



COLEGIO MENOR QUITO

A NORD ANGLIA EDUCATION SCHOOL

COLEGIO MENOR SAN FRANCISCO DE QUITO

CODE OF CONDUCT

(January 2020 update)

2020 - 2022

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DEVELOPMENT SCHEDULE OF THE CODE OF CONDUCT

INFORMATIONAL DATA	
Name of the educational institution AMIE [Educational Institutions Master Archive] code	COLEGIO MENOR SAN FRANCISCO DE QUITO 17H01755
Geographic location	County: Quito parish: Cumbaya province: Pichincha
Zone	Zone 9
District	17DØ9
System	17DØ9CØ3_04
Educational institution type Educational levels	Bilingual* educational center *Bilingualism approved on November/25/2015 Early education II Elementary school, middle school, and the 1st year of high school <ul style="list-style-type: none"> ➤ Kindergarten ➤ 1st, 2nd, and 3rd grades ➤ 4th, 5th, and 6th grades ➤ 7th, 8th, and 9th grades The last 3 years of school: 10 th , 11 th and 12 th grades

Modality	on-site
Student composition	Coed
Students	total: 1721
Teachers	total: 314
Members of the executive board*	PRINCIPAL María José Rodríguez Ludeña
	VICE PRINCIPAL Luis Fernando Hernández Basante
	REGISTRAR Lic. [<i>Licentiate</i>] Pamela Melanie Granda
Approved via Official Letter No. MINEDUC-SEDMQ-17D09-2020-1097-O of March 11, 2020 Tumbaco district	<p>MAIN MEMBERS</p> <p><i>First member:</i> María Cristina Jijón Acosta</p> <p><i>Second member:</i> Cosme Homero Charro Grijalba</p> <p><i>Third member:</i> Jimena de Lourdes Gordillo Racines</p> <p>DEPUTY MEMBERS</p> <p><i>First alternate member:</i> María Isabel Ríos Campaña</p> <p><i>Second alternate member:</i> María José Terán Sánchez</p> <p><i>First alternate member:</i> María Elena Barrera Madera</p>
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BACKGROUND AND RATIONALE



On November 25, 2015, the bilingualism project of Colegio Menor was approved. Consequently, the Code of Conduct includes some English references.

Diverse stakeholders of our educational community have participated in the development of the initial code and its amendments. As such, it is a public knowledge document, with active and democratic participation. It is available for all members of the community via the webpage and intranet of the school.

This important document complies, mainly, with the regulations of Article 90 of the General Regulations of the Intercultural Education Organic Law, which is summarized in the next items:

- Establishing complete ethical values, while respecting different backgrounds and the cultural identity of every person and of the community as a whole.
- Respecting human dignity, honor, and the rights of people.
- Bolstering a culture of peace.
- Consolidating an educational institutional Code of Conduct based on rights, values, discipline, reasonability, justice, pluralism, solidarity, and intercultural relations.
- Validation of the teaching efforts of the institution via a system of dialogue, democratic discussion, and consensus.
- Inclusion, without any type of discrimination, of all the members of the educational community.
- Safekeeping the integrity of every member of the institution and of the educational community, as well as of the assets, resources, cultural and heritage values of the institution.
- Promoting alternative resolutions to conflicts.

All information of the institutional Code of Conduct is for the sole use of the members of the community of Colegio Menor San Francisco de Quito and they must observe, comply, and enforce the policies and procedures listed in this document.

FOUNDING PRINCIPLES OF COLEGIO MENOR
The principles which inspired the inception of COLEGIO MENOR SAN FRANCISCO DE QUITO: KINDNESS, BEAUTY, AND TRUTH.
<p>PURPOSE (Mission)</p> <p>Colegio Menor is a private educational institution, which offers its students a high-quality bilingual education, based on liberal arts which inspire critical thought, creativity, integrity, and leadership. The commitment of our institution is academic excellence and continuous organizational improvement, responsibly complying with the obligations we maintain with all members of our community.</p>
<p>DIRECTION (Vision)</p> <p>Colegio Menor will become a regional leader, in the area of education, via innovation, the application of the best research practices, and the implementation of a long-term development plan that ensures continuous support for new projects.</p>

PRINCIPLES OF THE CODE OF CONDUCT

The Code of Conduct of Colegio Menor is based on its founding principles: **Kindness, Beauty, and Truth**, which allow a harmonic coexistence for all the members of the community.

The institutional Code of Conduct is for the sole use of the members of the community of Colegio Menor, and it is the responsibility of all stakeholders observing, complying, and enforcing every policy and procedure included in this document.

Education for change. – Education as a tool to transform society and to contribute with the development of the country.

- **Freedom.** – Education prepares people so they can exercise their freedoms.
- **Continuous learning.** – Learning is developed through an entire life.
- **Interactive and multidisciplinary learning.** – As tools to bolster human capabilities via culture, sports, information, technologies, communications, and knowledge.
- **Teaching values.** – Education based on the transfer and practice of values which promote personal freedom, democracy, the respect of rights, responsibility, solidarity, reliability, kindness, tolerance, the respect of gender diversity, equity, equality, justice, and the eradication of all kinds of discrimination.
- **Education free of gender violence**
- **Rights approach.** – Actions, practice, and contents centered on people and their rights.
- **Gender equality.** – Education guarantees the equality of conditions, opportunities, and treatment for males and females.
- **Education for democracy.** – The educational institutions are democratic spaces for the exercise of human rights, and they enable a culture of peace.
- **Learning community.** – Education recognizes society as an entity which learns and teaches.
- **Citizen participation.** – Education bolsters the capabilities and the supply of tools to teach its citizens how to exercise their rights for an effective engagement.

- **Joint responsibility.** – Education requires joint responsibility regarding the shaping and teaching of children and teenagers and the joint effort of the students, families, teachers,

educational centers, the community, state institutions, the media and society as a whole, guided by the LOEI [*Intercultural Education Organic Law*].

- **Evaluation.** – The concept of complete evaluation is a permanent and participative process of the national educational system.
- **Culture of peace and conflict resolution.** – Education must be directed towards building a fair society, a culture of peace without violence to prevent, address, and resolve conflicts, in all areas of personal, school, family and social life.
- **Equity and inclusion.** – It ensures that everyone may permanently access, continue, and complete their studies in the educational system.
- **Quality and warmth.** – It guarantees the rights of people to high-quality, warm, pertinent, adequate, contextualized, up-to-date and coordinated education for every educational process, in its systems, levels or modalities; and which includes permanent evaluations.
- **Healthy and safe schools.** – Security and safety guarantee.
- **Harmonic coexistence.** – Education will have, as a guiding principle, the development of a harmonic coexistence agreements between the stakeholders of the educational community.
- **Relevance.** – Providing to the students an education that addresses the needs of their social, natural, and cultural environment at local, national, and global levels.

In addition to the previously mentioned areas, we have:

- **The Purpose and Direction** of the institution which were described in previous pages.
- The **Set of Ideas** of the institution.

The founding principles and the Purpose, Direction and Set of Ideas of the Institution promote the development of:

- *Creative and critical individuals via continuous learning:*
 - ✓ They are motivated and focused on improving themselves.
 - ✓ They understand their strengths and weaknesses.
 - ✓ They are curious and inquisitive.
 - ✓ They are competent and independent in the use of vast knowledge.

- ✓ They are innovative and unbound by conventional limits.

- *Liberal Arts framework education:*
 - ✓ It challenges the students to be successful in a wide variety of academic areas.
 - ✓ It requires the mastery of tools such as active reading, critical thinking, and effective communication.
 - ✓ It highlights transversal connections and multidisciplinary thought processes.
 - ✓ It motivates the students in the areas of intellectual investigation, and it develops their independence and creativity.
 - ✓ It bolsters the awareness of national, international, and intercultural issues.
 - ✓ It prepares the students to adapt and to thrive in a world full of changes and which is in continuous motion.

- *Proud of their culture and defenders of freedom:*
 - ✓ They appreciate the cultural diversity of their country: contributions to the world, always with a global vision and mentality.
 - ✓ They balance individual rights and responsibilities.
 - ✓ They make contributions for the improvement of society.

- *Outstanding and able to be successful while living in a diverse world:*
 - ✓ They have efficient communication skills in Spanish and English.
 - ✓ They are responsible for their decisions and actions.
 - ✓ They continuously reflect and learn from their experiences.
 - ✓ They are flexible and perseverant when it comes to facing challenges.
 - ✓ They work for the well-being of individuals and of the community.
 - ✓ They behave as per our fundamental principles and values, without losing sight of the discipline policies.

It is worth mentioning that the **Set of Ideas** of the institution concurs with the education principles and objectives established by the LOEI [*Intercultural Education Organic Law*]. It highlights the teaching of values via the program “Your values are important!” and their illustrations are present in all areas of the institution. This international program is targeted to reinforcing six universal values which transcend cultural borders. These are: Reliability, Respect, Responsibility, Justice, Kindness, and Citizenship.

Since we are aware that education truly starts at home, we involve parents and legal representatives of the students in all complete education programs, and particularly, in the teaching of values. We believe that this project has an impact in many social – emotional areas, which allows us to address several issues such as good conduct, the prevention of dangerous substances abuse, and the consolidation of good interpersonal relationships.

OBJECTIVES OF THE CODE OF CONDUCT

OVERALL OBJECTIVE: Guaranteeing rights and obligations.

The central objective is promoting the harmonic coexistence of all stakeholders of Colegio Menor, guaranteeing the rights and obligations of every stakeholder of our educational community. Therefore, this Code of Conduct is an active, democratic, and participative document.

SPECIFIC OBJECTIVES:

Bolstering the engagement of several stakeholders of the community to develop a Code of Conduct that promotes an educational environment based on the institutional values.

Having a public document that informs, on a detailed basis, the conditions, responsibilities, and rights of all members of the educational community.

Preventing problems and solving conflicts via agreements and commitments.

Aligning the educational institution with the current legal regulations.

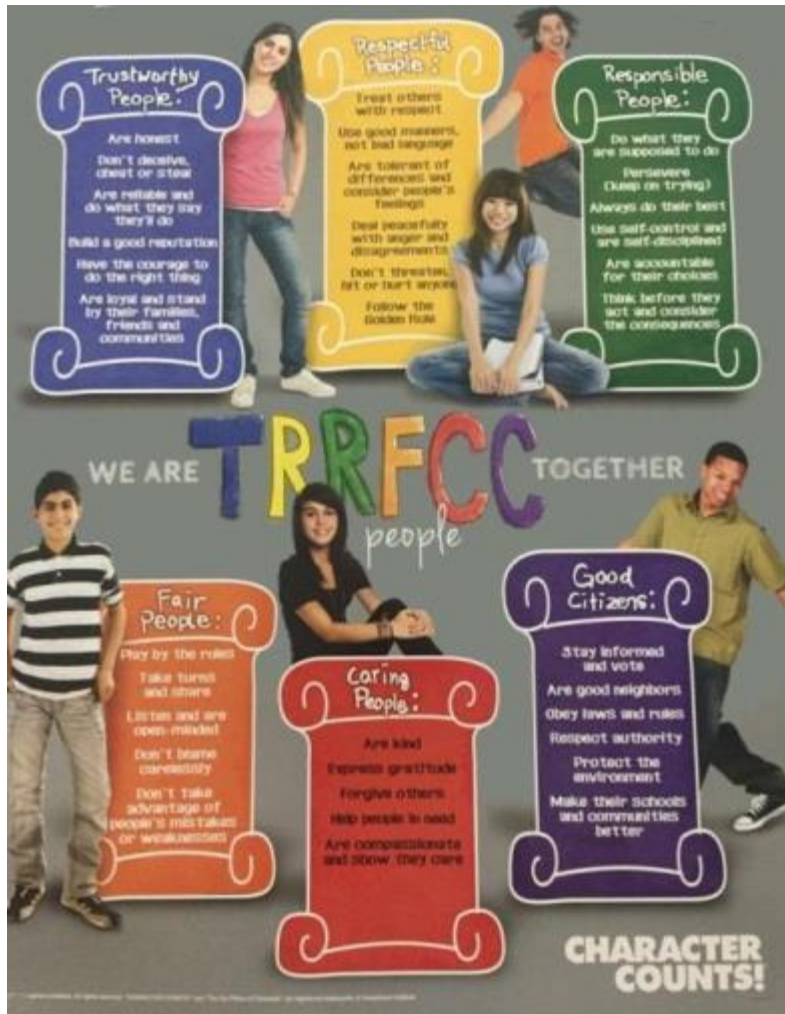
SCHOOL CONDUCT AREAS

AREAS	AGREEMENTS
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<p>1. RESPECT AND RESPONSIBILITY REGARDING HEALTH PRESERVATION AND AWARENESS</p>	<p>a. Promoting continuous practices to reinforce personal hygiene habits.</p> <p>b. Developing strategies to improve the habits of all stakeholders of the educational community.</p> <p>c. Implementing and executing activities to prevent the use and consumption of alcohol, tobacco, and other drugs.</p> <p>d. Providing complete sexual education to prevent teen pregnancy, STIs, HIV and AIDS.</p>
<p>2. RESPECTING AND TAKING CARE OF THE ENVIRONMENT</p>	<p>a. Developing projects to manage solid waste and recycle materials (RRR).</p> <p>b. Designing facilities to save and use energy efficiently.</p> <p>c. Sowing and taking continuous care of trees and plants in the educational campus.</p> <p>d. Engaging in reforestation and ornament workdays proposed by the ministry of education.</p> <p>e. Continuously bolstering awareness of the members of our community regarding preservation and the adequate use of natural resources.</p>
<p>3. RESPECTING AND TAKING RESPONSIBLE CARE OF THE MATERIAL RESOURCES AND ASSETS OF THE EDUCATIONAL INSTITUTION</p>	<p>a. Bolstering the adequate use of material resources and facilities of the institution.</p> <p>b. Procuring a culture of responsible use of the equipment and supplies of the institution.</p>
<p>4. RESPECT AMONG ALL STAKEHOLDERS OF THE EDUCATIONAL COMMUNITY</p>	<p>a. Establishing conduct regulations for all members of the educational community for all different venues.</p> <p>b. Having procedures to solve conflicts between stakeholders of the educational community.</p>

