



# COLEGIO MENOR QUITO

A NORD ANGLIA EDUCATION SCHOOL

COLEGIO MENOR SAN FRANCISCO DE QUITO  
CODE OF COEXISTENCE  
2022-2027

Updated January 2021  
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<b>INFORMATIVE DATA</b>	
<b>Name of educational institution</b>	UNIDAD EDUCATIVA BILINGUE PARTICULAR “COLEGIO MENOR SAN FRANCISCO DE QUITO”
<b>AMIE Code</b>	17H01755
<b>Type</b>	Particular
<b>Region</b>	Sierra
<b>Name of the Legal Representative or Promoter</b>	Representación y Asesoría Ferep Cia. Ltda.
<b>Address where the educational institution is located</b>	Zona Educativa: 9 Provincia: Pichincha Cantón: Quito Parroquia: Cumbayá Distrito Educativo: 17DØ9 Calle y número: Juan Montalvo N2-168 y Manuela Sáenz

## **CONTEXT AND RATIONALE**

This important document responds, first, to the regulations established in Art. 90 of the General Regulations of the Organic Law of Intercultural Education (LOEI), which are summarized as follows:

- Development of comprehensive ethical values and respect for the differences and cultural identities of each person and group.
- Respect for human dignity, honor and rights of people.
- Promotion of a culture of peace and non-aggression among all members of the educational community and the community in general.
- Consolidation of an educational institutional policy of coexistence based on rights, values, discipline, reasonableness, justice, pluralism, solidarity and intercultural relations.
- Legitimation of the educational work of the school through a system of dialogue, democratic discussion, consensus and active participation of the members of the educational community.
- Integration, without any type of discrimination or inequality, of all members of the educational community.
- Legitimation of the internal regulatory procedures of the educational institution through participative, equitable, and inclusive processes.
- Precaution of the integrity of each of the people who are part of the institution and the educational community, as well as the property, resources, cultural values and heritage values of the campus.
- Promotion of alternative conflict resolution.
- Promote respect and care for the environment.

All these areas will be complied through liberal arts which inspire critical thinking, creativity, integrity and leadership through innovation and the application of best practices based on research.

Both, in the initial Coexistence Code and in its continuous modifications, the different actors of our Educational Community have participated. Therefore, it is a document of public knowledge and of active and democratic participation. It is available to all members of the community, through the school's website and intranet.

All the information of the Code of Institutional Coexistence is for the exclusive use of the members of Colegio Menor San Francisco de Quito's community and it is their responsibility to observe, comply with and enforce all the policies and procedures detailed in this document.

## FOUNDING PRINCIPLES OF COLEGIO MENOR

The Coexistence Code of the Colegio Menor is based on the founding principles of Goodness, Beauty and Truth, which are principles that allow harmonious coexistence among all members of the community.

Our purpose (mission) is to be a private educational institution that offers its students a bilingual education of high quality, based on liberal arts, and that inspires critical thinking, creativity, integrity and leadership through innovation and the application of best practices based on research. The commitment of our institution is academic excellence and continuous organizational improvement, responsibly fulfilling our obligations to all members of the community.

The Code of Coexistence of Colegio Menor San Francisco Quito is based on several of the general principles that govern the educational field, as stipulated in article 2 of the Organic Law of Intercultural Education (LOEI), as well as other important principles, to promote harmonious coexistence and a suitable environment for an optimal learning within a culture of peace.

**Education for change.** - Education as an instrument of transformation of society and contribution to the development of the country.

**Freedom.**- Education trains people for the full exercise of their freedom.

**Lifelong learning.**- Learning takes place throughout life.

**Inter-learning and multi-learning.**- As instruments to enhance human capacities through culture, sports, access to information and its technologies, communication and knowledge.

**Education in values.**- Education based on the transmission and practice of values that promote personal freedom, democracy, respect for rights, responsibility, solidarity, reliability, goodness, tolerance, respect for gender diversity, equity, equality, justice, and the elimination of all forms of discrimination.

**Education free of gender violence.**- Education that will promote gender equality and opportunities that will develop an ethic of inclusion, eradicating all forms of discrimination.

**Focus on rights.**- Action, practice and content centered on people and their rights.

**Gender equality.**- Education guarantees equal conditions, opportunities, and treatment between men and women.

**Education for democracy.**- Educational establishments are democratic spaces for the exercise of human rights and promoters of a culture of peace.

**Learning community.-** Education recognizes society as an entity that learns and teaches.

**Citizen participation.-** Education fosters capacities and the provisions of tools for training in citizenship and the exercise of the right to effective participation.

**Co-responsibility.-** Education demands co-responsibility in the training and instruction of children and adolescents and the shared effort of students, families, teachers, educational centers, community, State institutions, the media and society as a whole, guided by the LOEI.

**Evaluation.-** Comprehensive evaluation is established as a permanent and participatory process of the National Educational System.

**Culture of peace and conflict resolution.-** Education should be aimed at building a just society, a culture of peace and non-violence for the prevention, treatment and peaceful resolution of conflicts, in all areas: personal, school, family and social life.

**Equity and inclusion.-** It guarantees all people access, permanence and completion in the Educational System.

**Quality and warmth.-** Guarantees the right of people to an education of quality and warmth, pertinent, adequate, contextualized, updated and articulated throughout the educational process, in its system levels or modalities; and that includes permanent evaluations.

**Healthy and safe schools.-** Guarantee of safety and health.

**Harmonic coexistence.-** Education will have as a guiding principle the formulation of harmonious coexistence agreements between the actors of the educational community.

**Belonging.-** Students are guaranteed a training that responds to the needs of their social, natural and cultural environment at the local, national and global levels.

To the aforementioned aspects, the following are added:  
The **Purpose** of the Institution, described in previous pages.  
The **Ideology** of the Institution.

Both, the founding principles and the Purpose, Direction and Ideology of the Institution, promote the formation of students who strive to be:

1. *Self-directed and motivated:* Recursive, reflective individuals who demonstrate autonomy and perseverance as foundations to establish their own goals towards their personal growth.
2. *Open to challenges:* Self-confident and resilient individuals when facing challenges and opportunities. Individuals who accept their mistakes, explore new ideas and successfully navigate change in an innovative way.
3. *Inquisitive:* Curious researchers and critical consumers of information, using existing skills and knowledge to solve problems and find solutions.
4. *Empathetic:* We welcome and value differences and multiple points of view to understand and respond to the needs of others.
5. *Collaborators:* Individuals who cooperate and get involved to positively contribute to other's efforts.
6. *Leaders:* Proactive and ethical change agents who use their leadership skills for the improvement of society.

7. *Communicators*: Communicators who express their thoughts effectively in English and Spanish for different purposes and audiences.

It is worth mentioning that the **Ideology** of the Institution coincides with the principles and purposes of education, indicated by the LOEI. The training in values stands out through the program *¡Tus valores cuentan!* whose activities are carried out with students and the school community. This international program is dedicated to strengthening the six universal values that transcend cultural boundaries. These are: Trustworthiness, Respect, Responsibility, Fairness, Kindness, and Citizenship. ,



Aware that true training begins at home, we involve parents and student representatives in all comprehensive education programs and particularly in the formation of values. We believe that this project has an impact in many socio-emotional areas, which allows dealing with multiple issues such as good behavior, prevention of the abuse of harmful substances, and the consolidation of good interpersonal relationships.

## OBJECTIVES OF THE CODE OF COEXISTENCE

### General objective:

The main objective of the Code of Coexistence is to promote a harmonious coexistence of all the actors that make up Colegio Menor, guaranteeing the rights and obligations of each one of them. Thus, this Code of Coexistence becomes and active, democratic and participatory document.

### Specific objectives:

- Encourage the participation of various community actors in the construction of the Code of Coexistence that promotes an educational environment based on institutional values.
- Have a public document that allows knowing in detail the conditions, responsibilities and rights of all members of the educational community.
- Prevent problems and conflicts through agreements and compromises.
- Align the education institution with current legal regulations.

## AREAS OF SCHOOL COEXISTENCE

AREAS	AGREEMENTS
RESPECT AND RESPONSIBILITY FOR HEALTH CARE AND PROMOTION	<ul style="list-style-type: none"> <li>• Promote permanent practices to strengthen personal hygiene habits.</li> <li>• Develop strategies to improve the eating habits of all actors in the educational community.</li> <li>• Implement and execute activities to prevent the use and consumption of alcohol, tobacco and other drugs.</li> <li>• Educate comprehensive sexuality against the prevention of adolescent pregnancy and STI's- HIV and AIDS.</li> </ul>

RESPECT AND CARE FOR THE ENVIRONMENT	<ul style="list-style-type: none"> <li>• Develop projects for the management of solid waste and recyclable material (Reduce, Reuse, Recycle)</li> <li>• Have facilities designed for saving and efficient use of energy</li> <li>• Sow and constantly care for trees and plants on the educational campus</li> <li>• Participate in the days of reforestation and ornamentation proposed by the Ministry of Education</li> <li>• Permanently raise awareness among the members of our community about the conservation and proper use of natural resources.</li> </ul>
RESPECT AND RESPONSIBLE CARE OF THE MATERIAL RESOURCES AND PROPERTY OF THE EDUCATIONAL INSTITUTION	<ul style="list-style-type: none"> <li>• Promote the proper use of material resources and facilities of the institution.</li> <li>• Generate a culture of responsible use of the institution's equipment and implements.</li> </ul>
RESPECT AMONG ALL ACTORS OF THE EDUCATIONAL COMMUNITY	<ul style="list-style-type: none"> <li>• Establish standards of behavior among the members of the educational community in the different spaces.</li> <li>• Have procedures used by the institution to resolve conflicts between the actors of the educational community.</li> </ul>
FREEDOM WITH RESPONSIBILITY AND DEMOCRATIC STUDENT PARTICIPATION	<ul style="list-style-type: none"> <li>• Promote the participation of all students within institutional spaces and instances</li> <li>• Establish internal mechanisms to guarantee the participation of students in the areas contemplated in educational and constitutional regulations.</li> <li>• Strengthen the construction of citizenship in sports, cultural, scientific and social activities of students.</li> </ul>
RESPECT FOR DIVERSITY	<ul style="list-style-type: none"> <li>• Guarantee the inclusion of the actors of the educational community</li> <li>• Establish rules of respect for all forms of diversity</li> <li>• Promote educational equity in order to overcome racism, discrimination and exclusion, and favor communication between members of different cultures.</li> </ul>

## COMPROMISES OF THE CODE OF EXISTENCE

Taking as a direct reference the matrix of agreements and commitments reached by the actors of the COLEGIO MENOR SAN FRANCISCO DE QUITO community, the relevant points are detailed below.

