technology Department is authorized to **configure secure internet access** on the student's device when it connects through the School network.
3. The Technology Department will provide **technical support** only for **software configuration** necessary for academic use.

It will **not** provide support for:

- Physical damage
 - Device failures caused by misuse
 - Personal software or external services
4. The School will have a **bank of loaner laptops** for temporary use in cases where the student's device is malfunctioning.
 5. Students must **not intentionally interrupt or overload** the School network by using bandwidth for personal entertainment (such as downloading music, videos, or online games).
 6. **Streaming video or music, social media, instant messaging, chats, or online gaming** are **not permitted during the school day** unless part of a **teacher-authorized classroom activity**.
 7. The **username and password** of each student is **personal and non-transferable**. Students **must not** share their credentials or use those of others.
If a student accidentally discovers another's credentials, they must report it to a teacher.
 8. **Mobile phones are not permitted** during the school day, **including during School Transport**. Students who need to bring a phone must **hand it to their tutor upon arrival** and collect it at dismissal.
 9. Creating, accessing, displaying, storing, distributing, or transmitting **violent, pornographic, sexist, or offensive material**, in any form, is **strictly prohibited**.
 10. It is **strictly forbidden** to intentionally introduce **malicious software** into the School network or to **bypass security systems**, including connecting devices to external networks to avoid School controls.
 11. **Recording audio or video** on School grounds in **any format** is **strictly prohibited** unless **explicitly authorized** by a teacher.
 12. Access to **dining hall, locker rooms, or bathrooms** with any electronic device capable of recording or transmitting images or sound is **prohibited**.
 13. The School may **limit, suspend, or revoke** access to School technology systems if the Responsible Use Policy is violated.
 14. Colegio Internacional Meres and Cognita shall **not be held responsible** for:
 - Access by the student to controversial or inappropriate material
 - Damage or harm caused by misuse of private or School-owned digital devices

All matters regarding digital device behavior will be handled according to the **Internal Operational and Coexistence Regulations** and corresponding disciplinary measures.

Signed in February 2025
ESO-Baccalaureate Student Council
School Leadership

ANNEX IV: GENERAL RULES FOR SCHOOL TRANSPORT

General Rules for School Transport Academic Year 2025/26

1. The rules of order and discipline of the School apply on the bus.
Therefore, the **use of iPods, mobile phones, or any similar device is strictly prohibited**.
These devices will be confiscated and delivered to the School Office.
2. The **Teacher Responsible for the bus** will accompany students from the first stop to the last, being responsible for their safety.
At the end of the route, the teacher must **check the bus** to ensure no student or personal belongings remain.
If a large item (such as a backpack or folder) is left behind, the teacher may request the driver to store it in the luggage compartment until the next day.
The teacher must ensure all backpacks or bags are placed where they **do not block aisles or exits**.
3. The Teacher Responsible will help students board if needed and ensure they **sit in their assigned seats**, which are **fixed**, and that they **fasten their seatbelts** before the bus departs.
4. The Teacher Responsible for the bus will have a **list of transported students**, including **addresses and phone numbers** of their families.
The teacher must also be familiar with the **emergency mechanisms** of the vehicle (emergency exits, fire extinguishers, etc.).
5. Students must be informed that they are required to **arrive at the bus stop 5 minutes before** the scheduled time.
They may **not use a different bus** unless **explicitly authorized** by the School Transport Coordinator.
6. The **front seats** and the seats **behind the driver** should preferably **not** be used by **Early Years students**, for safety reasons.
7. During the month of September, newly enrolled **Early Years students** must wear an **identification tag** indicating their bus and stop.
8. Students from **Early Years and Years 1, 2, and 3 Primary**, during the **afternoon route**, must be **handed over directly** by the Teacher Responsible to their parents or authorized adult.
If there is no one at the stop to collect the student:
 - The School Office (985 792 427) must be contacted **immediately**.
 - The student will remain on the bus until the driver can attempt a different stop or complete the route.
 - If the family cannot be reached, the **Head of School** will be notified.
9. Students must **enter and exit** the bus **through the door nearest to the driver**, under the **supervision** of the Teacher Responsible.
10. If any incident occurs, the Teacher Responsible must **inform the School Transport Coordinator**.
If the incident involves student misbehavior, the teacher will notify the **tutor** or **Stage Coordinator**, depending on severity.
11. The **Transport Coordinator** must sit in a seat near the **rear door** or **center back row** to ensure proper supervision of the vehicle.
12. No students are permitted outside their classrooms between **16:15 and 16:45**, due to bus arrival traffic.
13. **Early Years and Year 1 & 2 Primary students** will leave classrooms at **16:50** and be taken by teachers to the buses.
14. Students from **Year 3 Primary to Year 2 Baccalaureate** will leave classrooms at **16:45** and will be accompanied by teachers to the buses.

Meres, September 2025