<p>5. FREEDOM WITH RESPONSIBILITY AND DEMOCRATIC ENGAGEMENT BY THE STUDENTS</p>	<p>a. Bolstering the engagement of all students within institutional venues and bodies.</p> <p>b. Establishing internal mechanisms to ensure the engagement of students in areas contemplated in the educational and constitutional regulations.</p>
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	<p>c. Reinforcing the development of citizenship in athletic, cultural, scientific, and social activities of the students.</p>
<p>6. RESPECTING DIVERSITY</p>	<p>a. Guaranteeing the inclusion of the stakeholders of the educational community.</p> <p>b. Establishing respect standards for all diversity dimensions.</p> <p>c. Bolstering educational equity to overcome racism, discrimination, and exclusion, while favoring communication between the members of different cultures.</p>



COMMITMENTS OF THE CODE OF CONDUCT

Using the agreements and commitments reached by the stakeholders of the community of COLEGIO MENOR SAN FRANCISCO DE QUITO, next we list the relevant items.

Agreements and commitments matrix for each stakeholder of the educational community.

	Agreements	Commitments
Scope	We, the teachers, agree to the following:	We, the teachers, commit to the following:
Respect and responsibility regarding health preservation and awareness	Being an active part of the community of Colegio Menor participating in all programs related to health preservation and awareness.	Arranging and participating in health and hygiene prevention weeks. Being permanent role models of good hygiene habits. Including in the curriculum subjects related to healthcare.
Respecting and taking care of the environment	Sharing with the community the importance of taking care of the environment inside and outside the institution.	Being members of citizen engagement groups in charge of taking care of the environment: Reforestation and recycling Taking care of the gardens of the institution Teaching, by example, how to save energy. Reducing the use of plastic bottles and of nonrecyclable materials.
Respecting and taking responsible care of the material resources and assets of the educational institution	Taking care of the supplies and assets that the institution has available for the educational community.	Taking care of the equipment installed in the classrooms: Computers, projectors, teaching materials, books, etc. Using, on an adequate fashion, common spaces: Laboratories, the library, and green spaces
Respect among all stakeholders of the educational community	Reading the institutional Code of Conduct Reading the Human Resources Management Internal Bylaws	Following and enforcing, the institutional Code of Conduct Following the Human Resources Management Internal Bylaws

	Reading the educational legal framework	Keeping in mind the Articles of the LOEI [<i>Intercultural Education Organic Law</i>] and of its General Regulations every school day
Freedom with responsibility and democratic engagement	Reading the educational legal framework Respecting every member of our educational community without any discrimination due to race, financial status, religion, or sexual preference.	Keeping in mind the Articles of the LOEI [<i>Intercultural Education Organic Law</i>] and of its General Regulations every school day
Respecting diversity	Respecting and evaluating different pedagogic methods to achieve the same objectives with the students in their classes, considering the learning needs of each student, maximizing the capacities of each student to develop a solid educational community. Adapting learning evaluation mechanisms for students with an occasional needs as per the requirements of each case, in accordance to the regulations issued for that purpose by the coordination department of the national education authority.	Engaging in group integration activities: Games, academic and cultural presentations, and social activities.

Students

Scope	Agreements <i>We, the students, agree to the following:</i>	Commitments
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		We, the students, commit to the following:
Respect and responsibility regarding health preservation and awareness	Being an active part of the community of Colegio Menor participating in all programs related to health preservation and awareness.	Actively participating in health and hygiene prevention weeks. Practicing good hygiene habits. Investigating subjects related to healthcare and sharing them in class.
Respecting and taking care of the environment	Taking care of the environment inside and outside the institution.	Working in citizen engagement groups in charge of taking care of the environment: Reforestation and recycling Respecting the gardens of the institution Using the pedestrian walkways Being aware of the need to save energy Reducing the use as of plastic bottles and reusing and recycling other materials
Respecting and taking responsible care of the material resources and assets of the educational institution	Taking care of the supplies and assets that the institution makes available for the educational community.	Adequately using the equipment installed in the classrooms: Tables, chairs, blackboards, bulletin boards, books, and other pedagogic materials Using, on an adequate fashion, the spaces assigned to sports and academic activities: Laboratories, the library, bathrooms, sports fields, and green spaces in general

<p>Respect among all the stakeholders of the educational community</p>	<p>Reading and signing, jointly with our legal representatives, the institutional Code of Conduct (summarized version)</p>	<p>Following and enforcing, the institutional Code of Conduct</p> <p>Representing the institution in an honest and respectful manner.</p>
<p>Freedom with responsibility and democratic engagement</p>	<p>Knowing the rights and obligations of the students (Article 7, 8 and 9 of the LOEI [<i>Intercultural Education Organic Law</i>])</p>	<p>Being key members of the educational process</p> <p>Seeking educational excellence and showing academic integrity and honesty while complying with works and duties</p> <p>Respecting and following the harmonic Code of Conduct and promoting the peaceful resolution of conflicts</p> <p>Respecting and following the constitution, the laws, the regulations, and all other norms that rule, in general, the Educational National System and, specifically, the educational institutions.</p>
<p>Respecting diversity</p>	<p>Respecting every member of our educational community without any discrimination due to race, financial status, religion, or sexual preference.</p>	<p>Arranging and engaging in group integration activities: Games, academic and cultural presentations, and social activities.</p> <p>Participating in athletic and cultural events organized by the institution.</p>

Parents and/or Legal Representatives

<p>Scope</p>	<p>Agreements We, the parents, and/or legal representatives agree to the following:</p>	<p>Commitments</p>
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		We, the parents and/or guardians commits to the following:
Respect and responsibility regarding health preservation and awareness	<p>Safekeeping the health of our children</p> <p>Being an active part of programs related to health preservation and awareness.</p> <p>Being aware of massive vaccination campaigns arranged by the Ministry of Public Health</p>	<p>informing, on a timely fashion, regarding any contagious infection diseases which could affect the educational community</p> <p>Keeping in contact with the medical service of the school and following any recommendations given in special cases</p> <p>Closely watching any behaviors or symptoms which could reveal the consumption of alcohol or other drugs. Informing the school to get adequate help and guidance (in upper EGB [Elementary school, middle school, and the 1st year of high school] and BGU [<i>the last 3 years of school</i>])</p> <p>Bolstering athletic and cultural practices for our children</p>
Respecting and taking care of the environment	<p>Sharing with the community the importance of taking care of the environment inside and outside the institution.</p>	<p>Practicing recycling, ornamentation, and major preservation activities at home</p> <p>Implementing energy-saving bulbs and habits at home</p> <p>Programming family outdoor activities to create awareness about the importance of taking care of nature</p>
Respecting and taking responsible care of the material resources and assets of the educational institution	<p>Being co-responsible for the care of the supplies and assets that the institution makes available for our children.</p>	<p>Teaching good habits and being a good role model regarding the respect of shared assets and assets owned by third parties</p>

<p>Respect among all the stakeholders of the educational community</p>	<p>Respecting the institutional Code of Conduct</p> <p>Being an active part of the parents network</p>	<p>Following and enforcing, the institutional Code of Conduct</p> <p>Promoting the peaceful resolution of conflicts and discouraging disrespectful, violent, or aggressive behavior to solve problems</p> <p>Being a positive role model which reflects the program of values of Colegio Menor</p> <p>Providing support to the school by following and by respecting institutional policies</p> <p>Acknowledging the academic and disciplinary actions and decisions taken by the school for the resolution of conflicts</p>
<p>Freedom with responsibility and democratic engagement</p>	<p>Knowing Articles 12, 13 and 14 of the LOEI [<i>Intercultural Education Organic Law</i>] regarding rights and obligations of parents and/or guardians</p>	<p>Receiving periodic reports regarding the academic progress of the persons they represent and regarding all situations that occur in the educational institution which may require their acknowledgment</p> <p>Participating, upon the request of the institution, in the coordination of events for the benefit of the complete development of our students</p> <p>Being heard, and having their opinion analyzed by the educational authorities</p> <p>Participating in surveys proposed by the institution</p>
<p>Respecting diversity</p>	<p>Respecting every member of our educational community without any discrimination due to race, financial status, religion, or sexual preference.</p>	<p>Participating in group integration activities: recreational events, and social and cultural gatherings</p> <p>Providing to your children examples of tolerance and respect</p>

Institutional authorities

Scope	Agreements We, the institutional authorities agree to the following:	Commitments We, the institutional authorities, commit to the following:
<p>Respect and responsibility regarding health preservation and awareness</p>	<p>Oversight activities to safekeep the health of our community</p>	<p>Providing the necessary healthcare spaces</p> <p>Participating in vaccination campaigns provided by the Ministry of Public health</p> <p>Providing support to the development of prevention weeks organized by each section</p> <p>Hiring specialized professionals in related fields, to provide workshops, seminars, roundtables, advice, testimonies, and prevention regarding physical and mental health</p> <p>Providing pure water as a measure to prevent illnesses</p> <p>Taking care of the cleanliness and disinfection of common spaces: Restrooms, laboratories, and classrooms in general</p> <p>Following the directions and provisions of the Ministry of Public Health</p> <p>Providing first aid sections for the entire school day</p>

		<p>Facilitating the procurement of accident insurance for emergency cases</p> <p>Safekeeping the good nutrition of our students facilitating a healthy and nutritious catering service</p> <p>Providing a diverse range of sports and other recreational activities during and after the school day</p>
Respecting and taking care of the environment	Managing programs of environment preservation via the committees in charge	<p>Providing support to citizen participation programs organized by the Ministry of Education: Reforestation and ornamentation</p> <p>Procuring gardening and fumigation services to provide maintenance to the green spaces</p> <p>Building access routes to prevent the damage of the green spaces</p> <p>Providing direct support to RRR (reduce, reuse, and recycle) programs placing recycling containers, saving energy, and using vacuum flasks to prevent the use of petroleum-based plastic bottles</p>
Respecting and taking responsible care of the material resources and assets of the educational institution	Implementing measures and regulations to protect material resources and the assets of the institution	<p>Installing surveillance cameras in strategic places of the institution</p> <p>Enforcing the compliance of regulations implemented by the security department</p> <p>Continuous oversight of the activities of the Maintenance Personnel.</p>

		<p>Providing support to the technological department regarding safety and maintenance measures</p> <p>Procuring services of professionals in charge for the maintenance of the infrastructure and of the ornamentation of the institution</p>
Respect among all the stakeholders of the educational community	Regulating, bolstering, and supervising respect among all stakeholders of the Educational Community.	<p>Updating, on a regular basis, the Institutional Code of Conduct with the participation of all its stakeholders</p> <p>Following and enforcing the regulations of Code of Conduct</p> <p>Following and enforcing the Human Resources Management Internal Bylaws approved by the Ministry of Labor</p>
Freedom with responsibility and democratic engagement	Respecting the Educational Legal Framework: The Constitution of the Republic, the Intercultural Education Organic Law, and its General Regulations	Complying with the current educational regulations
Respecting diversity	Practicing all regulations regarding equality, equity, environment of peace and integration of the Ministry of Education and of the Institutional Code of Conduct.	<p>Providing support to activities that seek the integration of all members of the community providing materials, physical spaces, hiring professionals, etc.</p> <p>Working with parent networks and providing support to integration initiatives</p> <p>Monitoring the compliance of antiharassment policies.</p>

REGULATORY PROCEDURES

Colegio Menor is a community which values **respect, responsibility, and honesty**. We believe that all members of the community must contribute productively and must help create the conditions for a positive learning environment. We are aware that errors are unavoidable. Consequently, we think that responsible people provide opportunities to reflect and learn from their mistakes.

