e-Learning Code of Conduct

At **Marymount Barranquilla,** we work diligently as a **learning community** taking advantage of our strengths as a **21st century school**. We have designed an **e-Learning plan** which guarantees quality academic continuity for our student community.

The **e-Learning** plan suggests systematic changes in the way that we deliver learning which can be put into practice during any type of emergency, regardless of whether it is caused by infrastructure, weather or health**.**

e-Learning for our students is focused on offering a **balanced and holistic learning experience**. This plan includes experiences that take advantage of tools that the teaching staff already has at their disposal. The teachers continue to use the Google Suite components to address the distance learning needs of the students and, at the same time, this allows them to assign and receive work, as well as having face to face meetings online (Google Meet, Google Classroom, Gmail and others if needed).

The Marymount Way represents the three attributes that the school strives to develop in its students: Building character through **values, global competence and entrepreneurial leadership.**

We understand values as convictions that are evident in daily behavior, and reflect a lifestyle based on spirituality, honesty, excellence, responsibility and respect. Our values are represented in the **SHERR** acronym.

One of the **main objectives** at Marymount is to **offer a safe environment** for students, staff, directives, parents and the community in general. Everyone who has access to the electronic resources needed in order to implement the e-Learning program should do so in a responsible, ethical and courteous way.

This document becomes an additional appendix of our Community Handbook and it is the "SHERR e-Learning Code of Conduct". In this document we are quoting articles from the Community Handbook that should be applied in the e-Learning process. This appendix does not modify the fulfillment of everything that has been categorized in the Community Handbook; it extracts the most relevant aspects to apply to this process and includes the role and responsibilities of each stakeholder. However, all the infractions and coexistence situations included in the Handbook continue to be valid, but the classrooms are now virtual instead of physical. The socialization of this document is done through the different communication channels and is available on our webpage www.marymountbq.edu.co.

CHAPTER I

ROLE AND RESPONSIBILITIES OF THE TEACHERS: By being the leaders educating leaders in the virtual classes, the teachers agree to:

1.- Find a quiet and appropriate spot without distractions to offer virtual classes to their students.

2.- Make sure the internet is working properly and the electronic device is connected and has full charge.

3.- Be a role model for students in terms of good use of mobile devices in virtual classes, remembering the importance of being a good SHERR Digital Citizen.

4. - The teachers, during their virtual classes, will emphasize the proper use of technology and will not allow the use of whatsapp, checking of email with non-academic purposes, social media pages and virtual communities during their e-Learning program classes.

5.- Not eating, or chewing gum during their virtual class session.

6.- Not answering their cell phone during the virtual class session with students.

7.- Use Google Classroom, email and any other institutional way to communicate with students and parents.

8.- Offer guidance to students and parents about the amount of time required for activities/tasks, as well as the learning objective of the session.

9.- Offer an explanation to present, clarify and/or provide instructions for each lesson through Google Meet, published video or written instructions.

10.-Provide class material on Google Classroom and offer learning resources as well as homework collection.

11.- The teachers of each section will publish the learning plans for each day session before 8:30 a.m. on Google Classroom.

12.- Provide comments about homework within a 24 hour period.

13.- They should be available online during the time of their classes and during the academic day to answer questions from the students and parents.

14.- The teachers will check their email frequently during the day and will answer within a 24 hour period any communication about the expectations or concerns from the e-Learning day from students and parents.

15.- During the Homeroom session the following spaces will be promoted: God First, Guidance, Digital Citizenship, Wow Time in Elementary School, MBSN in High School. All the behavioral expectations included in the Community Handbook apply in these spaces.

16.- The *Homeroom* and any other class session held by the teacher should be recorded in Google Meet for those students who are not able to join during the schedule established due to justified reasons, so that he/she can join in an asynchronous way. This recording should be published always at the end of each session.

17. - They will create an "Office Hours" schedule in order to attend all individual concerns of the students.

CHAPTER II

ROLE AND RESPONSIBILITIES OF THE PARENTS: *Being the parents co-responsible leaders in the education of their children, we ask for the following support:*

1.- Be responsible for their child's compliance with the norms established in the following document, which is part of the Community Handbook and has been established by Marymount Barranquilla for the e-Learning program classes.

2.- Establish a daily routine with their child, promote the appropriate use of time, this is very important in order for effective learning to take place.

3.- Locate a space where your child will work with the necessary materials and resources in order to fulfill the assigned homework.

4.- Promote in your child the good use of mobile devices in the e-Learning program classes, keeping in mind the importance of being a good SHERR Digital Citizen.

5.- Support your child on his/her learning experience in the e-Learning program, being flexible in this new situation and together promote a growth mentality to face the new learning challenges of distance learning, in order to find assertive solutions that may arise in this new modality.

6.- Make sure your child has approved mobile devices and that these are used exclusively for the learning processes during their virtual classes.

7.- Promote the correct use of mobile devices during the virtual classes of your child, remembering the SHERR values during electronic social interactions.