### Of the Teachers:

Dimension	Agreements	Compromises
Respect and responsibility for health care and promotion.	Being an active part of the Colegio Menor community through the participation of all health care and promotion programs.	Organize and participate in prevention, health and hygiene weeks. Be permanent models of good hygiene habits. Include topics related to health care in the curriculum.

Respect and care for the environment.	Share with the Community the importance of caring for the environment inside and outside the institution.	Integrate citizen participation groups responsible for caring for the environment: reforestation and recycling. Care for the gardens of the institution. Teach by example saving energy. Reduce the use of plastic bottles or non-recyclable material.
Respect and responsible care of the material resources and assets of the educational institution.	Ensure the materials and goods that the institution puts at the service of the Educational Community.	Take care of the equipment installed in the classroom: computer, projector, teaching materials, books, etc. Properly use the spaces for common use: laboratories, library and green spaces.
Respect among all the actors of the educational community.	Read the Code of Institutional Coexistence. Read the Internal Regulations for Human Resources Administration. Read the Educational Legal Framework.	Comply with and enforce the regulations of the Code of Institutional Coexistence. Comply with the Internal Regulations for Human Resources Administration. Take into account in daily educational practice the main articles of the LOEI and its General Regulations.
Freedom with responsibility and democratic participation.	Read the Educational Legal Framework Encourage the democratic participation of the entire educational community. Have the openness to listen to the different positions of the members of the educational community.	Take into account the main articles of the LOEI and its General Regulations in daily educational practice.
Respect for diversity	Respect each and every one of the members of our educational community without discrimination of race, economic position, religion or sexual preference. Respect and evaluate the different pedagogical paths to reach the same learning objectives and evaluation of learning with the students within their classes, considering the learning needs of each students, maximizing the capacities of each of the students to develop a solid educational community, according to the regulations issued for this purpose by the Central Level of the National Education Authority.	Carry out group integration activities: games, academic and cultural presentations and social activities. Make accommodations to differentiate teaching and assessment strategies, according to the needs of each case.

### Of the Students

Dimension	Agreements	Compromises
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<p>Respect and responsibility for health care and promotion.</p>	<p>Be an active part of the Colegio Menor community through participation in all health care and promotion programs. Take care of our health and that of our colleagues.</p>	<p>Actively participate in the weeks of prevention, health and hygiene. Practice good hygiene habits. Investigate topics related to health care and share them in class.</p>
<p>Respect and care for the environment.</p>	<p>Care for the environment inside and outside the institution.</p>	<p>Work in citizen participation groups in caring for the environment: reforestation and recycling. Respect the ornamentation of the institution. Be aware of the need to save energy. Reduce the use of plastic bottles and reuse/recycle other materials.</p>
<p>Respect and responsible care of the material resources and assets of the educational institution.</p>	<p>Care and responsibly use the materials and goods that the institution puts at the service of the Educational Community.</p>	<p>Make good use of the equipment installed in the classroom: tables, chairs, blackboards, billboards, books. And other teaching materials. Properly use study and sports spaces: laboratories, library, bathrooms, sports fields, and green spaces in general.</p>
<p>Respect among all the actors of the educational community.</p>	<p>Read and sign the Code of Institutional Coexistence together with their legal representatives.</p>	<p>Comply with and enforce the regulations of the Code of Coexistence. Act under the values promoted by the school. Represent the institution with integrity and respect. Respect teachers, authorities, administrative staff, students and parents. Comply with and enforce the agreements that are established.</p>
<p>Freedom with responsibility and democratic student participation.</p>	<p>Know the rights and obligations of students (Art 7,8 y 9 of LOEI). Participate responsibly in all student activities.</p>	<p>Be fundamental actors in the educational process. Seek educational excellence and show integrity and academic honesty in the fulfillment of tasks and obligations. Respect and comply with the codes of harmonious coexistence and promote the peaceful resolution of conflicts. Respect, comply with and enforce the Constitution, laws, regulations and other rules that regulate the National Education System in general and education institutions.</p>

Respect for diversity	Respect each and every one of the members of the educational community without discrimination in any way, including: race, economic position, religion, or sexual preference, etc.	Organize and participate in group integration activities: games, academic and cultural presentations and social activities, interacting positively and appropriately, respecting individualities.
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### Of the Fathers/Mothers or Legal Representatives

Dimension	Agreements	Compromises
Respect and responsibility for health care and promotion.	<p>Ensure the health of our sons and daughters.</p> <p>Be an active part of prevention, care and health promotion programs.</p> <p>Be attentive to the mass vaccination campaigns scheduled by the Ministry of Public Health.</p>	<p>Inform in due time about infectious and contagious diseases that could affect the Educational Community.</p> <p>Maintain contact with the school's medical service and follow the recommendations give in special cases.</p> <p>Closely monitor attitudes and symptoms that may reveal dependencies in all its possibilities such as the use of technology, alcohol, tobacco, electronic cigarettes and other drugs. Communicate to the School to obtain adequate help and guidance (in EGB Superior and BGU).</p> <p>Encourage our children to practice sports and culture.</p>
Respect and care for the environment.	Share with the Community the importance of caring for the environment inside and outside the institution.	<p>Practice at home activities of recycling, ornamentation and care of nature.</p> <p>Implement at home habits aimed at saving energy.</p> <p>Schedule family outdoor activities in order to raise awareness about the importance of caring for nature.</p>
Respect and responsible care of the material resources and assets of the educational institution.	Be co-responsible for the care of material resources and goods that the institution puts at the service of your children.	<p>Inculcate good habits and set an example of respect for the property of others and shared.</p> <p>Give proper use to the material that has been given in class or that they have brought from home.</p>
Respect among all the actors of the educational community.	<p>Respect the Code of Institutional Coexistence.</p> <p>Be an active part in activities that involve parents.</p>	<p>Comply with and enforce the regulations of the Code of Coexistence.</p> <p>Encourage Peaceful Conflict Resolution and discourage disrespectful, violent, or aggressive behavior to solve problems.</p> <p>Be a positive role model that reflects the values program of Colegio Menor.</p> <p>Support the School by complying with and respecting institutional policies.</p>

		Recognize the academic and disciplinary actions and decisions taken by the school to resolve conflicts.
Freedom with responsibility and democratic participation.	Have knowledge of articles 12, 13 and 14 of the LOEI on the rights and obligations of mothers, fathers, and/or legal representatives.	Receive periodic reports on the academic progress of their representatives as well as on all situations that arise in the educational institution that require their knowledge. Participate, when requested by the institution, in the coordination of events that benefit the comprehensive development of our students. Listen and take into account the suggestions of the educational authorities. Participate in the surveys proposed by the institution. Comply with the commitments agreed with the parents.
Respect for diversity	Respect each and every one of the members of the educational community without discrimination in any way, including: race, economic position, religion, or sexual preference, etc.	Participate in family integration activities: recreational events and social and cultural gatherings. Give their sons and daughters an example of respect and acceptance of individualities.

**Of the Institutional authorities:**

<b>Dimension</b>	<b>Agreements</b>	<b>Compromises</b>
Respect and responsibility for health care and promotion.	Monitor the health care of our Community.	Create the necessary spaces for health care. Participate in vaccination campaigns given by the Ministry of Public Health. Support the development of the prevention weeks organized by each of the levels. Hire professionals specialized in related branches, to give conferences, talks, round tables, advice, testimonies, prevention on physical and mental health. Provide pure water as a disease prevention measure. Take care of the cleanliness and disinfection of spaces for common use: bathrooms, laboratories and classrooms in general. Follow the instructions and provisions of the Ministry of Public Health. Provide first aid points throughout the school day. Facilitate the hiring of accident insurance for emergencies. Ensure the good nutrition of our students by facilitating a service of sale of healthy and nutritious meals.

		Offer a variety of sports and other recreational activities during and outside the school day.
Respect and care for the environment.	Direct environmental care programs through responsible committees.	Support citizen participation programs organized by the Ministry of Education: reforestation and ornamentation. Hire the services of gardeners to maintain green spaces. Build access roads to avoid the destruction of green spaces. Directly support the RRR programs (Reduce, Reuse, Recycle) with the placement of recycling containers, energy savings and the use of thermoses that avoid the consumption of PET bottles.
Respect and responsible care of the material resources and assets of the educational institution.	Implement measures and regulations to protect the material resources and assets of the institution.	Place surveillance cameras in strategic spaces of the institution. Take care of compliance with the regulations of the Security Department. Permanently monitor the activities of the Physical Plant. Support the technological department in its security and maintenance measures. Hire the services of professionals in charge of maintaining the structure and decoration of the campus.
Respect among all the actors of the educational community.	Regulate, encourage and monitor respect among all the actors of the Educational Community.	Regularly update the Code of Institutional Coexistence with the participation of all its actors. Comply with and enforce the regulations of the Code of Coexistence. Comply with and enforce the Internal Regulations for Human Resources Administration approved by the Ministry of Labor Relations.
Freedom with responsibility and democratic participation.	Respect the Educational Legal Framework: Constitution of the Republic, Organic Law of intercultural Education, and General Regulations.	Comply with the provisions of current educational regulations. Listen and analyze the suggestions of all the members of the educational community.
Respect for diversity	Put into practice all regulations on equality, equity, peaceful environment and integration from the Ministry of Education and the Code of Institutional Coexistence.	Support activities that seek to integrate all members of the community by making available materials, physical spaces, hiring professionals, etc. Work with representatives of Parents and support their integration initiatives. Monitor compliance with anti-harassment policies.