The school is committed to providing the necessary resources to help students obtain a better comprehension of their behaviors and their impact in the community, as well as the use of restorative justice as an intervention methodology for cases which may require it.

We expect the members of the Colegio Menor community, adults, and students, to defend the founding principles of the school: kindness, beauty, and truth, and to comply with the Code of Conduct, inside and outside the school community.

We, the members of the Colegio Menor community, commit to the following:

- ✓ Promoting a positive school environment based on trust.
- ✓ Respecting ourselves, other persons, and the environment.
- ✓ Assuming responsibility for our learning process, and for everything that we say or do.
- ✓ Always interacting fairly and with solidarity.
- ✓ Demonstrating tolerance and generosity towards other people.
- ✓ Improving the school community via the development of honest citizens.

a. Behavior

As per **Article 330** of the General Regulations of the Intercultural Education Organic Law, and as per the institutional Code of Conduct, the following are considered minor, serious, and very serious offenses:

1. Disturbing the peace, the harmonic coexistence, and not respecting the Codes of Conduct of Educational Centers may be considered a minor, serious or very serious offense, as per the following explanation:

Minor offense:

- Using a cell phone or any other object which does not pertain to the educational activity which may serve as a distraction during class hours or during educational activities.
- Eating during class hours or during educational activities unless this is done as a part of teaching/learning activities.
- Leaving or not been present during any educational activity without the due authorization or excuse.
- Selling or requesting financial contributions, excepting for charity activities, explicitly authorized by the authorities of the institution. The authorization must be issued by the pertinent authority, in writing, and with at least, 24 hours in advance.
- Behaving inappropriately in any school activity, during classes, assemblies, academic trips, etc.
- Incurring in 5 unjustified tardy arrivals for a class during a partial term.
- Not participating in electoral processes of the institution. Not having a due excuse if the student did not vote in said elections.
- Not telling the truth about his/her personal responsibility or about the responsibility of other persons if the Code of Conduct was infringed.
- Not respecting the national and institutional symbols. This includes, but is not limited to, behaving inadequately during the national anthems during the assemblies.
- Not following an explicit order, as per the Code of Conduct, issued by an adult member of the educational community.
- Not attending classes two (2) consecutive days without any justification. The DECE [*Student Counseling Department*] will do the necessary follow-up to figure out the reason and the causes, and if necessary, it will activate the corresponding protocols.

Serious offense:

- Actively or passively participating in discriminatory actions against members of the educational community.
- Actively or passively participating in actions which infringe on the rights to personal privacy of any of the members of the educational community.
- Consuming or being in the possession of alcohol, tobacco, electronic cigarettes or illegal narcotic or psychotropic substances in the educational institution.
- Leaving the educational institution without due authorization.
- Actively or passively causing risky or conflictive situations inside or outside the institution to members of the community. This includes, but is not limited to, organizing, or participating in fights, promoting aggressive behavior between members of the community, causing panic via rumors or lies, purposely obtaining personal information, blocking emergency steps, etc.
- Engaging, inside the educational institution, in proselytizing actions related to political movements or parties at a public local or national level.

Very serious offense:

- Selling or promoting, inside the educational institution, alcohol, tobacco, electronic cigarettes or illegal narcotic or psychotropic substances; and,
 - Bearing arms or unauthorized materials which may infringe upon the physical well-being of members of the community.
2. Engaging in violent actions, physically or verbally, against any member of the educational community, authorities, citizens, and social groups is an offense which may be serious or very serious, as per the following explanation:

Serious offense:

- Actively or passively engaging in actions which infringe upon the dignity of members of the educational community;
- Actively or passively engaging in bullying activities, in other words, any psychological, verbal, physical mistreatment against classmates or other members of the educational community on a repetitive basis. This includes, but it is not limited to, threats, harassment, or intimidation, verbally, physically, or visually, against classmates or against other members of the educational community.
- Actively or passively participating in theft. Being found with assets which belong to other people without the explicit authorization of the owner.
- Having, using, or promoting the use of pornographic or visually offensive materials during the school hours or during any school activity.
- Actively or passively engaging in actions against individuality and/or gender preference of members of the educational community or covering up for the responsible parties.

Very serious offense:

- Undermining the dignity of a member of the educational community via defamatory posts;
 - Actively or passively engaging in actions that infringe sexual harm to members of the educational community or covering up for the responsible parties.
3. Damaging or destroying, voluntarily or due to negligence, the facilities of the institution and public and private assets is an offense which may be minor, serious, or very serious, as per the following explanation:

Minor offense:

- Misusing the physical facilities, equipment, materials, assets, or services of the educational institutions. This includes, but is not limited to, keeping the locker without a lock, messy or in bad shape.

- Not contributing positively regarding the good care, maintenance, and cleanliness of the school campus.

Serious offense:

- Causing damages to the physical infrastructure and equipment of the educational institution.
- Causing damages to public or private property.

Very serious offense:

- Causing serious damages to the physical infrastructure and equipment of the educational institution; and,
 - Causing damages to public or private property of any member of the community.
4. Impeding or interfering with the normal course of academic and cultural activities of the institution is an offense which may be minor or very serious, as per the following explanation:

Minor offense

- Interfering in class, interrupting, or not following the directions of a teacher or adult person in charge of the activity. This offense may become minor or very serious if it is done repetitively.

Very serious offense:

- Negatively interfering in electoral processes of the educational establishment.
 - Participating in activities that tend to promote the interruption of the educational service.
5. Committing academic fraud or dishonesty is an offense which may be minor, serious, or very serious, as per the following explanation:

Minor offense:

- Committing a Type I academic dishonesty action:
- Using in an academic work exact or paraphrased phrases written by another person, without explicitly recognizing the source.
- Including in an academic work ideas, opinions, theories, data, statistics, graphs, drawings, or other information without explicitly recognizing the source, even if they were paraphrased or modified;
- Submitting the same academic work, even with modifications in two or more different occasions, without having obtained the explicit authorization to do so.

Serious offense:

Engaging in a Type II academic dishonesty action:

- Submitting as his/her own, and academic work totally or partially made by another person, with or without said person's consent.
- Doing an academic work or part of it and submitting it to another person so that said person can submit it as his/her own.
- Copying the academic work or exam of another person by any means, with or without his/her consent, or allowing that someone copies from his/her own academic work or exam.

- Using or having in his/her possession notes or other consulting materials during an exam unless the teacher explicitly allowed it.
- Intentionally logging into the accounts of other people or hacking.
- Including the name of a person in a team project, even though said person did not participate in the project;
- Interfering in the work of other people via theft, hoarding, deletion, sabotage, theft, or by hiding academic work, materials or supplies which are necessary to prepare or to submit said academic project.

Very serious offense:

Committing a Type III academic dishonesty action:

- Including in academic projects invented, falsified, or modified quotes, results or data from interviews, surveys, experiments, or research.
- Intentionally obtaining copies of exams or their answers.
- Modifying his/her grades or the grades of another person.
- Forging or modifying signatures, documents, data, or academic files of said person or of someone else; and,
- Impersonating another person or allowing another person to impersonate him/her to take an exam.

Students who engage in academic dishonesty actions will be subjected to the disciplinary actions established in the Code of Conduct and they will also receive a zero grade in the homework or exam in question as per Article 226 of the General Regulations of the LOEI [*Intercultural Education Organic Law*].

6. Not following the principles and provisions included in this law and in the Ecuadorian legal system is considered a very serious offense.

b. Disciplinary Educational Actions

As per **Article 331** of the General Regulations of the Intercultural Education Organic Law, the serious and minor offenses **must be known and resolved by the educational institution**

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via the mechanism included in the Code of Conduct, granting to the student and to his/her legal representative the right to a defense.

The disciplinary process of **very serious offenses** must be substantiated within the educational institution, and the disciplinary educational actions must be applied by the conflict resolution district board, which must issue a resolution in a time which may not exceed fifteen (15) days since the date on which the file was received. Not complying with this term may constitute an administrative summary cause for the members of the Conflict Resolution District Board.

The educational disciplinary actions will be based, in first instance, on restorative practices respecting the dignity of each person, their right to freedom of speech, trying to reestablish the rights of the minor, raising awareness of the caused damage, guaranteeing the rights to truth and the complete comprehensive reparation of the victim, the reciprocal acknowledgment of the parties and the incorporation of the victims to society. Said process addresses conflicts from a collaborative, social, affective, pedagogic and rights approach directed by the principles of comprehensive protection and based on the main interest of the child and/or teenager.

We use methods and systems to achieve the restoration for the committed offense.

The following disciplinary educational actions will be applied as per the committed offense:

For minor offenses. The disciplinary educational action will be a verbal reprimand, with a warning regarding the consequences that the student would face if he/she commits said offenses again. The reprimand will be registered in the academic file of the student and in his/her learning report, and his legal representatives will be informed. Also, as non-disciplinary educational actions, the student will sign, jointly with his/her legal representatives, a commitment letter whereby they state that they understand the norms, and that they make the commitment that the student will not infringe on them. Finally, he/she shall comply with the educational work activities in the educational institution related to the committed offense and to repair the incurred damage if the committed offense caused damage to other people or to material assets.

For serious offenses. In addition to the actions established in the previous section for this kind of offenses, the top authority of the educational institution shall apply, as per the seriousness of the offense, a temporary suspension from attending the educational institution, for a maximum of fifteen (15) days, during which the student shall comply with the educational activities directed by the educational institution and with monitoring by the legal representatives. The decision will be notified to the representatives, in writing, within the first 3 working days. Any appeal shall be made within the first 3 days since the date on which this communication was sent.

For very serious offenses. For very serious offenses, in addition to the actions established in the previous sections, the top authority of the establishment (principal) must substantiate the disciplinary process and forward the file to the Conflict Resolution District Board so that any of the following actions is applied, as per the seriousness of said action:

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- ✓ Temporary suspension of the attendance to the educational institution for a maximum of thirty (30) days, with directed educational actions. This measure implies the direct participation of the legal representatives in monitoring the performance of the suspended the student; or,
- ✓ Definitive dismissal from the educational institution, which implies that the student shall be relocated in another establishment. The relocation to other educational institution does not imply failing the school year.
- ✓ In cases of very serious academic dishonesty offenses, the definitive dismissal from the educational institution will apply directly.

Any disciplinary educational action due to minor and serious offenses may be appealed by the legal representatives of the student as per agreement 434 – 12 before the Conflict Resolution District

Board within the first three (3) days, since the date on which the notification was sent by the top authority of the institution. The board resolution will end the administrative proceeding.

Any disciplinary educational action for very serious offenses may be appealed by the legal representatives of the student before the top authority of the zone in question, within the first three (3) days since the date of the notification. The resolution of the top authority of the Zone will put an end to the administrative proceeding.

The previously described policies will apply for all members of the community because they were established by the Education Law.

The evaluation of the behavior of the students fulfills a motivational educational objective and it is the responsibility of the teacher of the classroom or of the advisor. It must be done literally and descriptively, based on the indicators which refer to ethical values and social conduct, such as the following: respect and consideration of other members of the educational community, appreciation of diversity, compliance of all the conduct norms, preservation of the assets of the institution, respect of third-party properties, punctuality, attendance, cleanliness, among other aspects included in the Code of Conduct of the educational institution.

The behavioral evaluation of the students must be qualitative, it must not affect the advancement of the students, and it shall adhere to the following scale:

A = very satisfactory	He/she leads the compliance of the commitments established for a healthy social coexistence.
B = satisfactory	He/she complies with the commitments established for a healthy social coexistence.

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C = somewhat satisfactory	He/she occasionally fails on the compliance of the commitments established for a healthy social coexistence.
D = there is room for improvement	He/she repetitively fails on the compliance of the commitments established for a healthy social coexistence.
E = unsatisfactory	He/she does not comply with the commitments established for a healthy social coexistence.

c. Attendance and punctuality

- **Attendance**

As per the General Regulations of the Intercultural Education Organic Law, the attendance to educational activities is mandatory and must be complied with during the school days and schedules established by the educational institution. The representatives of the student must guarantee the attendance of the represented student to classes, and likewise, the students have the responsibility of staying in the educational establishment during the entire school day.

The students of Colegio Menor shall:

- ✓ Attend and be punctual for every assigned class and activity.
- ✓ Be prepared for every class.
- ✓ Avoid being in restricted zones.
- ✓ Leaving the school only with an authorization.
- ✓ Leaving the campus once the school day is over, excepting if they participate in extracurricular activities.
- ✓ Justifying absences within the first 48 working hours since their reentry. This justifications must be notified in writing to the section secretary.