8.- Supervise that the email is used exclusively for school activities.

9.- Learn the passwords email and learning platforms of your child, avoid that these are shared with classmates or any underage family member.

10.- Remind your child that it is forbidden to share pictures, videos, their personal information or that of classmates, teachers or members of the family without their parents authorization to do so.

11.- Report to the School any inappropriate message, picture and/or video received by their child from any member of the school community, providing all related evidence.

12.- Promote the SHERR values and remind your child that it is forbidden to modify or damage the work and/or contributions of classmates and teachers.

13.- Promote respectful oral and written participation with teachers and classmates during virtual classes.

14.- Check and visit Google Classroom provided by the teacher for activities, updates and due dates.

15.- Foster physical activity and/or exercise daily.

16.- For more control, it is suggested to install parental control in the electronic devices of your underage child, with the objective of monitoring the access to the instant messaging services, personal and institutional social pages and virtual platforms.

17.- Inform the Infirmary and the Preschool, Elementary and High School Section Principals about any medical condition incurred by any of your children or family members.

18. Be aware of the emotional well-being of your children because we are living a new experience which is not processed by all human beings in the same way. If a situation arises that needs support please contact the Counselling services offered by the School.

CHAPTER III

ROLE AND RESPONSIBILITIES OF THE STUDENTS: *Being the leaders of the e-Learning program the students commit to:*

1.- Establishing daily routines to obtain a significant learning in the e-Learning program.

2.- Making sure the internet is working and that the electronic device is connected or is fully charged at least 10 minutes before starting each class session.

3.- Choosing a quiet space in the house where they can join the daily activities without noise or interruptions.

4.- Attending the e-Learning program classes on time.

5.- Dressing appropriately (avoid pajamas and t-shirts) when attending the e-Learning program classes.

6.- Using headphones and microphones appropriately during the e-Learning program class.

7.- Avoiding distractions using the appropriate electronic devices while attending the e-Learning program classes (Computer, Ipad).

8.- Checking Google Classroom and personal email to get news and comments from your teachers.

9.- Participating and addressing teachers and classmates respectfully both orally and in writing during virtual classes.

10.- Following respectfully the indications of the teachers.

11.- Respecting the interventions of the teachers and classmates, avoiding interruptions and comments that discredit them.

12.- Not eating or chewing gum during the virtual class.

13.- Not talking or answering phone calls during the virtual class. Same policies of the Community Handbook apply. (ARTICLE 9. CELL PHONE AND ELECTRONIC DEVICE USAGE.)

14.- Completing and delivering homework during the term assigned.

15.- Working collaboratively and assertively in the virtual classes respectfully without changing or modifying the contributions made by classmates or teachers.

16.- Telling the truth always, respecting others, their qualities, as well as being upright and honest.

17.- Using assertive communication with their teachers to get additional help or solve any inconvenience that may arise.

18.- Avoiding sharing with their classmates and underage family members the passwords to the platforms and emails.

19.- Avoiding the use of whatsapp, personal email, social pages and virtual communities during virtual classes.

20.- Avoiding taking and/or sharing pictures, videos, their personal information or that of classmates, teachers or members of the family without the required authorization to do so.

21.- Communicating to the teachers and parents about any inappropriate message, picture, video received attaching the evidence..

22.- Being responsible for their mobile devices and dealing with the consequences that result from their lack of care.

23.- Giving a safe, responsible and healthy use to their mobile devices during virtual classes by being a SHERR digital citizen.

24.- Practicing physical activity or exercise daily.

CHAPTER IV.

In Chapter IV of the Community Handbook we can find the **description of minor, serious and severe infractions.** Down below we are describing the most relevant ones to be taken into account in the development of the e-Learning process, <u>applying them to the places and digital spaces where they take place.</u>

ARTICLE 30.   CHARACTER FORMATION — DISCIPLINE

INFRACTIONS RATINGS

INFRACTIONS: An infraction is a mistake made by the student when he/she incurs in the breach of his/her duties or when he/she does not use his/her freedom responsibly, affecting and/or affecting the school community. It can be: Minor, severe or serious and, as a result, formation strategies and/or sanctions are implemented.

ARTICLE 31. MINOR INFRACTIONS

Is that behavior that prevents the regular development of pedagogical activities. It is a habit that does

not contribute to the upkeep or the joint organization and hinders the development of study habits, organization and respect toward any of the members of the school community. The teacher that identifies a minor infraction – type I is who should handle the case as soon as the incident occurs, report it in Schooler Plus so that the student can get the corresponding points taken out and the necessary follow-up can be done.

RESPONSIBILITY
Number 5 .- Inappropriate use of technology.

ARTICLE 32. SERIOUS INFRACTIONS

A SERIOUS infraction is that type of conduct or behavior that goes against the institutional principles, disturbing the regular development of activities and affects badly the disciplinary norms, of general and particular characteristics of the Institution.

SPIRITUALITY
Number 4   Makes degrading comments against the spiritual principles and missional aspects of the Institution.