## POLICY TO PROMOTE POSITIVE BEHAVIOR

Colegio Menor is committed to creating and promoting a safe, positive, and respectful environment for everyone in the school community (students, staff, parents, and caregivers). Our main objective is to ensure the protection of children and prevent harassment and abusive behavior to any member of the Colegio Menor community.

All members of the community have the responsibility to ensure the security and well-being of students, inside and outside of the campus, supervising and guiding a positive behavior to maintain and promote a framework of respect and harmony in the interaction of all members of the community.

For this, the school has a Prevention and Intervention Policy in cases of bullying and Safeguarding, which can be found on the institution's website or in the following links:

[Safeguarding and Protection of Minors Policy 2022](#)

[Policy for the Prevention and Action of School Harassment 2022](#)

## REGULATORY PROCEDURES

Colegio Menor is a community where respect, responsibility and honesty are valued. We believe that all members of the community should contribute productively and help create the conditions for a positive learning environment. We are aware that mistakes are inevitable. Therefore, we believe that responsible people create opportunities to reflect and learn from their mistakes.

The school is committed to providing the necessary resources to help students develop a better understanding of their behavior and the impact it has on the community, as well as to use restorative justice as an intervention methodology in cases that require it.

All members of the Colegio Menor community, adults and students, are expected to uphold the founding principles of the school: goodness, beauty and truth, and to comply with the Code of Coexistence, both inside and outside the school community.

We, as members of Colegio Menor, commit to:

1. Promote a positive school climate based on trust
2. Respect ourselves, others and the environment.
3. Take responsibility for our learning and for everything we say or do
4. Interact always in a fair and supportive way
5. Demonstrate tolerance and generosity towards others
6. Improve the school community through the construction of upright citizens

### **Behavior:**

The evaluation of students' behavior fulfills a motivational training objective and is in charge of the classroom teacher and the vice-rector of the section. It must be carried out literally and descriptively, based on indicators referring to ethical values and social coexistence, such as the following: respect and consideration for all members of the educational community, appreciation of diversity, compliance with the rules of coexistence, care of the

institutional heritage, respect for the property of others, punctuality and attendance, cleanliness, as well as with the founding values and principles that Colegio Menor promotes.

The evaluation of student behavior must be qualitative and not affect the promotion of students. It will be governed by the following scale:

<b>A=very satisfying</b>	<b>Leads the fulfillment of the commitments established for healthy social coexistence.</b>
<b>B=satisfying</b>	<b>Complies with the commitments established for healthy social coexistence.</b>
<b>C=little satisfying</b>	<b>Occasionally fails to comply with the commitments established for healthy social coexistence.</b>
<b>D=improvable</b>	<b>Repeatedly fails to comply with the commitments established for healthy social coexistence.</b>
<b>E=unsatisfactory</b>	<b>Does not comply with the commitments established for healthy social coexistence.</b>

This grade is recorded on the student's report card and on the promotion certificates from the Ministry of Education. It could be requested by university or programs for students, camps, authorities, etc.

#### **Educational and disciplinary actions:**

The educational and disciplinary actions will be based, in the first instance, on restorative practices respecting the dignity of each person, their right to express freely, seeking the reestablishment of the rights of the minor, awareness of the damage caused, the guarantee of the rights to the truth and of the comprehensive reparation of the victim, the reciprocal recognition of the parties and the reintegration of the victims into society. This process addresses conflicts from a collaborative, social, affective, pedagogical and rights approach guided by the principles of comprehensive protection and the best interest of children and/or adolescents.

The restorative approach allows building a set of values, attitudes, traditions, behaviors and lifestyles that reject violence and prevent conflicts, trying to attack their causes to solve the problems through dialogue between people.

Our objective with the implementation of restorative practices is to build the capacity of community members to prevent, detect and resolve conflicts by increasing reflection, assuming responsibility and repairing the damage caused. We use methods and systems to reach restoration for the fault committed. Some of them are:

**Restorative circles:** strategy aimed at the prevention and detection of conflicts, which can be carried out by the teachers of each classroom and/or a DECE representative. These circles are carried out in different phases with the objective of restoring the relationship between the members of the educational community.

**Restorative meetings in the educational field:** this strategy is aimed at restoring the conflict through the assertive use of communication and expression of emotions. It is carried out through the use of open and reflective questions regarding the event that occurred. These meetings have the support of the classroom teacher in charge and/or a DECE representative.

**Restorative approach for teachers and directors:** corresponds to the training given to teachers regarding the application of restorative practices in the classroom to address possible conflict situations.

#### **Classification and procedure for lack of coexistence and behavior**

The rules of behavior are vital to generate a safe educational environment, allowing a harmonious coexistence framework of freedom with responsibility, mutual respect, tolerance and effective exercise of duties and rights. It is mandatory that students comply with these regulations and that members of the community watch over them.

In accordance with the provisions of Article 331 of the General Regulations of the Organic Law of Intercultural Education, minor offenses and serious offenses will be known and resolved within the educational institution through the application of restorative practices and educational established in this Code of Coexistence, granting the student and his/her legal representative the right to defense.

In accordance with the provisions of Article 330 of the General Regulations of the Organic Law of Intercultural Education and in accordance with the Code of Institutional Coexistence, the following are considered as minor, serious and very serious offenses.

### MINOR OFFENSES

Alter peace and coexistence	Deteriorate or destroy the facilities willfully or through negligence	Interfere or hinder the normal development of academic activities	Commit fraud or academic dishonesty type I
<ul style="list-style-type: none"> <li>- Eat in class</li> <li>- Use the cellphone at times and places not allowed</li> <li>- Skip inside the school</li> <li>- Sell things</li> <li>- Inappropriate behavior</li> <li>- 5 unjustified tardies</li> <li>- To lie</li> <li>- Not respecting national symbols</li> <li>- Not obeying an order from an adult</li> <li>- Not voting in school elections</li> </ul>	<ul style="list-style-type: none"> <li>-Misuse of the physical facilities, equipment, materials, goods or services of educational institutions.</li> <li>-Includes, but is not limited to: keeping the locker unlocked, messy, or in poor conditions</li> <li>-Not contributing positively to the good care, maintenance and cleaning of the school campus</li> </ul>	<ul style="list-style-type: none"> <li>- Interfering in class, interrupting or not following the instruction of a teacher or adult in charge of the activity</li> </ul>	<ul style="list-style-type: none"> <li>-Using the exact sentences or paraphrased sentences of someone else for an academic work without explicitly acknowledging the source</li> <li>- Include, in an academic work, ideas, opinions, theories, data, statistics, graphics, drawings or other information without explicitly acknowledging the source, even when they have been paraphrased or modified.</li> <li>- Present the same academic work, even with modifications on two or more different occasions, without having obtained the express authorization to do so.</li> </ul>
<b>For minor offenses</b>	<ol style="list-style-type: none"> <li>1. The use of one or several restorative strategies will be applied as an educational action where the reflection of what happened, as well as the analysis of the consequence that could happen if the same fault is incurred again and the importance of repairing the damage caused, will be essential to build student learning and responsibility.</li> <li>2. The situation will be recorded in the student's academic file and in their learning report, and their legal representatives will be informed of the matter.</li> <li>3. In addition, as educational actions, the student must sign, together with their legal representatives, a letter of commitment in which they affirm that they understand the rules, and promise that the student will not commit acts that violate them again.</li> <li>4. Finally, the student must carry out educational work activities in the educational institution related to the offense committed and leading to repair the damage caused, if the act committed caused harm to other people or damage material goods.</li> </ol>		

## SERIOUS OFFENSES

Alter peace and coexistence	Committing acts of violence by Word or deed	Deteriorating or destroying the facilities willfully or through negligence	Committing Fraud or Academic Dishonesty Type II
<ul style="list-style-type: none"> <li>-Discriminate</li> <li>-Violate the right to privacy</li> <li>-Use or have possession of alcohol, drugs, electronic cigarettes</li> <li>-Leaving the establishment without authorization</li> <li>-Generate situations of risk or conflict (fights, aggressiveness, panic, maliciously obtaining personal information, among others).</li> <li>-Carry out proselytizing actions related to political parties.</li> </ul>	<ul style="list-style-type: none"> <li>-Repeated psychological, verbal, physical abuse</li> <li>-Threat, annoy or intimidate, verbally, physically</li> <li>- Actively or passively participate in a robbery</li> <li>- Being found in possession of someone else's property without the express authorization of its owner</li> <li>- Have, use or promote the use of pornographic material</li> <li>- Actively or passively participate in actions that go against the individuality and/or gender preference of the members of the educational community or cover up those responsible.</li> </ul>	<ul style="list-style-type: none"> <li>-Cause damage to physical infrastructure and equipment</li> <li>- Cause damage to public or private property</li> </ul>	<ul style="list-style-type: none"> <li>-Present as your own academic work done totally or partially by another person, with or without their consent</li> <li>-Carry out an academic work or part of it and give it to another person so that they can present it as if it were their own.</li> <li>-Copying someone's paper or test by any means, with or without their consent, or allowing someone to copy from their own paper or test</li> <li>- Use or have in your possession notes or other reference materials during an exam, unless the teacher expressly allows it.</li> <li>-Entering the accounts of others maliciously or hacking.</li> <li>- Include the name of a person in a group work, even though that person did not participate in the preparation of the work</li> <li>-Interfere in the work of other people through the theft, hoarding, elimination, sabotage or concealment of academic work, materials or supplies that are necessary for the development or presentation of an academic work.</li> </ul>
<b>For serious offenses</b>	<ol style="list-style-type: none"> <li>1. The use of one or several restorative strategies will be applied as an educational action where the reflection of what happened, as well as the analysis of the consequence that could happen if the same fault is incurred again and the importance of repairing the damage caused, will be essential to build student learning and responsibility.</li> <li>2. The situation will be recorded in the student's academic file and in their learning report, and their legal representatives will be informed of the matter.</li> <li>3. In addition, as educational actions, the student must sign, together with their legal representatives, a letter of commitment in which they affirm that they understand the rules, and promise that the student will not commit acts that violate them again.</li> <li>4. The student must carry out educational work activities in the educational institution related to the offense committed and leading to repair the damage caused, if the act committed caused harm to other people or damage to material goods.</li> <li>5. In addition, the highest authority of the educational establishment must apply, depending on the seriousness of the offense, the temporary suspension of attendance at the educational institution, for a maximum of fifteen (15) days, during which the student must comply with educational activities,</li> </ol>		