Excused Absences:

Medical absences:

If a student is sick, this must be immediately notified to the school, and the student must stay at home until he/she recovers to avoid the deterioration of his/her health and a potential spread.

Absences due to athletic, cultural, or academic activities

Parents must notify with an anticipation of 15 days, submitting an invitation from the government official organization, sponsor (not clubs) which indicates that the student participates

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in an official competition. Only this type of document (submitted BEFORE the absence) may excuse this type of absences, and it should specify that the student will represent the city, province, or country.

Absences due to an activity organized by the school will always be automatically excused by the institution.

Any lack of absence by the students which exceeds two days must be notified immediately to his/her parents or legal representatives, who must justify it within the first two (2) days after the return of the student to school, with the corresponding documents, before the top authority or before the assistant principal of the educational institution. Said excuse will be applied in the following cases:

- Household calamity, which could be the decease, serious accident, or illness of the parents of the student or of the student, or accidents which seriously affect the property or the assets of the parents and/or legal representatives of the student.

- Receiving scholarships, special authorizations, sponsorships, and support for his/her national or international performances, for people with important and relevant merits, accomplishments and contributions which are academic, intellectual, athletic, and civic in nature;
- A catastrophic illness or serious accident of the student.

The lack of attendance of up to 7 consecutive days will be excused with the corresponding documents by the assistant principal.

The lack of attendance of up to 15 consecutive days will be excused with the corresponding documents by the section director.

If the lack of attendance occurs for 16 days or more, the legal representatives of the student must justify it before district D09 (Tumbaco – Tababela).

The teacher must send homework plans, with the necessary adaptations as per the situation faced by the student, favoring his/her right to receive education.

Unjustified absences

For students of 6th grade (7th of EGB [Elementary school, middle school, and the 1st year of high school]) and older, if their unjustified absences exceeded 10 % of the school year, they would fail the subjects as per the current education law.

The student has the same number of days which were unattended, to do the work which was not executed during the absences. If he/she does not submit said work until that date, the grade would be zero. This includes work in the classroom, homework, exams, projects, etc. The student is responsible for safekeeping the academic performance and the compliance of his/her obligations for the days he was absent without any justification.

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For students of 6th grade (7th of EGB [Elementary school, middle school, and the 1st year of high school]) and older no five-month or final exams will be taken early under any circumstance, excepting for students who are in a position of vulnerability with due justification. Students who do not take the exams on regular dates due to duly justified absences, will have to take them on later dates which will be indicated by the directorate of the section.

After the second unjustified absence, a representative of the DECE [*Student Counseling Department*] will do the pertinent follow-up.

If his/her unjustified absence exceeds 5 % of the regular attendance to school, the legal representatives will be notified, and he/she will sign a commitment letter as a preventive measure before reaching 10 % for unjustified absences.

- *Punctuality*

The students have the responsibility of punctually attending the school, for which we have the collaboration of their legal representatives. Colegio Menor highlights the importance of punctuality in life, as a positive habit. Consequently, tardy arrivals to school will only be excused in exceptional circumstances.

Students of all sections must arrive to the facilities starting at 7:45 a.m. to begin classes, punctually, and ready to work at 8:00 a.m.

Students may justify tardy arrivals, for arriving after 8:00 a.m. to school, only via a written or electronic letter by their legal representatives.

The justifications for tardy arrivals may only be received on the same day of the tardy arrival.

Tardy arrivals policy for students of 6th grade (7th of EGB [Elementary school, middle school, and the 1st year of high school]) and older:

- In the high school section, the students may have tardy arrivals for not being in class at 8:00 a.m., but they can also get them for not being punctual on each class. The students have 5 minutes to go from one classroom to the next.
- Any student who arrives late to a classroom shall fill a late arrival note and he/she will submit it to the teacher. The late arrival notes are available at the doors of each classroom.
- If the late arrival is not justified, the student will lose a point in the subject in which he/she was late, for the punctuality grade.
- If the student accrues 5 unjustified tardy arrivals in one class, during a five-month period, it will be considered a minor offense.
- If the student is late from one class to the other, he/she will only be able to justify the tardy arrival with a note from a teacher or authorized personnel of the school.

Tardiness policy in basic primary and primary:

- When students arrive late starting at 8:00 a.m., they may not interrupt the class, and they will have to go to the office of the section to ask for an authorization to enter the classroom.
- The administrative assistant of the section will register this as a tardy arrival once he/she submits the authorization to the student, otherwise, it will be registered as an absence in the system.

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- If the student accrues 5 unexcused tardy arrivals in a five-month period, it will be considered a minor offense.
- If the student accrues over 5 unexcused tardy arrivals, the case will be monitored with a DECE [*Student Counseling Department*] representative, and if necessary, with the director of the corresponding section.

Early Departures

Every early departure request must have a written or electronic authorization by the legal representatives. This note must be received until 10:00 a.m. at the latest for the students who leave at 12:15 p.m., and by 12:00 p.m., at the latest, for the students who leave at 2:45 p.m.

Academic trips

During academic trips, students who represent Colegio Menor in the community, and anywhere in Ecuador and in the world, will have the responsibility of complying with all the rules of the school.

The requisites to be eligible to participate in academic trips are:

- Having complied with a behavior based on the respect to all values promoted by the school during that school year.

- The legal representative must be up to date regarding all the financial liabilities with the school.

If those requisites are not met, the student might sign, jointly with his/her legal representatives, a commitment letter stating that they understand the norms and regulations of the academic trip and his/her commitment to comply with them.

If an academic trip is optional, the students who do not participate on that activity, must attend the school during normal hours.

The school reserves the right to deny the participation of any student in a trip due to safety and/or security reasons.

d. Evaluation policies

The student evaluation in Colegio Menor is considered a continuous observation, evaluation and registration process of the information which demonstrates the accomplishment of the learning objectives of the students, via feedback systems which are tailored to improve the teaching methodology and learning results. The evaluation will be executed during the teaching and learning process, to reinforce and introduce precise in adequate adaptations, as per the actual needs of each student.

Evaluation types

Diagnostic: It will be applied at the beginning of the academic period (grade, subject, five-month period, or work unit) to determine the previous conditions with which the student enters the learning process. This evaluation will not be considered for the final grade.

Formative. It will be executed during the learning process to allow the teacher making adjustments regarding the teaching methodology and, to keep the stakeholders of the educational process up to date regarding the accomplished partial results and the progress of the complete development of the student.

Summative: It will be executed to assign an overall evaluation that reflects the learning accomplished rate achieved during a grade, class, five-month period, or work units.

From 1st until 12th grade, the school year will be divided into five-month periods, and each five-month period will be divided in three partial periods and a five-month period exam. The grade of each partial term will be the average of the subject items (refer to the grading system of each section). The average of the three partial periods will amount to 80 % of the five-month period grade. The five-month period exam will be the learning evaluation of the entire five-month period, and it will amount to 20 % of the five-month period grade.

For Early Education and the Kindergarten sublevel, the evaluation will be made qualitatively, to verify and to favor the complete development of the students. The teachers will observe and evaluate, continuously, the progress of the skills recommended in the curriculum for each formative stage of the child and, they will fill out five-month evaluation reports to assess the development of the determined skills and to include suggestions and recommendations to bolster the overall progress and the well-being of the child, which must be reported every 5 months to the legal representatives.

Agreements for homework submission

Each section will establish a schedule of duties, which will support an organized submission of works and evaluations to the students, which will allow an effective scheduling of their time (refer to the grading systems of each section).

Early and delayed exams and evaluations

The evaluation procedures will be outlined with the student evaluation application handbook, which is used by the Ministry of Education, using tools outlined with the Ecuadorian legislation regarding this subject.

Evaluation and advancement for students with special educational needs

Colegio Menor takes into account the educational needs of its students, implementing pedagogic measures to compensate for any difficulties which may arise when accessing the academic plan in question on a temporary or permanent basis. The procedures are outlined with the student evaluation application handbook from the Ministry of Education, using tools aligned with the Ecuadorian legislation regarding this subject.

e. Academic Reinforcement

Colegio Menor has an academic reinforcement program for students from 1st grade until 12th grade. It is a set of strategies that supplement, consolidate, or enrich normal education activities and, they are executed via the

implementation of several actions to support diversity designed by the teacher and targeted to students that have, at any time, or during the entire school year, poor learning processes or specific educational needs which require a more personalized treatment to bolster the accomplishment of the contents of each year.

The academic reinforcement procedures are aligned with the student evaluation application handbook of the Ministry of Education, using tools aligned with the Ecuadorian legislation for this area (refer to the academic reinforcement document of each section).

e. Use of Technology Policy

Technology has become a necessary learning classroom tool, so it is important, as a community, guaranteeing an environment of responsibility, safety, and respect while using technological devices. Consequently, Colegio Menor has the Acceptable Use of Technology Policy for any reference on this matter.

f. Bully Prevention and Intervention Policy

Colegio Menor is committed to procuring and promoting a safe, positive, and respectful environment for every person of the school community (students, personnel, parents, and guardians).

Our main objective is ensuring the protection of children and preventing harassment and abusive conduct suffered by any member of the Colegio Menor community.

Objectives of the policy:

- This policy was created to ensure that all members of Colegio Menor are protected from harassment or abusive behavior.
- This policy describes the actions that Colegio Menor will take to prevent and address all types of intimidation.
- The policy was implemented with the participation of the entire school community.
- Colegio Menor is committed to developing and maintaining an anti-bullying culture whereby bullying by adults, children, or youngsters is not tolerated in any way.
- Reducing the number of students who suffer school harassment via a higher level of awareness regarding this behavior, its causes, and its consequences.
- Helping our community determine and practice a set of solutions for the bullying problem.

- Ensuring that the individual cases of school harassment are addressed consistently, constructively, and fairly.
- Clarifying and following the procedures to assure that the members of the community know what they can expect from the school regarding intimidating behavior.

For more information refer to the Bully Prevention and Intervention Policy.

g. Dress code policy

Colegio Menor does not have a school uniform, but it has the following dress code for the students:

The clothes must be appropriate for an academic environment.

The clothes must not have any offensive text for graphics that may infringe upon the values of the other members of our community. This rule includes, but is not limited to illegal substances propaganda, political propaganda, indecent items, offensive language, weapons, items that offend the individuality of other members of the community.

The pants must not be torn.

Blouses or skirts that are too short are not acceptable.

The clothing, accessories and makeup must not interfere with the learning of the student or of his/her classmates. Distracting elements must be avoided.

For presentations, concerts or events of the school, the students must dress as follows:

Female students: White blouse, black pants or skirt, black shoes, and black socks.

Male students: White shirt or white sweater with a high neck, black pants (no jeans), black shoes and black socks.

For the physical education class, students must use sportswear, which shall be adequate for the activity.

h. Honorary awards

We acknowledge the efforts of our students when they finish each educational level.

Early Education and Kindergarten

Upon the conclusion of Early Education and Kindergarten, the school motivates the children via positive comments and observations. Hence, compliance to the **Articles 188 and 192** of the General Regulations is ensured. The first article states that the evaluation will be purely qualitative, and the second article, states that the student will automatically pass to the following grade.

Keeping these two regulations in mind, the teachers are aware of the importance of the comments that must be submitted to the parents and/or legal representatives, because that is a stimulus per se.

No diplomas nor awards are provided for these levels. No special ceremonies are organized either, but importance is given to the final evaluation which is provided in private meetings with the parents of its child.

Elementary School, Middle School, and School

Among the general awards which are granted in these sections we have:

Awards granted at the end of the school year, by grade (from 5th EGB [Elementary school, middle school, and the 1st year of high school]):

- ✓ The “**Kindness, Beauty, and Truth**” award: The top award which represents the founding principles of the school.
- ✓ The “**Search for excellence**” award: It demonstrates the spirit of compromise to achieve excellence.
- ✓ **Honor Roll** for all the students with averages between 92 – 94 and a Featured Honor Roll for all students with averages between 95 – 100.

Just like Colegio Menor San Francisco de Quito, during the graduation ceremony of the school graduates, the students are honored taking into account their grades for the last four years of school. The honors, which are in Latin, are the following:

CUM LAUDE	90 – 92.99
MAGNA CUM LAUDE	93 – 94.99
SUMMA CUM LAUDE	95 – 100

i. Valedictorian selection process oversight

As per **Article 179** of the Intercultural Education Organic Law for the selection and determination of the valedictorians, the Executive Board of Colegio Menor appointed the valedictorians selection process oversight committee. This group of professionals which have a secretary, is in charge of safekeeping the faithful compliance with the law regarding requisites, terms, distinctions, appeals and announcement dates.