HONESTY
Number 4 - Causes, manipulates or forces another person to commit an act that represents an academic or coexistence infraction, or in any way infringes upon morality, law, health, good manners and public order.
Number 5 - Performs partial or total plagiarism of a document or shows a document made by another person on his/her own behalf. ***Additional consequence:** The student accepts the mínimum grade of 10.
Number 6 - Cheats or tries to cheat during tests, homework or papers. ***Additional consequence:** If it is the first time, the teacher can allow the student to take the test or write the paper again, with a mínimum grade of 60. In case it is a recurrence, the student accepts the mínimum grade of 10 and the possibility of being sent to the Discipline Committee.
Number 7 - Forges a signature, grade, note, a phone call or email.
Number 8 -Allows impersonation or impersonates a classmate with the goal of avoiding the fulfillment of academic and behavioral duties.
Number 10 - Steals, shares or commercializes academic assessment instruments for the students.
Number 12 - Uses the School communication systems against the formative principles of the Institution.

RESPECT
Number 3 - Uses nicknames or offensive expressions to address/refer to a member of the school

community.
Number 7 - Imposes, divulges or calls the members of the school community or staff related to the education service, using nicknames, aliases or expressions that are considered offensive.
Number 13 - Infringes upon the good name of the School or of any of its members through social media and/or other resources
Number 14 - Brings, carries, displays or commercializes photographic or film material that is explicit of violent, abuse or pornography scenes or that infringe upon the dignity and integrity of the members of the school community.
Number 17 - Slanders about the institution through acts, comments or expressions that infringe upon the corporate image of the School.
Number 18 - Writes anywhere in the School phrases or drawings with vulgar, obscene, threatening and/or subliminal content which infringes upon the dignity of any member of the school community, the staff related to the education service, the good name of the Institution or goes against the morality, good manners and order.

RESPONSIBILITY
Number 7 - Inappropriately uses the internet in the School and its applications.

ARTICLE 33.   SEVERE INFRACTIONS
SEVERE infractions are all those behaviors or attitudes that harm to a large extent the individual and group values of the educational Institution, and/or is considered a crime in the Colombian legislation.

HONESTY
Number 4 - Ruins files and/or adulterates information and causes damages to the media or the computing system of the School.

RESPECT
Number 4 - Divulges in different sites of the Institution or mass media communication (internet, radio, social pages, among others phrases, images, pictures, expressions, texts or content with vulgar vocabulary that infringes upon the dignity of any member of the school community, the staff related to the education service, the good name of the Institution and goes against the morality and good manners.
Number 6 - Divulges publications with pornographic and/or subversive content, as well as indecent objects, in the School facilities or in activities outside the school schedules.
Number 7 - Visits pornographic or censored pages on the internet from any equipment property of the School or personal property, while being inside the school facilities.
Number 8 - Takes inappropriate and unauthorized pictures of him/herself or a member of the School, in or outside the Institution and shares them through mass media.
Number 14 - Divulges anonymous writings against the Institution, teachers, school staff or classmates.

Number 15 - Spreads own or others' pictures wearing the school uniform, modeling vulgar or erotic postures. Spreads this kind of information.

Number 16 - Writes insulting signs or drawings against superiors or classmates, whether in or outside the school.

ARTICLE 36. FORMATIVE STRATEGIES AND SANCTIONS

The formative actions given to these infractions are the same that are described on ARTICLE 36 of the Community Handbook through the Discipline Committee.

CHAPTER V

On Chapter V of the Community Handbook En el Manual de Convivencia en el Capítulo V (SCHOOL COEXISTENCE AT MARYMOUNT) we find a description of coexistence situations Type I, II and III. Down below we are describing the most relevant to be taken into account in the development of the e-Learning process, applying them to the places and digital spaces where they take place.

ARTICLE 46. COMPREHENSIVE ASSISTANCE ROUTE

Categorization of situations: The situations that affect school coexistence and the exercise of human, sexual and reproductive rights are categorized in three types: Type I, II and III situations.

2.- Type II Situations. These relate to situations of school aggression, school harassment (bullying) and cyberbullying, that are not covered by crime characteristics and fulfill any of the following characteristics:
   A. Take place repeatedly and in a systematic way.
   B. They cause harm to the body or health without causing the disability of any of the parties involved.

The following are considered Type II Situation in relation with the inappropriate use of mobile devices:
   ● Take pictures, record audios or videos of members of the school community without authorization and without previous scheduling by the Institution.
   ● Misuse of the internet, social media and other technology means to promote acts that attempt against the good name, honor, dignity or the right to intimacy of classmates, teachers or directives of the Institution.
   ● Repetitive harassment in social media.

3.- Type III Situations. These are situations of school harassment that are components of alleged crimes against liberty, integrity and sexual education, referred to on Title IV of Book II of Law 599 from 2000, or when they are component of any other crime established in the Colombian Criminal Law, as

follows:

- Attempt against the integrity of a member of the school community using: The internet, social media or any other technology means.