	<p>directed by the educational institution and with the follow-up of his/her legal representatives.</p> <p>6. This decision will be communicated to the representatives in writing, within a maximum of 3 working days. Any appeal must be made within a maximum of 3 days from the day the communication was sent.</p>
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**VERY SERIOUS OFFENSES**

Alter peace and coexistence	Committing acts of violence by word or deed	Deteriorating or destroying the facilities willfully or through negligence	Interfere or hinder the normal development of academic activities	Committing Fraud or Academic Dishonesty Type III
<ul style="list-style-type: none"> <li>-Commercialize or promote the consumption of alcohol, drugs, tobacco, electronic cigarettes and illegal substances</li> <li>-Carrying weapons or unauthorized materials that threaten the physical integrity of the members of the community</li> </ul>	<ul style="list-style-type: none"> <li>-Undermine the dignity of a member of the educational community through defamatory publications</li> <li>-Actively or passively participate in actions that threaten the sexual integrity of members of the educational community or cover up those responsible</li> </ul>	<ul style="list-style-type: none"> <li>- Causing serious damage to physical infrastructure and equipment</li> <li>- Causing damage to the public or private property of any member of the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Negatively interfere with the electoral processes of the educational establishment</li> <li>- Intervene in activities tending to promote the paralysis of the educational service</li> </ul>	<ul style="list-style-type: none"> <li>- Include quotes, results or fabricated, falsified or modified data from interviews, surveys, experiments or research in academic papers.</li> <li>- Obtaining fraudulently copies of exams or their answers.</li> <li>- Modify your own ratings or those of another person</li> <li>- Falsify or modify signatures, documents, data or academic records of their own or of another person</li> <li>- Impersonate another person or allow being impersonated in taking an exam</li> </ul>

**Para faltas muy graves**

1. The use of one or several restorative strategies will be applied as an educational action where the reflection of what happened, as well as the analysis of the consequence that could happen if the same fault is incurred again and the importance of repairing the damage caused, will be essential to build student learning and responsibility.
2. The situation will be recorded in the student's academic file and in their learning report, and their legal representatives will be informed of the matter.
3. In addition, as educational actions, the student must sign, together with their legal representatives, a letter of commitment in which they affirm that they understand the rules, and promise that the student will not commit acts that violate them again.
4. The student must carry out educational work activities in the educational institution related to the offense committed and leading to repair the damage caused, if the act committed caused harm to other people or damage to material goods.
5. In addition, the highest authority of the educational establishment must apply, depending on the seriousness of the offense, the temporary suspension of attendance at the educational institution, for a maximum of fifteen (15) days, during which the student must comply with educational activities directed by the educational institution and with follow-up of the legal representatives
6. This decision will be communicated to the representatives in writing, within a maximum of 3 working days. Any appeal must be made with a maximum of 3 days from the sending of this communication.
7. The disciplinary process of very serious offenses will be substantiated within the educational establishment, and the disciplinary educational actions must be applied by the District Conflict Resolution Board, which must issue the resolution within a period not exceeding fifteen (15) days from receipt of the file. Failure to comply with this term constitutes grounds for administrative proceedings for the members of the District Conflict Resolution Board. Depending on the severity of the action, the District Conflict Resolution Board will apply one of the following actions: temporary suspension of attendance at the educational institution for a maximum of thirty (30) days, with directed educational actions. This measure entails the direct participation of legal representatives in monitoring the performance of the suspended student; or, definitive separation from the educational institution which implies that the student must be relocated to another establishment. Relocation to another educational establishment does not imply losing the school year.

Students who commit acts of academic dishonesty will be subject to disciplinary actions established in the Code of Coexistence and will also receive a grade of zero in the task or exam in which they have committed the act of academic dishonesty in accordance with article 224 of the General Regulations of the LOEI.

The accumulation of faults will result in the application of more serious disciplinary educational actions, as described in the LOEI.

Any educational disciplinary action for minor and serious offenses may be appealed by the student's legal representatives in accordance with agreement 434-12 before the District Conflict Resolution Board within three (3) days, counted from the notification by part of the highest authority of the establishment. The resolution of the Board puts an end to the administrative procedure.

Any educational disciplinary action for very serious offenses may be appealed by the student's legal representatives before the highest authority of the Zonal Level, within a term of three (3) days, counted from the notification day. The resolution of the highest authority of the Zonal Level puts an end to the administrative procedure.

The policies described above apply to all members of the community as they are established by the Education Law.

## ATTENDANCE AND PUNCTUALITY

### **Attendance:**

In accordance with the provisions of the General Regulations of the Organic Law on Intercultural Education, attendance at educational activities is mandatory and must be completed within the days and hours established by the educational institution. It is the obligation of the student's representatives to guarantee the attendance to classes of their representatives, and in the same way, the students are responsible for remaining in the educational establishment during the entire school day.

Colegio Menor students must:

- Attend and arrive on time to each assigned class and activity
- Arrive prepared for class
- Not being in restricted areas
- Leave school only with the proper authorization of their legal representatives
- Leave campus after the school day is over, except if participating in extracurricular activities

### Excused Absences:

The absence of students for one or two days must be notified immediately to their parents or legal representatives, who must justify no later than two (2) days after the student returns to class, with the respective documentation, before the administrative assistant of each section of the educational institution. Said justification will be applied in the following cases:

- a. Illness or medical reasons
- b. Domestic calamity, understood as the death, accident or serious illness of the parents or the student's illness, cases of accidents that seriously affect the property or assets of the parents and/or legal representative of the student
- c. Receive scholarships, special permits, sponsorships and support for their national or international representations, who stand out in merits, achievements and relevant contributions of an academic, intellectual, sports and civic nature.
- d. Catastrophic illness or serious accident of the student

The students has the same number of days that s/he missed classes to make up the work missed during the absences. If the students does not deliver the work until this date, the grade Will remain zero. This includes class work, homework, tests, projects, etc. It is the student's responsibility to take care of their academic performance and the fulfillment of their obligations.

The absence between 3 to 7 consecutive days will be justified with the corresponding documentation before the vice-principal of the section.

Absence between 8 and 15 consecutive days will be justified with the corresponding documentation before the principal of the section.

If the absence is 16 days or more, the student's representatives must justify the absences in Distric D09-Tumbaco-Tabable.

The teacher must keep the information updated on the school platform, with the necessary adaptations according to the situation the student is experiencing, favoring the right to study.

### Absences due to sports, cultural or academic activities:

Parents need to notify the absence 15 days in advance, presenting an invitation from the official government organization, sponsor (not clubs) indicating that the student participates in an official competition. Only this type

of document (delivered BEFORE the absence) can justify these absences and detailing that it is to represent the city, province or country.

Absences for an activity organized by the school will always be automatically justified by the institution.

#### Unexcused Absences

If the parents or legal representatives do not justify the student's absences for two consecutive days, a DECE representative will carry out the pertinent follow-up.

If, despite of this, the student maintains unjustified absences that exceed 5% of regular class attendance, the legal representatives will be notified and they will sign a commitment letter as a preventive measure before reaching 10% of unjustified absences.

In the case of students from grade 6 (7EGB), if their unjustified attendance exceeds 10% of the school year, they will fail the subjects in accordance with the regulations of the current Education Law.

#### **Punctuality**

It is the responsibility of the students to arrive at school on time, for which we expect the collaboration of their representatives. Colegio Menor highlights the importance of punctuality in life as a positive habit, therefore, tardiness to classes will be justified by legal representatives only in exceptional circumstances.

Students from all sections must arrive at the facilities from 7:45 a.m. in order to start classes, on time and ready to work, at 8:00 a.m.

When students arrive late to class after 8:00, they will not be able to interrupt the class, but must:

- Approach the section office to request entry authorization
- The administrative assistant of the section will register this as tardy once the authorization is given to the student. Otherwise, it will continue as an absence in the system.
- Parents will be able to justify this delay by means of an email, during the course of the day.

*Students from 6th grade (7EGB) who arrive at school from 8h15 am*

- They will not be able to go to class without the justification of their parents or legal representatives, who will be contacted to justify this delay at that very moment by email.