The students who have the following requisites will be the recipients of any of the honors which include valedictorians, salutatorians, historians, and other members of the Honor Roll:

- Being legally registered in twelfth grade in Colegio Menor and attending classes regularly.
- Having submitted to the General Registrar’s Office of the school, the legalized passing or advancement certificates from first grade until eleventh grade (2nd year of Educación General Básica – 2nd year of Bachillerato); only for students who studied those grades in other institutions.
- For local and foreign students who studied abroad, they must have the studies acknowledgment resolution issued by the education District Directorate, accompanied by the entire student record, which allows the procurement of the grades as per Article 194 of the regulations of the LOEI [*Intercultural Education Organic Law*].

TIES:

If there is a tie in the final averages for the selection of the Victorians, including for the 10th place to enter into the honor roll, MERIT based scores obtained by the students during their school life will be taken into account, as per the “Handbook to Designate Valedictorians, Salutatorians, Historians, and the Other Members of the Honor Roll of Educational Institutions of the National Education System”, which was updated on 2019.

The merit of the students with tied final averages will be calculated based on a 0.70 points score, as follows, provided that said merit can be demonstrated with diplomas and documents which support said activities.

Scientific Activities – 0.70 points

Cultural Activities – 0.70 points

Artistic Activities – 0.7 points

Sporting Activities – 0.70 points

Social Responsibility Activities – 0.70 points

As per the merit level, points will be added such as:

Institutional merit – 0.05

City merit – 0.10

Province merit – 0.15

Country merit – 0.20

This merits will be entered to the system of the Ministry of Education in the valedictorians module, and the tie will be broken as per the automatic calculation of the scores.

j. Tuition and Registration

The tuition, registration and other fees for supplementary services offered by the school will be approved by the Board. The supplementary services are those offered by the institution on an optional basis, and which are allowed by the legal regulations.

The fees will be set annually, and they will not have any readjustments during the school year.

If a student withdraws during the school year, the fees of tuitions, educational services, transportation, and insurance will be reimbursed proportionally as per the unattended months. The registration fee will not be reimbursed.

All rendered services must be invoiced, as per the legal regulations.

The prices of the rendered services of the school has an incremental structure. The prices are lower for the first education years and they are increased gradually until the last grade (review the current costs table).

The fees of the services will be posted on a yearly basis, via the webpage of the community of the school.

Discounts

The school may grant discounts and/or scholarships up to 5 % of the total income, as per the current regulations, and this will only apply for the tuition fee.

Siblings discount

All students who have siblings in the school, will have a discount of up to 5 % of the annual tuition fee starting with the second sibling, with no limit in the number of siblings. If a student leaves during the school year, the discount will be proportionally suspended.

Advanced Payments Discount

The advanced payments discount table will be published on a yearly basis with the pricelist.

Payments and Schedules

The registration will be collected via a lump sum payment, during the month prior to the start of the school year.

The tuition fees and the supplementary services will be collected over ten months, in other words, during the school year.

The payments for all the rendered services are made in advance, and they must be paid during the first ten days of each month, or before receiving the services, via the channels established by the institution.

The collection of the fees of the school via teachers, students, or student organizations is not permitted, so the school is not liable for any money submitted that way.

Lack of payment

If the established payment schedule is not followed for any service, the school will do the following:

- When the payment is 30 days overdue, the parent will be notified in writing.
- When the payment is 60 days overdue, the parent will be summoned to a meeting and he/she will be asked to propose a payment plan.
- When the payment is 90 days overdue, the school will suspend the supplementary services and will forward the overdue bills to the legal department, for follow-up purposes. Additionally, it will notify the corresponding district.
- When the payment is 180 days overdue, the school reserves the right to DENY registration for the following school year, for which it will have to follow the proceeding established by the Ministry of Education.
- Any professional fee or any other collection cost will be charged to the parent. Additionally, the school will charge late payment interest as per the current interest rate of the Central Bank.

Only students who are up to date regarding the payment of their liabilities, will be able to participate in activities organized by the school out of the city.

Scholarships and academic aid

The objective of this program is providing financial support to students with excellent academic and disciplinary levels who have families who are eligible for this program. Academic excellence is understood as grades which are not lower than B or a good performance for the basic primary and primary sections.

This benefit is a discount of the tuition fee. It will be approved after an analysis of the individual file of the student, but it will not exceed 50 % of the tuition fee.

The requisites to gain access to this benefit are:

- (i) The student must have excellent academic and disciplinary levels during his/her school life in the school.
- (ii) The parent must show that he/she needs financial support on a temporary basis (refer to the appendix).

The student must have, at least, 2 years in the school.

The financial aid will be in effect for a year, with the possibility of an additional renewal. The discount will be approved by the financial aid committee.

School supplies

It is the policy of Colegio Menor providing school supplies to all its students up to the sixth grade (7th EGB [Elementary school, middle school, and the 1st year of high school]). It is worth mentioning that if the students

require materials to work at home, their legal representatives will be responsible for providing them. The backpacks and lunchboxes will also be provided by the parents.

The students of 7th grade (8th EGB) and higher, will receive from the school, as a loan, the necessary books for each class. The students have the responsibility of taking care and of returning these books at the end of the school year. The school also provides musical instruments to students who take music classes (starting in 4th grade, 5th EGB). These instruments, like the books, are provided solely as loans, and they must be taken care of and returned in optimal conditions at the end of the school year. If the students lose or damage the borrowed book or instrument, they will have to pay for its cost, jointly with any operational and shipment costs.

The school will also provide computers, tablets, and laboratory supplies, when the class requests it during school hours under the supervision of the teachers. The students have the responsibility of taking care of this equipment and to pay for it if it is damaged due to negligence.

The students of 9th grade (10th EGB) and higher, who need to bring a computer to the school, must get said technological material from their parents. It is the responsibility of the student to take care of his/her equipment. The school provides lockers for a secure storage. The school is not liable for the loss of said equipment.

Extracurricular Activities

The school has an extracurricular activities program for the students. Said activities will be executed after regular school hours, to establish healthy habits and athletic training to promote the development of talent and skills for the complete growth of the students.

For more information, you may refer to extracurricular activities policy.

Any fortuitous situations or events not mentioned in these bylaws will be analyzed by the authorities of the school.

The school will not intervene, nor will it be liable, under any circumstance, for trips or transportation organized directly and privately by the parents.

Vocational Counsel

The school provides vocational counseling services for students of 9th grade (10th EGB) and higher. The objective of this department is guiding the students so they can continue their educational and working process

after their graduation. This department will provide vocational tests, customized guidance, and advice in the search and application to local and foreign universities, information, and support for standardized and admission exams.

This is a support service for the students which does not guarantee that the students will be admitted in the university of their choice.

Media Center

Colegio Menor has a media center equipped with resources, books, materials, and technology focused on investigation and examination of the subjects and units covered in each class. The Media Center is a place of

reading, consultation, and study. The students may enter this place during class with their teachers and during recess with the previous authorization of the Center director.

Media Center rules:

- A. Talking with a low voice.
- B. Sitting in the place assigned by the teacher or center director.
- C. Following the directions for the use of the resources.
- D. Not eating or drinking.
- E. Returning the loaned books in good shape. If any student returns a book in bad shape, or if he/she loses it, an email will be sent to the representatives of the student and its cost will be charged to the account statement in the Colegio Menor payments portal for its due payment.
- F. Using technological devices with care.
- G. Using the internet to make inquiries and research. The students may not enter webpages which have not been authorized and they may not download files or change the configuration of this equipment without an authorization from a teacher.

MakerSpace workshop

This place is used to incentive creativity, creation, and innovation. It is a meeting place where students have available several tools (printer, 3-D scanner, model building supplies, electronic components, digital devices which have stopped working, robotic kits, etc.) where multiple disciplines may be worked on, bolstering, in this way, scientific vocations (STEAM areas) and creativity starting at early ages.

MakerSpace Center rules:

- A. The students may enter this place always with the teacher.
- B. Following the directions provided by the teacher.
- C. Reading the directions for each tool.
- D. Taking care of the supplies and avoiding waste.
- E. Using only the supplies assigned to the activity.
- F. Helping clean the working place once the activity has concluded.

Laboratories and science supplies

For the execution of the academic activities in the technical – scientific areas, the school has fully equipped laboratories which are used by the students during class. The following points are noted regarding this matter:

- Students may use the laboratory solely under the supervision of an authorized adult and strictly following his/her instructions.
- Every student, while using the laboratory, must use a lab coat and safety items which will be required for the activity in question (gloves, safety goggles, tweezers, etc.).
- After using the lab, the students shall clean and organize everything they used.
- In the case of an emergency, the students shall follow the procedures stated by the teacher in charge.

- If any student damages any equipment or tool due to negligence, he/she would have to pay for them.

Cafeteria services

The cafeteria service is an optional service for the students.

Any consumed items in the cafeteria must be paid in advance. To make a credit in the account of a student, that the payment button of the provider must be used. Any balance in the account may be reimbursed if requested by a parent.

The cafeteria of Colegio Menor complies with the norms established by the Ministry of Health and the Ministry of Education regarding the sale of food. Consequently, it does not have available any sodas, chocolates, candy, chips, etc.

To gain access to this service the students have to abide by the following rules:

1. Respecting the schedules established for the service for each section.
2. Respecting the lines of the cafeteria.
3. Using the tableware solely inside of the cafeteria, and at the end of the meal, leaving it in the assigned carts.
4. The students must keep the site clean.
5. The school promotes healthy eating habits asking the students to bring from home only healthy food.
6. The students must always respect the cafeteria personnel.

The preschool students will get a snack in the middle of the morning directly in their classrooms. Primary students up to 5th grade (6th EGB [Elementary school, middle school, and the 1st year of high school]) will have a daily menu and the snack bar service.

Transportation service

The transportation service is supplementary and optional for the student. The service is offered from door to door, in the way to, and back from, school.

The routes are designed at the beginning of the school year, always keeping in mind the safety of the users.

All the transportation units have a supervisor, who will be in charge of the safety and discipline of the students within the unit, during the route. Additionally, the routes will be monitored by a satellite tracking system which will allow the parents to do a recognition of the routes and to communicate with the transportation department.

To use this service, the student must previously register and pay for the service via our webpage. To adequately plan the route, the service will be provided 15 days after the registration and as per the availability of units.

The monthly cost of the service includes also academic, athletic, cultural, or other types of trips, inside of the city.

The trips outside of the city will have an additional cost for the parents.

Norms of conduct for the students during the transportation:

The assistant is in charge of communicating any incident during the routes to the administrative coordinator of the school via an incident/update report formulary, which will be processed by the authorities of each section and reported to the parents, if the case applies.

We consider the school transportation service as an extension of the school, which includes the same conduct expectations, so any reported incident will be processed as if it happened in the institution, with consequences as per the offense type (minor, serious, and very serious) and as described in the Code of Conduct.

Nursing Service

The school has two nursing stations fully equipped to address any emergencies which may require first aid. The nursing service will always be available during the hours on which the students are in campus. The following provisions must be followed:

- The nursing station may not provide medications which require a medical prescription.
- It is the responsibility of the parents informing the school regarding any medical or allergic condition or ailment of their children.
- If a student does not feel well during a class, he/she must inform the teacher and request a permission slip so he/she can go to the nursing station.
- If a student is not able to go on his/her own to the nursing station, the teacher may request that personnel from the nursing service picks up the student from the classroom or the teacher may assign a classmate to go with the sick student.
- If the student does not feel well during recess, he/she may go directly to the nursing station, preferably informing the professor who is in charge during recess.

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- If a student who was in a nursing station feels able to go back to class, he/she must request from the nurse a permission slip which will be submitted to the teacher.
- Every class absence which is a product of being in a nursing station must be justified by the nurse. If so, it will be registered as a medical absence.
- If the nurse deems it pertinent, he/she may request the parents of the student to pick up the student from the school or he/she may refer the case to a nearby clinic or hospital.
- The nurse may suggest a lice revision.

Student Insurance

All students will have personal accidents and student scholarships insurance policies. The specifications and amounts of said policies will be informed and posted each school year in the webpage. The cost of this policies must be paid during the registration period of the students.

The students scholarship is a total coverage of the registration and tuition since the disease or total and permanent disability of one of the parents, until the graduation of the students.