#### *Delays in class schedule*

It is the responsibility of the students to arrive on time to their respective class. The student who is late in a period change can only justify the delay with a note from a teacher or authorized school personnel. If the student arrives up to 10 minutes late, this absence will be communicated to the parents via email by the teacher. On a second occasion onwards, the student will attend extra help classes. If the delays are repetitive, the student will initiate an improvement and follow-up plan with the Student Counseling department, involving the parents in the process. If there are five unjustified delays, it will be processed according to what is described in the LOEI.

After 10 minutes, it will be considered a serious delay. The teacher will communicate this absence to the parents via email and will attend extra help classes. If the delays are repetitive, the student will initiate an improvement and follow-up plan with the Student Counseling department, involving the parents in the process. If there are five unjustified delays, it will be processed according to what is described in the LOEI.

A student who does not go to class is considered as a skip and will be processed as an absence according to what is described in the LOEI.

#### Early releases

Any request for early dismissal must have a written authorization in our electronic system by the legal representatives. This note must be received no later than 10:00 am for students whose regular check-out time is at 12:15pm, and no later than 12:00pm for students whose regular check-out time is at 2:45pm

## HONORARY DISTINCTIONS

We recognize the effort of our students at the end of each of the educational levels.

### Playgroup, Pre-kinder, Kinder:

At the end of the Playgroup, Pre-kinder and Kinder levels, the school stimulates the children through positive comments and observations, In this way, the General Regulations are complied with **Articles 188 and 192**. The former states that the evaluation will be exclusively qualitative and the latter states the automatic promotion to the next grade.

Taking into account these two regulations, teachers are aware of the importance of the comments that they must present to parents and/or representatives, since this constitutes a stimulus in itself.

No diplomas or awards are offered at these levels. No special ceremonies are organized either, but relevance is given to the final evaluation offered in private meetings with each children's parents.

### 1st to 12th grade:

Among the general prizes awarded in these section are:

Prizes awarded at the end of the school year by grade (from 5EGB):

- **“Goodness, Beauty and Truth”** Award: highest award that represents the founding principles of the school.
- **“Pursuit of Excellence”** Award: Demonstrates the spirit of commitment to achieve excellence.
- **Honor Roll** to all students with averages of 92-94 and **High Honor Roll** diploma to all students with averages of 95-100.

At Colegio Menor, during the High School students' graduation ceremony, students are distinguished based on the grades they have achieved in the last four years of study. The honors (taken from Latin) are:

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

## OVERSIGHT OF THE VALEDICTORIAN SELECTION

As established in Article 179 of the Regulation of the Organic Law of Intercultural Education for the formation and election of "abanderado" students, the Executive Council of the Colegio Menor appointed the Oversight Commission of the Valedictorian Election Process. This group of professionals, from which a secretary is

appointed, is responsible for ensuring faithful compliance with the provisions of the law in terms of requirements, deadlines, distinctions, appeals and dates of proclamation.

Students who meet the following requirements are considered to be creditors of one of the distinctions of "abanderados", "portaestandarte" or "escoltas":

- Be legally enrolled in 12th grade at Colegio Menor and regularly attend classes.
- Having delivered to the General Secretariat of the school, the legalized year passes or promotions obtained from 1st-11th grades); only in the case of students who studied those years in other schools.
- In the case of national and foreign students who studied abroad, they must have the proper resolution of recognition of studies issued by the District Directorate of Education, accompanied by the entire student file, which allows obtaining the qualifications according to what is established in Article 194 of the LOEI regulations.

In case of a tie:

In the event of a tie in the final averages for the election of the honor roll of "abanderados", including the 10th position for admission to the honor roll, the scores will be taken into account based on the MERITS obtained by the students in the course of their student life, as indicated in the "Unstructivo para la designación de Abanderado, Portaestandarte y Escoltas de las Instituciones Educativas del Sistema Nacional de Educación", updated by the Ministry, according to the current academic year.

The merit of students who have tied the final averages will be calculated by assigning a score obtained in high school for each honor or recognition received (honors, awards) and other supporting documents that are subject to what is established in the Ministerial categories, and that evidence such activities. According to the "Instructivo de Abanderados", the activities fall into the following categories: Scientific, Cultural, Artistic, Sports and Social Responsibility.

According to the level of individual merit, a score could be added, such as institutional, city, province or country merit, depending on the case.

These merits will be entered into the system of the Ministry of Education of the "abanderados" module, which will automatically calculate the tiebreaker according to the scores.

## DRESSCODE

The Colegio Menor does not have a school uniform, however, the clothing to attend school or to attend activities organized by the school must be appropriate for an academic environment.

The purpose of these dress considerations is to promote student participation, professional work, and personal success while recognizing the individuality, freedom of expression, and personal choice of each member of the community.

Regarding student clothing:

- Community members should be able to dress and groom in a manner that expresses their individuality without fear of condemnation or bodily embarrassment.
- Dress considerations shall not create disparities, reinforce or increase the marginalization of any group, or apply more differently to students because of their racial identity, ethnicity, gender identity, gender expression, gender non-conformity, sexual orientation, cultural or religious identity, family income, body size/type, or body maturity.

- Students, faculty and staff are responsible for managing their distractions and redirecting their attention to learning and teaching.
- Community members may not wear clothing, jewelry, or personal items that: contain pornographic images, contain threats, contain offensive messages, or promote illegal or violent behavior such as the illegal use of weapons, drugs, alcohol, or tobacco.
- Clothing must not demonstrate association/affiliation with a hate group and/or use hate speech directed at groups based on race, ethnicity, gender, sexual orientation, gender identity or religious affiliation.
- Clothing must not show private parts (nipples, genitals, buttocks). Clothing must cover private parts with non-transparent material.

In order to maintain uniformity and decorum in solemn acts such as presentations, concerts or school events, it is requested that all students dress as follows:

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

Students: white turtleneck shirt or sweatshirt, black pants (no jeans), black shoes and black socks.

### **Compliance:**

Principals must ensure that all staff and students know and understand the guidelines of these dress considerations.

Students will not be removed from class as a consequence for wearing attire that contradicts these considerations.

If there are any students who need to better understand these dress considerations, this should be reported to the counseling department.

## **CAFETERIA SERVICE**

Cafeteria service is an optional service for students.

Preschool students will be served a mid-morning snack directly in their classrooms. Students in elementary through 5th grade (6EGB) will be provided with a daily menu and cafeteria service.

All cafeteria meals must be prepaid. To credit a balance to the student's account, it must be done through the provider's payment button. Any balance on the account may be refunded at the request of the parent.

The Junior High School cafeteria complies with the regulations established by the Ministry of Health and Ministry of Education regarding the sale of food products; therefore, it does not dispense products such as soda, chocolates, candy, packaged snacks, etc.

Nursery, pre-kindergarten and kindergarten students will be served a mid-morning snack directly in their classrooms. Students in elementary school through 5th grade (6EGB) will have a daily menu and snack bar service available.

## TRANSPORT SERVICE

The transport service is an optional complementary service for the student. For those students who live outside the perimeter of service, or in inaccessible or unsuitable areas for the units, the School will set a boarding stop where it will pick up the students in the mornings and afternoons.

The routes are designed at the beginning of each school year, always taking care of the safety of the users. All transport units have an assistant, who will be in charge of the safety and behavior of the students within the unit, during the time of the tour. Additionally, the routes are monitored by a satellite tracking system that will allow parents to follow the routes.

To make use of this service, the student must previously register and pay for the service through our website. With the aim of properly planning the route, the service will be offered 15 days after registration and in accordance with the availability of the units, as well as the perimeter of coverage and accessibility. The schedules may vary during the school year due to the inclusions that may occur, they will be communicated with due anticipation.

Second directions may be offered only on the return route (afternoon) depending on the availability of spaces, as long as the route is not altered.

It is not allowed to bring guests in the transport units.

The monthly cost of the service also includes academic, sports, cultural or any other outings within the city.

Trips outside the city do have an additional cost for the parent.

### Behavior standards for students on transportation:

We consider that school transportation is an extension of the school, which includes the same behavior expectations. So, any reported incident will be processed in the same way as if it occurred in the institution, with consequences according to the type of offense: minor, serious or very serious.

The assistant is responsible for maintaining order and discipline within the transport unit, as well as for reporting any incident during the route, which will be processed by the authorities of each section and communicated to parents, if applicable.

## COMMUNICATION PLAN

With the purpose of maintaining effective and permanent contact between all the actors of the Educational Community, Colegio Menor has implemented policies that allow effective communication between all the actors of the community. Below, we detail our communication strategies:

INFORMATION	METHOD
	<p><b>Events' calendar:</b> The annual calendar of events its available on the school website <a href="http://www.colegiomenor.edu.ec">www.colegiomenor.edu.ec</a></p> <p><b>Bulletin (Newsletter)</b> with important information: schedules of cultural, social and academic events; activities carried out, results of contests, participation of students and their teachers, photographs of sporting events, etc. Each section issues its bulletin periodically.</p>



<b>Dates, events, rules, emergency situations</b>	<b>Code of Coexistence:</b> This manual is available on the institutional website. It must be read and reviewed regularly by the student, by parents and/or representatives, and school personnel.
	<b>Institutional mail:</b> Communication about important events and information are sent home via email and/or published in the weekly bulletin.
	<b>Preparation of documents: news about the process and activities carried out.</b> The documents that are built with the participation of the Educational Community, are of general knowledge through electronic communication. The progress and evaluation of these documents are carried out in the same way.
	<b>Teachers' email:</b> Communication about a particular student, occasional reminders, arranging parent-teacher conferences, special events and emergency situations.
	<b>Special bulletins:</b> Emergencies during school hours such as: high-risk contagious diseases, preventive vaccinations, class suspension, political commotions, and in general, unusual matters. These bulletings will be sent via email.
<b>Academic information</b>	General information about work in class and at home is given in the Open House sessions and invitations to parents.
	<b>Course management systems platform:</b> Allows a flow of information on academic matters, homework, materials and planning of school activities, between teachers, students and parents and/or representatives. This information is accesible after obtaining an individual password.
<b>Student progress</b>	<p><b>Grade reports on digital platform:</b> By obtaining the individual password, the student and his/her parents can be constantly informed about grades, disciplinary records and the attendance of the student in each and every one of his/her classes.</p> <p>In case of having problems with this platform, representatives can request support through Technical Support <a href="mailto:helpdesk@colegiomenor.edu.ec">helpdesk@colegiomenor.edu.ec</a></p>

### **Rules of communication between Community Members**

At Colegio Menor, good treatment and cordiality are promoted among all members of the community. As well as a fair and respectful treatment between students, families, authorities, teachers and school staff. For this the following provisions:

- Students, parents, teachers and authorities will maintain written and/or verbal communication within a framework of respect and cordiality.

- Avoid and not take part in rumors and comments in chats, in social or school gatherings, which generate confusion and gossip that affect the good name, integrity, well-being and progress of the community.
- Follow the communication channels and processes in the event of any observation, suggestion or disagreement in the sequence described

- a. Area or group teacher
  - b. Section principal
  - c. Head of School
- Timely inform in writing the limitations that your child has to fulfill the responsibilities of the school in aspects such as:
    - a. Health
    - b. Security
    - c. Absences due to family difficulties, etc.
    - d. Physical limitations, medical or psychological treatments.
  - Authorize the required early departures through the corresponding electronic platform. Permissions by phone are not allowed.

## PARTICIPATION COMMITTEES IN THE CONSTRUCTION OF THE CODE

Committee	Relevant actions in the process of building the Code	Observations
Diagnosis of harmonious institutional coexistence.	The relevant actions are found below in the priority matrix of the institutional harmonic coexistence plan.	A complete table was prepared in accordance with the guidelines of the Methodological Guide sent by the Ministry of Education for updating the Code of Institutional Coexistence.
Systematization and Drafting of the Code	This committee analyzed, systematized, selected the important aspects and drafted this document.	The table prepared by the diagnostic committee was developed in each of its relevant points by the Systematization and Drafting Commission.
Promotion and Oversight of Institutional Harmonic Coexistence	Complied with all required activities: communicate and monitor the process.	
Approval and ratification of the Code of Institutional Coexistence	Once the process was completed, the Approval Commission was in charge of approving and ratifying the Code of Institutional Coexistence.	

## INSTITUTIONAL HARMONIC COEXISTENCE PLAN

The Commission for the Promotion of Institutional Harmonic Coexistence, made up of eight members of the educational community, is in charge of promoting, monitoring and ensuring compliance with the agreements and commitments established in this document. For their election, Article 43 of the General Regulations of the LOEI was taken into account, for institutions with more than 500 students.

Among its responsibilities are those established in the relevant Methodological guide:

- Monitor the implementation and follow up of the Coexistence Plan within the Institution.
- Collect proposals from educational actors to improve the quality of coexistence.
- Demand compliance with the agreements and commitments established in the Code of Coexistence.
- Generate a monitoring plan.
- Suggest recognition of outstanding Good Living practices.

With the purpose of generating agreements and giving way to the expression of opinions coming from the different actors of the educational community, the following spaces have been made possible:

- **Classroom Assemblies:** It is the moment in which students present, comment and reflect on aspects related to harmonious coexistence within the framework of Good Living. These meetings are scheduled in the curricular activities and are directed by the respective tutors and directors of the levels: EGB and BGU. The assemblies develop a variety of themes, chosen by the students and channeled through their representatives. Eventually, the tutor teachers and the leader of each section intervene.
- The meetings of the teachers of the campus (Study Circles) are organized and directed by the Educational Institution. Teachers whose opinions are taken into account to improve education and the harmonious environment of the institution participate directly in each of its meetings. In addition, freedom of expression is given to all teachers to share experiences, make claims and request immediate solutions to daily setbacks.
- The Assemblies of parents and/or representatives are important spaces of institutional life. Colegio Menor has the collaboration of this sector of the Educational Community through meetings to reach agreements that benefit family and institutional well-being.

These assemblies are led by a board of directors whose decisions are known to all those involved.

The Harmonic Coexistence Commission will work during the two years of validity of this document and will present an annual plan.

Matrix to design the Harmonic Coexistence Plan

AREA	OBJECTIVE	ACTIVITIES	INDICATORS	RESOURCES	CRONOGRAM	RESPONSIBLE
<b>Respect and responsibility for health care and promotion</b>	Take care of the mental and physical health of the Educational Community through the implementation of	Schedule Health and Hygiene Weeks (all levels). Continue with the treatment of drinking water. Implement class projects on mental health.	The whole community: Invitations to attend and support all scheduled health care events. Relevant activities: see the	Conferences, Talks, Stands, Movies, Theater Plays	Throughout the entire school year.	Health and Good Living Committee Physical Plant Teachers and DECE representatives in charge of the respective courses

	relevant materials and regulations.	Apply snack policies for each educational level.	school's website.			Heads and teachers of each section and food supply company
<b>Respect and care for the environment</b>	Implement measures that strengthen care for the environment and proper management of solid waste.	Green Movement Project Use of LED lights in some sectors of the school Automatic control of equipment on and off Check for energy leaks Construction of pedestrian crossings Caring for green spaces and ornamentation Environmental education and reforestation	Two campaigns distributed in the two quimesters Support for the campaigns organized by the EGB Student Government	Reduce, Reuse and Recycle campaign already built Hiring of gardeners and fumigators Activities schedules by the Ministry of Education	Permanent practice Permanent practice Permanent practice Monthly permanent practice Throughout the school year.	Recycling Committee Planning architects Physical plant IT Department Electrical Engineer Advisor Designer architects Physical plant Baccalaureate Coordinator

<p><b>Respect and responsible care for the material resources and assets of the educational institution</b></p>	<p>Implement measures that strengthen the responsible care of materials and assets of the educational institution</p>	<p>Security Department Policies Surveillance camera installation Maintenance and protection policies Disciplinary regulations: respect for property Training for the proper use of equipment</p>	<p>Activities carried out by teachers to promote the care of IE materials and assets  Workshops regarding the Code of Coexistence and its regulations regarding the care of IE materials.</p>	<p>Resources assigned to this department Hiring of a specialized supplier Preventive and Corrective measures Regulation of the Code of Coexistence Trainers of the Physical Plant and the IT Department</p>	<p>Permanent  Annual  Permanent  Permanent  Start of school year</p>	<p>Head of Security  Physical plant and security providers  Authorities  IT department</p>
<p><b>Respect among all the actors of the educational community</b></p>	<p>Maintain a harmonious environment in which respect for Human rights and personal integrity prevail</p>	<p>Knowledge and signature of the Code of Coexistence Respect for the Internal Regulations for the Administration of Human Resources Follow the Conflict Resolution regulations</p>	<p>Evidence of the signatures of having read and agreed with the Code of Coexistence</p>	<p>Dissemination through the website Socialization of the Regulation and reception of opinions from all the actors of the community Regulations of the Permanent Agreement 0434-12</p>	<p>Permanent  Start of school year  Permanent</p>	<p>Communication Commission Institution and teachers DECE, department heads, tutors, students, parents and authorities</p>
<p><b>Freedom with responsibility and student democratic participation</b></p>	<p>Know and exercise the rights and obligations provided for in national laws</p>	<p>Disseminate the articles of rights and obligations of all the actors of the educational</p>	<p>Promote spaces for dialogue and training on the rights and responsibilities of students</p>	<p>Meetings of knowledge and discussion of the LOEI</p>	<p>Bimonthly</p>	<p>Student government and coordinators of different levels</p>

		community contemplated in Chapters III, IV, V y VI of the LOEI Organize cultural, sports and scientific activities inside and outside the institution.		Make available physical spaces and support personnel for the execution of activities	Throughout the school year	The entire educational community
<b>Respect for diversity</b>	Maintain and environment of peace and tolerance among the actors of the educational community without racial, sexual, cultural or religious discrimination	Involve all stakeholders in the community Support activities promoted by parents Update the website to spread the activities Involve all stakeholders in the campaign Values Count! Promote knowledge and respect for the different cultures that are part of the Community	A diverse and inclusive community	Events scheduled by the Institution Events scheduled by parents  Website  Events scheduled by the campus Exhibitions of the different nationalities that are part of the Community	Throughout the school year  Throughout the school year  Permanent Permanent Permanent	Authorities and department heads  Parent representatives  Communication department  Heads of each section and teachers  The entire community

## MONITORING PLAN

In order to check the programmed progress and make adjustments or modifications to the Institutional Harmonic Coexistence Plan, a follow-up scheme was drawn up that will be completed over the course of the two years that the Code of Coexistence is in force. Data from this and other similar documents will be taken into account in future code updates.