SECURITY POLICIES

The safety and well-being of the students is the most important priority of Colegio Menor. Consequently, the board identified the following risk factors for the students and for the personnel in general:

- 1) Kidnapping
- 2) Robbery/theft
- 3) Sexual abuse/harassment
- 4) Exposure to addictive substances
- 5) Traffic accidents
- 6) Medical emergencies
- 7) Accidents
- 8) Contagious diseases
- 9) Fire/larceny
- 10) Natural disasters

SCHOOL POLICIES

To minimize the impact of the indicated risk factors, the following policies have been established:

- 1) Personnel selection filters
- 2) Permanent adult supervision
- 3) Security within the perimeters of the school
- 4) Control of the entrances and exits of the school
- 5) Control in the parking lot and within the perimeter of the school
- 6) Academic trips

- 7) School transportation service
- 8) Security monitoring and control
- 9) Security in the facilities of the school/dangers (fire/blaze)
- 10) Nurse/physician and first aid assistance
- 11) Substance abuse/exposure and prevention
- 12) Contagious diseases
- 13) Emergency plans (step-by-step with well-illustrated plans)
 - a. Fire
 - b. Earthquake
 - c. Volcanic eruption
 - d. Robbery/violence
 - e. Medical emergencies
 - f. Floods
 - g. Civil disturbances
 - h. Storms
 - i. Traffic accidents
 - j. Kidnapping attempts
 - k. Threats made to the school

- 14) Training to manage emergencies
- 15) Emergency communications
- 16) Quality control
 - l. Drills
 - m. Continuous improvement
 - n. Managing and monitoring registry
 - o. External audits
- 17) SECURITY OF THE STUDENTS AND OF THE FACILITIES OF THE SCHOOL
 - 1) Loss
 - 2) Theft
 - 3) Vandalism

SECURITY WITHIN THE PERIMETER OF THE SCHOOL

The campus has two different areas.

- 1) THE INTERNAL PERIMETER of the school is the area within the walls of the institution, which starts in the entry filters/main security door.
- 2) THE PARKING LOT for parents and for the public in general is not a part of the internal perimeter of the school and it is considered a public area within the school.

Colegio Menor will be responsible for the security and the well-being of the students while they are within the perimeter of the school and while they are in the school bus. The school will also try to maintain the security on the peripheral areas of our facilities and of the parking lot. However, the well-being of the students in these areas is the responsibility of their legal representatives. The authorities of the school expect the students, parents, and other members of the community to follow the rules and they are responsible for their conduct as per the expectations within the institution and in the areas which surround the campus.

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ACCESS CONTROL TO THE FACILITIES WITHIN THE INTERNAL PERIMETER OF THE SCHOOL

- 1) Only authorized individuals may enter the internal perimeter of the school.
 - a. No adult may enter the campus without being duly identified, authorized, and registered.
 - b. To facilitate this process, we have implemented facial recognition devices. Upon arriving to the school, use the lanes indicated for parents or visitors.
 - c. Receive from our personnel an ID card which identifies you as a parent or visitor. You must place this card on your neck at all times or in a place of easy visibility.
- SCHOOL AND HIGH SCHOOL students may enter via any lane after their facial recognition.
- Preschool students do not need any facial recognition, and they may enter with their parents or authorized persons after their facial recognition.

EXIT OF THE STUDENTS

- High school students who have been authorized to exit without an adult, may leave via the facial recognition lanes. Every student who exits during school hours must have an authorization from his/her legal representative. This authorization must be sent in writing to the directorate of the corresponding area.
- All other students must be picked up by an authorized adult from their classrooms.
- The teacher will deliver the student to an authorized person with the exit card.
- All the students who exit the school for academic trips must have the authorization in writing of one of his/her legal representatives.

ACCESS CONTROL TO THE FACILITIES WITHIN THE EXTERNAL PERIMETER AND THE PARKING LOT OF THE SCHOOL

- 1) Given the transit magnitude, there is no access filter nor control for the vehicles within the school during the entry and exit hours of the students. The parents will be responsible for the safety of their children until entering the facilities of the school via the main door.
- 2) The school shall notify the transit and parking lot rules to minimize accident hazards in the campus.
- 3) The school also monitors the use of the parking lot and it reserves the right to deny its use to any person who does not comply with the security norms or the directions of the security guards or of the personnel of the school.

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- 4) The school will designate duly signposted pedestrian walkways and embarking and disembarking safe zones.

The school will not be responsible for any traffic accidents, robberies, vandalism, or any other claims which could happen in the area.

The entry of firearms or of other weapons is not allowed to the school, under any circumstance.

The entry of pets to the school is not allowed.

The use or possession of alcohol, tobacco or other illegal substances in the school is not allowed.

COMMUNICATIONS PLAN

To maintain an effective and permanent contact between all the stakeholders of the educational community, Colegio Menor implemented policies which allow an effective communication between all stakeholders of the community. Next, we list our communication strategies:

INFORMATION	METHOD

Dates, events, norms, emergency situations	<p>Events schedule: The events annual schedule is available in the website of the school www.colegiomenor.edu.ec</p>
	<p>Newsletter with important information: Cultural, social, and academic events schedule; executed activities, contest results, and the participation of students and their teachers, sporting events photographs, etc. Each section posts its new letter periodically.</p>
	<p>Code of Conduct This handbook is available in the institutional webpage. It must be read and reviewed regularly by the students and by their parents and/or legal representatives and by the personnel of the school.</p>
	<p>Institutional email</p>

Academic Information	<p>The communications regarding events, or issues by section or grade, or important information are sent home via email or by publishing them in the weekly newsletter.</p>
	<p>Preparation of documents: News about the process and executed activities. Documents are prepared with the participation of the educational community, with general awareness via electronic communication. The progress and evaluation of this documents is made in the same way.</p>
	<p>Emails of the teachers: Communications regarding a specific student, occasional reminders, coordination of conferences between parents and teachers (a), special events and emergency situations.</p>
	<p>Special newsletters: Emergencies during the school year such as: highly contagious diseases, preventive vaccinations, school suspensions, political turmoil, and, in general, issues which are out of the ordinary. These newsletters will be sent via digital means.</p>

	General information about the class work and homework will be submitted in the open house sessions and in invitations to the parents.
	<p><i>The Implementation of Schoology</i></p> <p>Courses administration system. It allows a flow of information regarding academic issues, homework, supplies, and school activities planning between teachers, students and their parents and/or legal representatives. This information may be accessed with an individual password.</p>
	<p>Power School grade reports:</p> <p>With an individual password, the student and his parents may be continuously informed about grades, disciplinary reports, and the attendance of the student on every one of his/her classes.</p>

Student progress	If there are problems with this platform, the legal representatives may ask for support via the helpdesk helpdesk@colegiomenor.edu.ec .
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Communication rules between the members of the community

Colegio Menor promotes a good and cordial interaction between all members of its community. Consequently, it requests a fair and respectful treatment between students, families, authorities, professors, and personnel of the school. For this, we have the following provisions:

- The students and their parents will address, verbally and in writing, the professors, and the personnel respectfully and cordially at all times.
- Avoiding rumors and comments in chat rooms, in social or school gatherings, which may generate confusions and gossip, and which may affect the good name, integrity, well-being and the progress of the community.
- Following the communication channels and processes regarding any observation, suggestion, or disagreement as per the described sequence.
 - a. Professor of the area or group
 - b. Section director
 - c. General director
- Informing, on a timely fashion, in writing, regarding any limitations that the child may have to comply with his/her responsibilities in the school in aspects such as:
 - a. Health
 - b. Safety

- c. Absences due to family difficulties, etc.
- d. As well as physical limitations, medical or psychological treatments.
- Authorizing, in writing, the exits. No permissions will be given via telephone.

CODE DEVELOPMENT PARTICIPATING COMMITTEES

Committee	Relevant actions for the code development process	Notes
Institutional harmonic coexistence diagnosis	The relevant actions are listed in Appendix 2 of this document.	A complete chart was prepared as per the Methodological Guideline requisites sent by the Ministry of Education for an update of the institutional Code of Conduct.

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Systematizing and Writing the Code	This committee analyzed, systematized, and selected the important aspects and wrote this document.	The chart prepared by the diagnosis committee was developed, for every relevant item, by the systematization and writing committee.
Bolstering and Supervising the Institutional Harmonic Coexistence	It complied with all the requested activities: Communicating and supervising the process.	
Approving and ratifying the Institutional Code of Conduct	Once the process was finished, the Approving committee was in charge of approving and ratifying the Institutional Code of Conduct.	

INSTITUTIONAL PLAN OF CONDUCT

The committee for the Bolstering of the Institutional Harmonic Coexistence, composed by eight members of the educational community, is in charge of bolstering, supervising, and enforcing the agreements and commitments established in this document. They were selected as per **Article 43** of the General Regulations of the LOEI [*Intercultural Education Organic Law*], for institutions with over 500 students.

These responsibilities are listed in the pertinent methodological guide:

- ✓ Supervising the execution and follow-up of the Plan of Conduct within the institution.
- ✓ Gathering proposals from the educational stakeholders which may improve coexistence quality.
- ✓ Requiring the compliance of the agreements and commitments established in the Code of Conduct.
- ✓ Producing a follow-up plan.
- ✓ Suggesting the acknowledgment of important Good living practices.

To procure agreements and to gather opinions from different stakeholders of the educational community, the following venues have been made available:

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- ✓ Classroom Assemblies: It is the moment on which the students present, comment, and reflect about issues related to harmonic coexistence within the Good Living framework. These meetings are programmed during school hours and they are directed by their corresponding advisors and ombudsman: EGB [Elementary school, middle school, and the 1st year of high school]]. The same procedure will be executed with BGU [the last 3 years of school] in a few years. The assemblies will address a variety of issues chosen by the students and channeled via other legal representatives. Eventually, the advisors and the leader of each section will participate.
- ✓ The meetings with teachers of the institution (Study Circles) are organized and directed by the educational institution. In every meeting, teachers who issued opinions which are used to improve the education and the harmonic environment of the institution will participate directly. Also, all teachers will have freedom of speech to share experiences, make claims and request immediate solutions to daily problems.
- ✓ The assemblies of parents and/or legal representatives are especially important in the institutional life. Colegio Menor had the collaboration of this section of the educational community via the networks which gather and reach agreements for the benefit of the family and for well-being of the institution. This assemblies are led by a board and its decisions are known by all the involved parties.

It is logical adding that this committee will work during the two years for which this document remains in effect and it will submit an annual plan. Refer to APPENDIX 5: Matrix for the design of the Plan of Conduct.

MONITORING PLAN

To verify the planned progress and to make adjustments or modifications to the institutional Plan of Conduct, a follow-up blueprint will be completed during the two years on which the Code of Conduct is in effect. The data from this and other similar documents will be adopted for future code updates.

Next, we list its subheadings:

- ✓ Which issues should be monitored? It answers the question, **what?**
- ✓ How should this be monitored? **How?**
- ✓ Who will do it? **Who?**
- ✓ With which frequency should this follow-up be executed? **When?**

The corresponding matrix may be found in the APPENDIXES. Refer to APPENDIX 6. Plan of Conduct Monitoring Matrix.

EVALUATION PLAN

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The evaluation is a process whereby all the stakeholders who made possible the diagnosis, planning, and writing of the Code of Conduct participate.

This evaluation is made on a permanent basis. Its verifications allow the reformulation of objectives and activities to improve the work environment and to continue implementing Good Living policies. Refer to APPENDIX 7. Code of Conduct Evaluation Matrix.

BUDGET

Preparation and submission

The budget will be prepared on an annual basis, taking as reference the school period. Its preparation and approval will be made during the two first months of the second five-month school period.

The budget must always be aligned with the institutional purpose, direction, objectives and goals and it will address external factors such as competition, inflation, legal norms, etc.

The process will include all school areas.

The process begins with a board meeting to establish or to review, on an annual basis, the corporative Goals, and Objectives. Once the corporative general budget is approved, the president of the board, jointly with the financial director, will inform the directors of each section about the general premises approved by the board and the budget submission schedule. This entire process must be approved during the second month of the second semester.

Each director, as specified by Article 4 of this agreement [sic]. The calculation of the cost of the education takes into consideration the following aspects:

- ✓ Educational management;
- ✓ Administrative cost;
- ✓ Student counseling cost;
- ✓ Financial costs; and,
- ✓ Provision for reserves and surplus.

In its capacity as a private educational institution, we established the education cost via the sum of the components described in Article 5 of the same agreement:

- ✓ Administrative cost of the educational authorities and management;
- ✓ Cost of the teaching activity;
- ✓ Cost of the teaching support personnel;

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- ✓ Teachers education, training, and development costs;
- ✓ Operations and maintenance cost of educational equipment and infrastructure;
- ✓ Depreciation cost of the existing equipment and infrastructure used to engage in the educational activities;
- ✓ Provision to replace fixed assets used in the educational activities, which is obtained from the difference between the replacement cost and the accrued depreciation of said assets;
- ✓ Cost of the educational software and its licenses;
- ✓ Cost of teaching and IT materials and other supplies, such as supplies for the students and for pedagogic use in the classroom;
- ✓ Cost of equipment, required to operate the libraries, and costs related to accessing physical and digital archives.
- ✓ Annual amortization due to the payment of international educational excellence accreditations recognized by the Ministry of Education and due to the payment of its derived periodic costs;
- ✓ Cost of extracurricular activities.
- ✓ Once the time established for the submission and approval of the budget has lapsed, the budgetary process is closed and there will not be any changes. Any amendment may be registered as a budget change.
- ✓ The budget control will be made on a monthly basis. The budget is summative during the year, but it may not be accrued from one year to the next.