By way of subtitles are the following:

- What are the aspects to follow? Answer the question **What?**
- How is this monitoring done? **How?**
- Who does it? **Who?**
- How often is this monitoring done? **When?**

Follow-up matrix for the institutional harmonic coexistence plan  
(Table to be completed over two school years)



	Respect and responsibility for health care and promotion.	Schedule Health and Hygiene Weeks (all levels) Continue with the treatment of drinking water Implement class projects on mental health Enforce snack policies for each educational level Continue with the weeks of prevention of the use and consumption of alcohol, tobacco and other drugs.			The whole community: Invitations to attend and support all events scheduled for health care	Through the entire school year Through the entire school year	
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	Respect and care for the environment	<p>Green Movement Project</p> <p>Construction of environments that receive natural light</p> <p>Use of LED lights in all sectors of the school</p> <p>Automatic control of equipment on and off</p> <p>Check for energy leaks</p> <p>Construction of pedestrian crossings</p> <p>Caring for green spaces and ornamentation</p> <p>Environmental education and reforestation</p>			<p>Two campaigns distributed in the two quimesters</p> <p>Support for campaigns organized by the student government</p>	<p>Permanent practice</p> <p>Permanent practice</p> <p>Permanent practice</p> <p>Permanent practice</p> <p>Monthly</p> <p>Throughout the school year</p>	
	Respect and responsible care of the material resources and goods of the educational institution	<p>Security Department Policies</p> <p>Installation of surveillance cameras in the new spaces</p> <p>Maintenance and protection policies</p> <p>Disciplinary regulations</p> <p>Respect for property</p> <p>Training for proper use of equipment</p>				<p>Permanent</p> <p>Annual</p> <p>Permanent</p> <p>Permanent</p> <p>Start of school year</p>	
	Respect between all the actors of the educational community	<p>Knowledge and signature of the Code of Coexistence</p> <p>Respect for the Internal Regulations of Human Resources Administration</p> <p>Follow the Conflict Resolution regulations</p>				<p>Permanent</p> <p>Start of school year</p> <p>Permanent</p>	
	Freedom with responsibility and democratic student participation	Disseminate the articles of rights and obligations of all the actors of the				Monthly	

		educational community contemplated in Chapters III, IV, V y VI of the LOEI Organize cultural, social, sports and scientific activities inside and outside the institution				Throughout the school year	
	Respect for diversity	Involve all stakeholders in the community Support the activities of the Parents Update the website to spread the activities Involve all stakeholders in the campaign Values Count! Promote knowledge and respect for the different cultures that are part of the Community				Throughout the school year (see website) Throughout the school year (see website)  Permanent  Permanent  Established in the curriculum	

Matrix to define priorities: Diagnostic commission

Area	Dimensions	What has been done?	What is there left to do?	Who did it?	Observations
<b>RESPECT AND RESPONSIBILITY OF HEALTH CARE AND PROMOTION</b>	Permanent practices to strengthen personal hygiene habits by members of the educational community	Hygiene and health weeks (all levels) Graphic aids in bathrooms and food areas.	Personal hygiene campaigns	Authorities of the Institution  Health and Good Living Committee	

	Development of strategies to improve the eating habits of all the actors of the educational community	Maintain different healthy food options within the reach of the educational community, taking into account the Ministry of Education Refreshment policies Lectures on nutrition, healthy food for the entire community.	Carry out workshops for parents on preparing healthy lunch boxes from the 2nd year of EGB	Hanaska group nutritionist	Continue lunchbox instructions with new parents.
	Activities implemented and executed by the institution to prevent the use and consumption of alcohol, tobacco, and other drugs. otras drogas.	Prevention workshops and talks according to the age of the students. Campaign to prevent the use of vapes and tobacco with high school students Intervention of DECE professionals through their objectives indicated in the POA.		Directors, teachers and DECE staff Medical department	
	Institutionalization of Education for Comprehensive Sexuality against the prevention of pregnancy in adolescents and of STIs-HIV and AIDS.	Sex education classes based on the DECE curriculum according to the stage of development of the students. Intervention of DECE professionals through their objectives indicated in the POA Pregnancy prevention project (Bebé piénsalo bien) III BGU	Analyze whether the pregnancy prevention project “Bebé piénsalo bien” should be carried out at lower levels	DECE professionals Medical department	Participation of teachers in these areas

<b>RESPECT AND CARE FOR THE ENVIRONMENT</b>	Actions implemented by the institution for solid waste management	Green Movement Campaign Classes on the importance of caring for the environment	Grow more trees on campus	Teachers and students Recycling Committee Coordinators of each Level	Total success in caring for the environment thanks to the coordination of the teachers and the collaboration of the students.
	Actions implemented by the institution to save energy	Construction of environments that receive natural light. Use of LED lights Automatic control on and off Check for energy leaks	Extend the use of LED lights Limit ornamental lights	Architectural planning Physical Plant IT Department Electric Engineer Advisor	The entire school is currently illuminated with LED lights
	Actions implemented by the institution for ornamentation, reforestation and others.	Pedestrian crossings Hiring gardeners, and fumigators Environmental education and reforestation (Citizen participation)	Creation of a school garden	Designer architects Physical plant Baccalaureate Coordinator	The school garden has been implemented. The students take care of it with their respective teachers.

<b>RESPECT AND CARE RESPONSIBLE OF THE MATERIAL RESOURCES AND ASSETS OF THE EDUCATIONAL INSTITUTION</b>	Permanent practices on the care and use of the institution's own material resources and those of the institution	Security Department: Institution Protection Policies Installation of surveillance cameras Physical Plant: Policies for the maintenance and protection of the institution's materials Disciplinary regulations: Respect for property	Placing additional cameras in strategic places	Head of Security Physical Plant and Security Head of Physical Plant Code of Coexistence	Physical Plant works according to the plans that are announced at the beginning of the school year.  This Code of Coexistence regulates discipline in accordance with the LOEI
	Forms of use of the equipment and implements of the institution	Training for proper use of equipment Disciplinary regulations		IT Department Code of Coexistence	The regulations of the Code of Coexistence include the treatment of technological equipment
	Actions that support the care and use of the institution's physical facilities.	Preventive and corrective maintenance plans Regulation of use of physical spaces		Campus Authorities and Physical Plant	The recurring and preventive are carried out daily Predictive and corrective maintenance plans See assigned budget for maintenance

<b>RESPECT BETWEEN ALL ACTORS OF THE EDUCATIONAL COMMUNITY</b>	<p>Norms of behavior among the members of the Educational Community in different spaces such as: classrooms, recreation areas, sports areas and bathrooms, transportation, bars and school cafeterias, among others.</p>	<p>Knowledge and signature of the Code of Coexistence</p> <p>Respect for the Internal Regulations of Human Resources Administration</p>	<p>Expand the dissemination of the update of the Code of Coexistence</p>	<p>Communication Commission</p> <p>Institution and students</p>	<p>The Code of Coexistence indicates all cases of discipline control</p> <p>Similarly, the DECE focuses its attention on the training and follow-up of students.</p>
	<p>Procedures used by the institution resolve conflicts between actors in the educational community; In this area, emphasis will be placed on all forms of violence (physical, psychological and sexual) that may exist inside or outside the educational institution</p>	<p>Regulations of Agreement 0434-12, Regulations on conflict resolution</p>	<p>Train teachers in the knowledge of conflict resolution rules</p>	<p>Department heads and teachers</p>	<p>DECE professionals closely monitor student attitudes. They work with teachers and parents in possible cases of violence, harassment, indiscipline, etc.</p>

<b>FREEDOM WITH RESPONSIBILITY AND DEMOCRATIC STUDENT PARTICIPATION</b>	Forms of participation of all students within institutional spaces and instances.	Respect for Chapter III of the LOEI on student rights	Continue with the daily practice of rights and responsibilities.	Educational Community	Next school year a series of meetings will begin with students of the different EGB levels with the purpose of socializing Chapter III of the LOEI on student rights.
	Internal mechanisms to guarantee the participation of students in the areas contemplated in the educational and constitutional regulations	Knowledge of rights and obligations contemplated in the LOEI and its regulations		Coordinators of each level	The development of common goals and achievements through the Student Council
	Actions established by the institution to strengthen the construction of citizenship in sports, cultural, scientific and social activities of students.	Cultural, social, sports and scientific activities inside and outside the institution		The entire educational community	Respect for the country and its symbols is one of the principles of our comprehensive education. Its practice is daily in all sports, cultural and academic activities.

<b>RESPECT FOR DIVERSITY</b>	Actions that the educational institution considers to guarantee the inclusion of the actors of the educational community	Integration events of all the actors of the Community  Website for the dissemination of inclusive activities: sports, cultural and social		All members of the Community  Parent representatives  Public Relations Person	All the social and cultural activities carried out at Colegio Menor are inclusive and integrating.
	Rules that the institution contemplates for the respect of all forms of diversity	Campaign Los Valores Cuentan! Code of Coexistence	These values are put into practice daily	All members of the Community	Inclusive education free of discrimination is the motto of the school
	Actions that promote educational equity, in order to overcome racism, discrimination and exclusion, and favor communication between members of different cultures.	Equal rights and opportunities  Formation of artistic groups  Cultural exchange	These rights are put into practice on a daily basis	The Institution through the Code of Coexistence Art Department  Public relations	Inclusive education free of discrimination is the motto of the school

## BUDGET

The budget allows us to plan and manage the obtaining of resources and their distribution:

Activity	Description	Quantity	Cost in dollars
Workshops	Stationary	According to attendees	100
Training	Stationary	According to attendees	250
Graphic memory	Stationary, plasticized, graphic resources	According to the places to place	500



		TOTAL:	850
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## WORK COMMISSIONS

### UPDATE OF THE CODE OF COEXISTENCE

#### COMMISSION 1: DIAGNOSIS OF INSTITUTIONAL HARMONIC COEXISTENCE

<b>Members</b> Students Teachers Parents Administrative	Juan José Chacón Joan Ashwell Manuela Pérez María Elena Barrera
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Participation of the Educational Community</li> <li>2. Establish relationship agreements between parents</li> <li>3. Organize integration events between families</li> <li>4. Coordinate the participation of parents in school activities.</li> <li>5. Become collectively aware of factors that affect the harmonious development of the educational environment.</li> <li>6. Raise awareness and reflect on the investigation of existing problems, needs and resources</li> <li>7. Preparation of actions to be undertaken in the short, medium and long term.</li> </ol>
<b>Tasks</b>	<ol style="list-style-type: none"> <li>1. Dialogue and collect information on: <ol style="list-style-type: none"> <li>a. Attitudes of teachers regarding compliance with official regulations</li> <li>b. Teacher-parent relationships</li> <li>c. Internal and community social problems</li> <li>d. Criteria used in evaluation and school performance.</li> <li>e. Attitudes of parents towards school discipline</li> <li>f. Disciplinary problems</li> <li>g. Students, teachers who stand out for their attitude, good example and educational management.</li> <li>h. Identify parents and/or representatives who support, collaborate and participate in school management.</li> </ol> </li> <li>2. Record information on technical instruments</li> <li>3. Develop a SWOT matrix</li> </ol>
<b>Instruments</b>	<ul style="list-style-type: none"> <li>• Personal interviews with teachers, students and parents</li> <li>• Meetings with group of teachers by areas</li> <li>• Meetings with student representatives</li> <li>• Informal questions and answers at various locations on campus</li> <li>• Quick written answers (2 specific questions) for teachers, students, and representatives.</li> </ul>