1. Inventory

The school has a fixed assets inventory, under the responsibility of the maintenance personnel. For a good to be considered a fixed asset, it must have the following characteristics: It must be a permanent asset, it must be used for the execution of the normal activities of Colegio Menor, it must not be sold or consumed and its value must surpassed one minimum wage.

If there are discharges due to damage or for any other reason, these must be authorized to ensure that it can be considered as a deductible expense.

A physical verification is made annually.

Any donation made by the school, including fixed assets, supplies, or any other goods or services of the school, will be authorized only by the board, via its chairperson.

2. Audits

The school will procure, on a yearly basis, services from an external auditor with national and international recognition. The auditing firm will be selected and hired by the shareholder's General Assembly.

The auditing reports will be submitted annually, and they will be approved by the shareholder's General Assembly.

The required auditing reports which will be submitted are the Report from the independent Auditors, the tax liabilities compliance report and their differences, recommendation letters regarding the administrative, accounting, and internal control areas.

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The audit will be made via two visits during the year as per the previously approved schedule.

3. Investments

Colegio Menor has a policy of making investments every year which allows the institution to grow and maintain its leadership in the educational sector. These investments will always be aligned with the institutional goals and they will be approved by the Board in the annual budget.

Thinking always about improving the educational services, we make investments in the areas of construction, school infrastructure improvements, technology, and academic resources. Consequently, Colegio Menor maintains its leading position in comparison with educational institutions of the country.

Appendix 2. MATRIX TO ESTABLISH PRIORITIES: DIAGNOSIS COMMITTEE

(It includes projects for 10th grade, education offer in one year)

Area	Dimensions	What has been done?	What is pending?	Who did it?	Observations
	Continuous practices to reinforce personal hygiene habits by the members of the educational community.	Nursing department development Hygiene and health weeks (all levels) Drinkable water treatment	Expanding the nursing service	Authorities of the institution Health and Good Living committee Maintenance personnel	Pending Treated water, suitable for human consumption.

RESPECT AND RESPONSIBILITY REGARDING HEALTH PRESERVATION AND AWARENESS		Mental health: Class projects		Teacher in charge of the health course	Projects for the next school year
	Developing strategies to improve the eating habits of all stakeholders of the educational community	Snack policies of the Ministry of Education for each educational level Healthy food log	Educating the parents regarding the preparation of food included in the lunchboxes starting on the 2 nd grade of EGB <i>[Elementary school, middle school, and the 1st year of high school]</i>	Leaders and teachers of each section. Catering service. Teacher in charge of the health course	Continuing with education regarding the preparation of food included in the lunchboxes with new parents.

	Activities implemented and executed by the institution to prevent the use and consumption of alcohol, tobacco, and other drugs.	Prevention weeks and workshops as per the age of the students.	Implementing prevention campaigns with students of 9 th grade and later, 10 th grade.	Advisors, psychologists, parents, and specialized professionals	Participation of DECE <i>[Student Counseling Department]</i> professionals via their objectives as indicated in the POA <i>[Annual Operational Plan]</i> .
	Institutionalization of complete sexual education for the prevention of teen pregnancy, STIs, HIV and AIDS.	Prevention weeks: Sexual education courses (as per the age of the students), Workshops with professionals		Professor in charge of the health course (students in the 3 last years of school) Parents, specialized professionals, psychologists of the institution,	Participation of DECE <i>[Student Counseling Department]</i> professionals via their objectives as indicated in the POA <i>[Annual Operational Plan]</i> .

RESPECTING AND TAKING CARE OF THE ENVIRONMENT	Measures implemented by the institution to manage solid waste.	RRR (reducing, reusing, and recycling) campaign Environment protection weeks	Planting more trees in the campus	medical department Recycling committee Coordinators of each level	Participation of the teachers of these areas. Total success regarding environmental protection thanks to the coordination of the teachers and the collaboration of the students.
	Measures implemented by the institution to save energy.	Construction of settings which have natural light Use of LEDs		Architectonic planning Maintenance personnel	The entire school uses LEDs.

RESPECTING AND TAKING CARE OF THE MATERIAL RESOURCES		On/off automatic control Revisions to detect energy waste	Increasing the use of LEDs Limiting ornamental lights	Technology department advising electrical engineer	
	Measures implemented by the institution for ornamentation, reforestation, and other issues.	Pedestrian walkways Hiring gardeners, and fumigators Reforestation and environmental education (citizens participation)	Implementing a school vegetable garden	Architects/designers Maintenance personnel Coordinator of the last 3 years of school	The school vegetable garden was implemented. Students take care of it with their teachers.
	Continuous practices regarding the care and use of the material	Security department: Protection policies of the institution	Placing additional cameras on strategic places	Chief of security	The maintenance department operates as per the plans

AND ASSETS OF THE EDUCATIONAL INSTITUTION	resources of the students and the institution.	Installing surveillance cameras		Security and maintenance personnel	which are disclosed at the beginning of the school year.
		Maintenance personnel: Institution supplies protection and maintenance policies		Chief of the maintenance department	
		Disciplinary regulations: respecting properties		Code of conduct	This Code of Conduct regulates the discipline as per the LOEI [<i>Intercultural Education Organic Law</i>]

	Ways to use the equipment and implements of the institution.	Training to use the equipment adequately Disciplinary regulations		Technological department Code of conduct	The regulations of the Code of Conduct state how the technological equipment should be treated.
	Measures which support the use and care of the physical facilities of the institution.	Preventive and corrective maintenance plans Regulating the use of physical spaces		Authorities of the institution and the maintenance department	Recurring and preventive plans are executed on a daily basis. The preventive and corrective maintenance plans have not been executed because the construction of Colegio Menor took place recently. Refer to the budget assigned to maintenance.

<p>RESPECT AMONG ALL STAKEHOLDERS OF THE EDUCATIONAL COMMUNITY</p>	<p>Conduct norms for all members of the educational community in different venues such as classrooms, recreational areas, athletic areas, restrooms, buses, cafeterias, lunchrooms, etc.</p>	<p>Reading and signing the Code of Conduct</p> <p>Following the Human Resources Management Internal Bylaws</p>	<p>Increasing the awareness of the update of the Code of Conduct</p>	<p>Communication committee</p> <p>Institution and teachers</p>	<p>The Code of Conduct lists, in 7 pages, all disciplinary control cases.</p> <p>Likewise, the DECE [<i>Student Counseling Department</i>] focuses on problems which are not considered serious yet.</p>
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<p>FREEDOM WITH RESPONSIBILITY AND</p>	<p>Procedures used by the institution to solve conflicts between the stakeholders of the educational community. This area will be emphasized for all forms of violence (physical, psychological, and sexual) which can arise inside and outside of the educational institution.</p>	<p>Regulations of Agreement 0434 - 12. Conflict resolution regulation</p>	<p>Training the teachers to ensure that they know the conflict resolution rules</p>	<p>Teachers and department bosses</p>	<p>The DECE [<i>Student Counseling Department</i>] professionals closely supervise the behaviors of the students. They work with teachers and with parents in possible cases of violence, harassment, and misbehavior, etc.</p> <p>The next school year several meetings will take place with the</p>
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DEMOCRATIC ENGAGEMENT BY THE STUDENTS	Ways in which all the students participate in the institutional venues and bodies	Regarding Chapter III of the LOEI [<i>Intercultural Education Organic Law</i>] regarding student rights	Continue practicing, on a daily basis, the rights, and responsibilities.	Educational community	students of all EGB [<i>Elementary school, middle school, and the 1st year of high school</i>] levels to cover Chapter III of the LOEI regarding student rights.
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	Internal mechanisms to ensure the participation of students in the areas mentioned in the educational and constitutional regulations	Knowing the rights and obligations indicated in the LOEI [<i>Intercultural Education Organic Law</i>] and its regulations		Coordinators of each level	During the school year which just ended, and the next one which will begin in May, the participation of the students in school activities will be intensified. The creation of BGU [<i>the last 3 years of school</i>] in one year will be decisive to establish common objectives and accomplishments via the student government.
	Measures established by the institution to reinforce citizenship development in	Cultural, social, athletic, and scientific activities inside and		The entire educational community	Respecting the nation and its symbols is one of the objectives of the complete education we

	athletic, cultural, scientific, and social activities of the students.	outside the institution			provide. It is practiced daily in every athletic, cultural, and academic activity.
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RESPECTING DIVERSITY	Measures considered by the educational institution to ensure the inclusion of the stakeholders of the educational community.	<p>Events to integrate all stakeholders of the community</p> <p>Parents network</p> <p>Website to inform about athletic, cultural, and social integration activities</p>		<p>All stakeholders of the community</p> <p>Representatives of the parents</p> <p>Person in charge of public relations</p>	All social and cultural activities which take place in Colegio Menor are inclusive and have the purpose of integrating the stakeholders of the community.
	Regulations of the institution regarding the respect of all kinds of diversities.	<p>"Values are important!" Campaign</p> <p>Code of Conduct</p>	These values are practiced on a daily basis	All stakeholders of the community	The motto of the school is inclusive education free of any discrimination
	Measures which promote educational equity, to overcome racism,	<p>Equal rights and opportunities</p> <p>Establishing artistic groups</p>	These rights are practiced on a daily basis	The institution via the Code of Conduct through the Art Department	The motto of the school is inclusive education free of any discrimination

	discrimination, and exclusion, and to favor communication among all members of different cultures	Cultural exchange		Public relations	
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Appendix 4. MATRIX TO DESIGN THE ANNUAL INSTITUTIONAL CODE OF CONDUCT

SCOPE	OBJECTIVE	ACTIVITIES	INDICATORS	RESOURCES	SCHEDULE	PARTIES IN CHARGE
Respect and responsibility regarding health preservation and awareness	Taking care of the mental and physical health of the educational community via the implementation of pertinent materials and regulations	Scheduling hygiene and health weeks (for all levels)	The entire community: Invitations to attend and support the scheduled healthcare events	Workshops, seminars, stands, movies, plays.	The second week of June and the first week of July.	Good living and health committee
		Continue treating the drinkable water			Summer 2018	
		Implementing mental health projects	Six relevant activities. Refer to the school webpage		Through the entire school year	Teachers in charge of the respective courses
		Applying snack policies for every educational level			Through the entire school year	Leaders and teachers of each section and the catering provider
					Through the school year	
	Through the school year					

					The first, second and third week of November.	
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Respecting and taking care of the environment	Implementing measures to enforce environmental protection and the adequate management of solid waste	RRR [<i>Reduce, Reuse, and Recycle</i>] project	Two campaigns distributed in two five-month periods	Reuse, recycle, and consumption reduction campaign	It is done continuously	Recycling committee
		Using LEDs in some areas of the school		Already built		Architects in charge of planning
		Automatic on/off control of equipment	Providing support to campaigns organized by the EGB [<i>Elementary school, middle school, and the 1st year of high school</i>]	Hiring gardeners and fumigators	It is done continuously	Maintenance personnel
		Verifications to detect energy waste				Technology department
		Building pedestrian walkways				On a monthly basis
		Taking care of green spaces and ornamentation		Activities are scheduled by the Ministry of Education	Through the school year	Architects – designers
		Reforestation and				Maintenance personnel
					Coordinator of the last 3 years of school	

		environmental education				
Respecting and taking responsible care of the material resources and assets of the educational institution	Implementing measures to strengthen the responsible care of the supplies and assets of the institution	Security department policies Installing surveillance cameras		Resources assigned to the department Hiring a specialized provider	On a continuous basis On an annual basis On a continuous basis	Chief of security Providers

		Maintenance and protection policies Disciplinary regulations: Respecting property Training for the adequate use of equipment		Prevention and correction measures Code of conduct regulation Trainers for the maintenance personnel and for the technological department	On a continuous basis At the beginning of the school year	Maintenance and security personnel Authorities Technological department
Respect among all stakeholders of the educational community	Maintaining a harmonic environment in which human rights and personal integrity are respected	Knowing and signing the Code of Conduct Respecting the Human Resources Management Internal Bylaws		Dissemination via the webpage Distributing the regulation and receiving opinions from all stakeholders of the community	On a continuous basis At the beginning of the school year	Communications committee Institution and teachers

Freedom with responsibility and democratic engagement by the students	Knowing and exercising rights and duties included in the national legislation	Following the Conflict Resolution regulations		Agreement 0434 – 12 regulations	On a continuous basis	Psychologist, departments leaders, advisors, students, parents, and authorities
		Distributing the articles of rights and duties of all stakeholders of the educational community included in Chapters III, IV, V and VI of the LOEI [<i>Intercultural Education Organic Law</i>]		Meetings for awareness and discussion of the LOEI	Every two months	Student government and coordinators at different levels