	<ul style="list-style-type: none"> <li>• Meetings of the Diagnosis Committee: previous reports and procedures to follow</li> <li>• Minutes of these meetings</li> </ul>
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<b>S.W.O.T Matrix</b>	
STRENGTHS	<ul style="list-style-type: none"> <li>• Active and dynamic participation of the Educational Community</li> <li>• Permanent communication with parents through electronic media, meetings, parent representatives, weekly newsletter.</li> <li>• Technological and pedagogical materials and implements to carry out school activities successfully.</li> <li>• International accreditations that guarantee the quality of the education provided at Colegio Menor</li> <li>• Bilingualism in all sections of the school</li> <li>• Campus strategically located in the valley of Cumbayá</li> <li>• We have first class teachers</li> <li>• We provide permanent training to teachers with the collaboration of USFQ and other international universities.</li> <li>• Acreditaciones internacionales que garantizan la calidad de la educación que se imparte en el Colegio Menor.</li> <li>• Bilingüismo en todas las secciones del colegio.</li> <li>• Campus estratégicamente ubicado en el valle de Cumbayá</li> <li>• Contamos con docentes de primer nivel.</li> <li>• Brindamos capacitación permanente a los docentes con la colaboración de la USFQ y otras universidades del exterior.</li> </ul>
OPPORTUNITIES	<ul style="list-style-type: none"> <li>• Due to the success of the school we can replicate the educational model at a regional level and provide the opportunity to a greater number of students</li> <li>• The academic quality allows the continuity of studies inside and outside the country</li> <li>• Compete with internationally accredited schools, both in the country and abroad, and open scholarship opportunities for students.</li> </ul>
WEAKNESSES	<ul style="list-style-type: none"> <li>• We must continue working on peaceful school coexistence, conflict resolution in accordance with internal and external regulations</li> </ul>
THREATS	<ul style="list-style-type: none"> <li>• Political instability</li> <li>• Instability of the legal system</li> <li>• Trend towards distance education</li> <li>• Parents' ability to pay</li> <li>• Decrease in the supply of trained national and foreign educators</li> </ul>

## COMMITTEE 2: SYSTEMATIZATION AND REGULATION OF THE CODE

<p><b>Members:</b></p> <p>Students Teachers Parents Administrative</p>	<p>Felipe Attía Belén Andino Daniela Romoleroux Andrew Sherman</p>
<p>Activities</p>	<ul style="list-style-type: none"> <li>• Review the areas and dimensions of school coexistence</li> <li>• Define the agreements and commitments of all the actors of the educational community</li> </ul>
<p>Instruments:</p>	<ul style="list-style-type: none"> <li>• Committe meetings</li> <li>• Committee meetings with the component sectors of the educational community</li> <li>• Respective minutes</li> </ul>

## COMMITTEE 3: PROMOTION AND OVERSIGHT OF INSTITUTIONAL HARMONIC COEXISTENCE

<p><b>Members :</b> Appointed by the Executive Council Art. 43 of the Regulations 8 people</p>	<p>A teacher delegated by the institutional authority:</p> <ul style="list-style-type: none"> <li>• Verónica Paz</li> <li>• Mackenzie Kelly</li> </ul> <p>Head of Student Counseling Department</p> <ul style="list-style-type: none"> <li>• Mónica Sevilla</li> </ul> <p>Representative of the student delegate of the Student Council</p> <ul style="list-style-type: none"> <li>• Juan José Jaramillo</li> </ul> <p>A representative of the teachers of each educational level (Initial, Basic and Baccalaureate)</p> <ul style="list-style-type: none"> <li>• Lorena Valencia</li> <li>• María José Hidalgo</li> <li>• Ana Paula Santamaría</li> </ul> <p>A delegate for the parents and/or legal representatives</p> <ul style="list-style-type: none"> <li>• Bernarda Calisto</li> </ul>
<p>Objectives</p>	<ul style="list-style-type: none"> <li>• Monitor the implementation and monitoring of the Coexistence Plan within the Institution</li> <li>• Collect proposals from educational actors to improve the quality of coexistence</li> <li>• Demand compliance with the agreements and commitments established in the Code of Coexistence</li> <li>• Generate a <b>monitoring plan</b></li> </ul>

	<ul style="list-style-type: none"> <li>Suggest recognition of outstanding Good Living practices</li> </ul>
Activities	<ul style="list-style-type: none"> <li>Elect a coordinator and a secretary</li> <li>Take the minutes of the meetings</li> <li>Meet montly</li> </ul>

**COMMITTEE 4: APPROVAL AND RATIFICATION OF THE INSTITUTIONAL CODE OF COEXISTENCE**

Members	<p>Head of the establishment</p> <ul style="list-style-type: none"> <li>María José Rodríguez</li> </ul> <p>A teacher delegated by the General Board of Directors and Teachers</p> <ul style="list-style-type: none"> <li>Gabriela Dávalos</li> </ul> <p>A delegate of the Commission for the Promotion of Institutional Harmonic Coexistence</p> <ul style="list-style-type: none"> <li>Andrew Sherman: Director General</li> </ul> <p>Two delegates from the committee of parents and/or legal representatives of the students</p> <ul style="list-style-type: none"> <li>Cristina Velasco</li> <li>Cristina Alvear</li> </ul> <p>The president and vice president of the Student Council</p> <ul style="list-style-type: none"> <li>Paula Neira</li> <li>Abel Simón</li> </ul> <p>A representative of the administrative part and services of the institution</p> <ul style="list-style-type: none"> <li>Cristina González</li> </ul>
Tasks	<ul style="list-style-type: none"> <li>Ratify the Code of Institutional Coexistence</li> <li>Send the Official Letter with the ratification report of the Code to the District Directorate of Education, for its registration.</li> </ul>

**COMMITTEE 5: OVERSIGHT OF THE FLAG-BEARER SELECTION PROCESS**

Members (5 members)	<p>Head of the institution</p> <ol style="list-style-type: none"> <li>María José Rodríguez Ludeña</li> <li>Two delegates from the Educational Council of the establishment <ul style="list-style-type: none"> <li>Alegría Ayala</li> <li>Belén Andino</li> </ul> </li> <li>Two delegates of parents <ol style="list-style-type: none"> <li>Joan Ashwell</li> <li>Cristina Velasco</li> </ol> </li> </ol>
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	<p>4. The Student Council president</p> <ul style="list-style-type: none"> <li>• Paula Neira</li> <li>• Abel Simón</li> </ul>
Activities	Stipulated in Art. 179 of the General Regulations of the LOEI

### SCHEDULE FOR THE CONSTRUCTION OF THE CODE OF COEXISTENCE

#	Activity	Date	Place	Responsible
<b>1</b>	Sensitize the educational community			
	1.1. General Assembly of the Executive Council to share the agreement 0332-13 for the construction of the Code of Coexistence	17/08/2020	Virtual Teams Platform	General director / Mónica Sevilla
	1.2. General Assembly of all the staff of the school to share the start of the implementation of the Project to update the Code of Coexistence	24/08/2020 25/08/2020	Virtual Teams Platform	Mónica Sevilla
	1.3. Informative assembly for parents	29/09/2020	Virtual Teams Platform	Directors of each area
<b>2</b>	Call for the formation of commissions	12/10/2020	Virtual Teams Platform	General Director
<b>3</b>	Formation of the 4 commissions and start-up of the project	18/11/2021	Virtual Teams Platform	Directors of each area
<b>4</b>	Define priorities	8/02/2022	Virtual Teams Platform	Diagnostic Committee
<b>5</b>	Analysis of important topics	5/04/2022	Virtual Teams Platform	Systematization and Drafting Commission
<b>6</b>	Drafting of the document	From october 10 to june 7 2022	Administrative Offices	Systematization and Drafting Commission
<b>7</b>	Approval and ratification of the updated Code of Coexistence	15/06/2022	Teams platform	Approval and Ratification Commission
<b>8</b>	Share the final document with the community	21/06/2022	Administrative offices	Promotion and Oversight Commission and General Director

9	Presentation of the document at the offices of the District Directorate of Education, District 9	30/06/2022	District 9	General Secretary
10	Upload the document to the school website for the knowledge of the entire community	Once approved	Website	Head of Communication and Coordination

**References :**

- Reglamento de la Ley Orgánica de Educación Intercultural (LOEI).
- El Código de la Niñez y la Adolescencia de la República del Ecuador.
- Derechos de los niños ONU
- Todos los acuerdos ministeriales referentes a la educación.

## **SIGNATURES**

This document was prepared by the representatives of the Educational Community and approved in the Extend General Assembly of June 15, 2022.

For the record, the following members of the Executive Council sign:

### **HEAD**

María José Rodríguez Ludeña

### **SECRETARY**

Pamela Granda

### **MAIN VOCAL**

Belén Andino

### **MAIN VOCAL**

Alegría Ayala

### **ALTERNATE VOCAL**

Ximena Ribadeneira

**Quito, June 15, 2022**