Respecting diversity	Maintaining a peaceful and tolerant environment for the stakeholders of the educational community without racial, sexual, cultural, or religious discrimination	Organizing cultural, social, athletic, and scientific activities inside and outside the institution involving all the stakeholders of the community		Providing physical and personal spaces to support the execution of the activities	During the school year	The entire community
		Providing support to the activities of the parents network		Events planned by the institution	Through the school year (refer to the website)	Authorities and departments leaders
		Updating the website to distribute information about activities		Events planned by the parents network	Through the school year (refer to the website)	Representatives of the parents
		Involving all stakeholders in the		Website	On a continuous basis	Public relations
				Events planned by	On a continuous basis	Leaders of each section and teachers

		<p>“Values are important!” campaign</p> <p>Increasing awareness and respect of the different cultures which are part of the community</p>		<p>the institution</p> <p>Presentations of the different nationalities which are a part of the community</p>	<p>Refer to the schedule in the website</p>	<p>The entire community</p>
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**Appendix 5. MATRIX TO MONITOR THE PLAN OF CONDUCT
(This chart must be completed through the entire year)**

What?	How?	Who?	When?
<ul style="list-style-type: none"> • Agreements and commitments. • Procedures relevance. • Plan of Conduct activities 	<p>Via:</p> <ul style="list-style-type: none"> • Surveys, workshop logs. • Minutes of meetings, study circles or assemblies. 	<p>Committee in charge of promoting the institutional harmonic coexistence.</p>	<p>Every two months</p>

Appendix 6. MATRIX TO EVALUATE THE INSTITUTIONAL PLAN OF CONDUCT

(This chart will be completed through the entire year)

Objectives of the Plan of Conduct	Scope	Activities	Strategies	Reached goals	Indicators	Schedule	Observations and difficulties
	Respect and responsibility regarding health preservation and awareness	<p>Scheduling hygiene and health weeks (for every level)</p> <p>Continue treating the drinkable water</p> <p>Implementing mental health projects</p> <p>Applying snack policies for each educational level</p> <p>Continue having prevention</p>			<p>The entire community:</p> <p>Invitations to attend and support all healthcare scheduled events</p>	<p>The second week of November and the first week of May.</p> <p>Through the entire school year</p> <p>Through the entire school year</p> <p>Through the school year</p> <p>Through the school year</p>	

		weeks regarding the use of alcohol, tobacco, and other drugs					
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						The second five-month period of the school year	
	Respecting and taking care of the environment	<p>RRR [<i>Reduce, Reuse, and Recycle</i>] project</p> <p>Building settings which receive natural light</p> <p>Using LEDs in all sections of the school</p> <p>Automatic on/off control of the equipment</p> <p>Doing verifications to detect wasted energy</p>			<p>Two campaigns distributed in the two five-month periods</p> <p>Supporting the campaigns organized by the student government</p>	<p>On a continuous basis</p> <p>On a continuous basis</p> <p>On a continuous basis</p> <p>On a continuous basis</p>	

		Constructing pedestrian walkways				Monthly	
		Taking care of green spaces and ornamentation				Through the school year	
		Reforestation and environmental education					

	Respecting and taking responsible care of the material resources and assets of the educational institution	Security department policies				On a continuous basis	
		Installing surveillance cameras in new spaces.				Annually	
		Maintenance and protection policies				On a continuous basis	
		Disciplinary regulations: Respecting property				On a continuous basis	
		Training for the adequate use of equipment				At the beginning of the school year	
	Respect among all stakeholders of the educational community	Knowing and signing the Code of Conduct				On a continuous basis	
		Following the Human Resources Management				At the beginning of the school year	

		Internal Bylaws				On a continuous basis	
		Following the Conflict Resolution regulations					

	Freedom with responsibility and democratic engagement by the students	Distributing the articles regarding rights and duties of all the stakeholders of the educational community which are included in Chapters III, IV, V and VI of the LOEI [<i>Intercultural Education Organic Law</i>]				Monthly	
		Organizing cultural, social, athletic, and scientific activities inside and outside the institution				During the school year	
		Involving all stakeholders of the community				Through the school year (refer to the website)	

	Respecting diversity	Supporting the activities of the parents network Updating the website to distribute information about the activities				Through the school year (refer to the website) On a continuous basis	
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		Involving all stakeholders in the "Values are important!" campaign Increasing awareness and the respect of the diverse cultures which are a part of the community				On a continuous basis Refer to the schedule in the website	
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WORK COMMITTEES: UPDATE OF THE CODE OF CONDUCT

COMMITTEE 1: INSTITUTIONAL HARMONIC COEXISTENCE DIAGNOSIS

Members Students Teachers Parents Administrative personnel	<ul style="list-style-type: none"> - Albany Ávila Pisciallo - Joan Ashwell: Teacher - Ximena Mora: Parent - María Elena Barrers: Administrative employee
Objectives	<ul style="list-style-type: none"> - Engagement of the educational community. - Establishing agreements of relations between parents. - Organizing events to integrate the families.

	<ul style="list-style-type: none"> - Coordinating the participation of parents in school activities. - Creating collective awareness regarding the factors which affect the harmonic development of the educational environment. - Creating awareness and reflect upon the research of existing problems, needs, and resources. - Preparing short, medium, and long-term measures.
Tasks	<ul style="list-style-type: none"> - Discussing and collecting information about: <ul style="list-style-type: none"> - Behaviors of the teachers regarding the compliance of official regulations. - Teachers – parents relationships. - Internal and community social problems. - Criteria used in the school evaluation and performance. - Behaviors of parents regarding school discipline. - Disciplinary problems. - Students and teachers which are known for their good behaviors, for being good role models, and for their educational management. - Identifying parents and/or legal representatives who support, collaborate, and participate in the school management. - Registering information in technical tools. - Preparing a SWOT matrix.
Tools	<ul style="list-style-type: none"> - Personal interviews of teachers, students, and parents. - Meetings with groups of teachers by areas. - Meetings with legal representatives of the students. - Informal questions and answers in different areas of the institution. - Quick written responses (to specific questions) for teachers, students, and legal representatives.

	<ul style="list-style-type: none"> - Meetings of the diagnosis committee: Previous reports and actions which should be taken - Minutes of these meetings
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SWOT matrix	
STRENGTHS	<ul style="list-style-type: none"> - Active and dynamic participation of the educational community. - Continuous communication with parents via the parents network and via electronic means. - Peaceful school coexistence, conflict resolution as per internal and external regulations. - Technological and pedagogic supplies and materials to successfully engage in school activities. - International accreditations which guarantee the high-quality education provided by Colegio Menor. - Bilingualism in all sections of the school. - Strategic location of the campus in Cumbayá Valley. - We have top-quality teachers. - We provide continuous training to teachers in collaboration with USFQ [<i>Universidad San Francisco de Quito</i>] and other universities located in other countries.
OPPORTUNITIES	<ul style="list-style-type: none"> - Due to the success of the school, we may repeat the educational model at a regional level to provide the opportunity of receiving our education to a larger number of students. - The academic quality allows the continuation of the studies locally and abroad. - Competing with internationally accredited schools, in this country and abroad, and having scholarship opportunities for the students.
WEAKNESSES	<ul style="list-style-type: none"> - No weaknesses were detected

THREATS	<ul style="list-style-type: none"> - Political instability. - Legal system instability. - E-learning trend. - Purchasing power of the parents. - Shortage of local and foreign well-trained educators.
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COMMITTEE 2: CODE SYSTEMATIZATION AND REGULARIZATION

Members: Students Teachers Parents Administrative personnel	<ul style="list-style-type: none"> - Daniel Eguiguren - Belén Andino: Teacher - Gabriela Pazmiño: Parents representative - Mary Romero: Administrative employee
Activities	<ul style="list-style-type: none"> - Reviewing the school coexistence scopes and dimensions. - Establishing agreements and commitments of all stakeholders of the educational community.
Tools:	<ul style="list-style-type: none"> - Committee meetings. - Committee meetings with sectors which are part of the educational community. - The corresponding minutes.

COMMITTEE 3: INSTITUTIONAL HARMONIC COEXISTENCE BOLSTERING AND OVERSIGHT

<p>Members Appointed by the executive board. Article 43 of the Bylaws 8 people</p>	<p>A teacher appointed by the institutional authority. - Belén Andino</p> <p>Person in charge of the student Counseling Department. - Mónica Sevilla</p> <p>Students representative appointed by the student Government. Daniel Eguiguren</p> <p>A representative of the teachers at each educational level (early education, middle school, and school) - Belén Samaniego - Macarena Zaldumbide - María Elena Vásconez</p> <p>A delegate of the parents and/or legal representatives appointed by the Central Committee. o Alegría Ayala</p>
<p>Objectives</p>	<ul style="list-style-type: none"> - Supervising the execution and follow-up of the conduct in the institution. - Gathering proposals of the educational stakeholders to improve the coexistence quality. - Requiring the compliance of agreements and commitments established in the Code of Conduct. - Procuring a follow-up plan.

	<ul style="list-style-type: none"> - Suggesting recognition to prominent Good Living practices.
Activities	<ul style="list-style-type: none"> - Choosing a coordinator and a registrar. - Keeping minutes of the meetings. - Meeting on a monthly basis.

COMMITTEE 4: APPROVAL AND RATIFICATION OF THE CODE OF CONDUCT

Members	<p>Principal of the establishment</p> <ul style="list-style-type: none"> - María José Rodríguez <p>A teacher appointed by the Directors and Teachers General Assembly:</p> <ul style="list-style-type: none"> - Trinidad Figueroa <p>An appointee of The Institutional Harmonic Existence Bolstering And Oversight Committee:</p> <ul style="list-style-type: none"> - Michael Schramm: General Director <p>Two appointees of the parents and/or legal representatives committee.</p> <ul style="list-style-type: none"> - Ximena Rivadeneira - Ximena Mora <p>The chairperson and vice-chairperson of the student Government.</p> <ul style="list-style-type: none"> - Daniel Eguiguren <p>A representative of the administrative and services section of the institution</p> <ul style="list-style-type: none"> - Cristina González
Tasks	<ul style="list-style-type: none"> ● Ratifying the institutional Code of Conduct.

	<ul style="list-style-type: none"> • Sending the official letter with the ratification report of the Code to the Education District Directorate, for its registration.
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COMMITTEE 5: VALEDICTORIAN SELECTION PROCESS OVERSIGHT

Members 5 people	<p>Principal of the institution</p> <ul style="list-style-type: none"> - María José Rodríguez Ludeña - Two appointees of the educational Council of the establishment. <ul style="list-style-type: none"> - María Cristina Jijón Acosta - Cosme Charro - Two appointees of the parents <ul style="list-style-type: none"> o Joan Ashwell o Gabriela Pazmiño - The chairperson of the student Government. <ul style="list-style-type: none"> o Daniel Eguiguren
Activities	<ul style="list-style-type: none"> - Those indicated in the Article 179 of the General Regulations of the LOEI [<i>Intercultural Education Organic Law</i>].

DEVELOPMENT SCHEDULE OF THE CODE OF CONDUCT

#	Activity	Date	Place	Person In Charge
1	Raising the awareness of the educational community			
	1.1. General assembly of the executive board to inform about Agreement 0332 - 13 regarding the development of the Code of Conduct	09/19/2019	School auditorium	General director
	1.2. General assembly of the entire personnel of the school to disclose the implementation of the "Update of the code of conduct" project	09/26/2019	School auditorium	General director
	1.3. Informative assembly for parents	10/03/2019	School auditorium	General director
2	Summoning to establish committees	10/24/2019	Via email	General director
3	Establishing the 4 committees and implementing the project	10/24/2019	School auditorium	Sections directors
4	Establishing priorities	10/28/2019	School auditorium	Diagnosis committee
5	Analysis of important issues	11/04/2019	School auditorium	Systematization and writing committee
6	Writing the document	From November 25 until November 29, 2019	Administrative offices	Systematization and writing committee

7	Approving and ratifying the update of the code of conduct	03/11/2020	School auditorium	Approval and ratification committee
8	Distributing the final document to the community	03/12/2020	School auditorium	Bolstering And Oversight Committee and the General Director
9	Submitting the document to the Education District Directorate, District 9	05/30/2020	District 9	General registrar
10	Uploading the document to the webpage of the school to inform the entire community	Upon approval	Webpage	Person in charge of communication and coordination

SIGNATURES

This document was prepared by the representatives of the educational community and it was approved by the Extended General Assembly on March 12, 2020.

The following members of the executive board signed it for the record:

[\[Signature\]](#)

PRINCIPAL

María José Rodríguez Ludeña

[\[Signature\]](#)

REGISTRAR

Pamela Granda

[\[Signature\]](#)

MAIN MEMBER

Cosma [sic] Homero Charro

[Signature]

MAIN MEMBER

Jimena Gordillo Racines

82

[Signature]

ALTERNATE MEMBER

María José Sánchez Terán

Quito, March 12, 2020

