

Code of Conduct Handbook



A creative place
to be, explore, and belong

GLOBAL IDEA SCHOOL CODE OF CONDUCT HANDBOOK

The Code of Conduct is part of our ongoing effort to foster a healthy partnership with parents/guardians based on our mutual interest in children's educational and personal development. At the same time, they are students at Global Idea School. The Code of Conduct describes our partnership in terms of what parents/guardians/guardians can expect of Global Idea School and what Global Idea School expects of parents/guardians /guardians and students. The school will strive to promote an educational environment that is welcoming, safe, and free from discrimination and stigma for all students and members of the community regardless of race, culture, religion, socio-economic status, family structure, body type, sex, gender, gender identity, sexual orientation, learning styles and disability.

Please acquaint yourself and your child(ren) with the Code of Conduct to make informed decisions and understand the consequences of different behaviors, so school and home can work in partnership to support your child(ren) 's growth and development.

ROLE OF STUDENTS

- To work to the best of one's ability.
- To contribute to a safe and orderly school environment that is conducive to learning.
- To show respect to self, others, and property.
- To know the school rules, obey them, and accept responsibility of one's actions.
- To help in promoting order and in reporting incidents to the responsible adult(s).

ROLE OF PARENTS/GUARDIANS/GUARDIANS

- To promote a safe climate of respect, dignity, and cooperative relationships.
- To know school rules and help their child(ren) know and follow them.
- To cooperate with the school in jointly resolving any school related problems.
- To ensure their child(ren) attend(s) school regularly, on time, and ready to learn.

ROLE OF STAFF

- To promote a climate of mutual respect.
- To develop cooperative relationships with all staff and parents/guardians.
- To enforce school rules in a fair and consistent manner.
- To address any violation of the Code of Conduct that jeopardizes a safe and productive learning environment.

ROLE OF CO-DIRECTORS

- To develop a safe and healthy atmosphere of mutual respect.
- To collaborate with teachers and parents/guardians/guardians in supporting students.
- To disseminate and enforce the Code of Conduct.
- To ensure the students are provided with fair, reasonable, and consistent discipline.

PARENT/GUARDIANS EXPECTATIONS OF THE SCHOOL

Regarding the principles ingrained in IDEA¹, the school will strive to:

1. Implement a program that goes beyond academics to nurture the emotional, artistic, athletic, and creative capacities of each student.
2. Provide students with support as they face the challenges and difficulties of learning.
3. Foster the mind in a way that respects and encourages intellectual diversity and divergent points of view.
4. An environment that encourages diversity of thought, word, and action.
5. Relate the concerns and realities of the larger world to the subject matter taught in the classroom in a manner that promotes learning as a pleasurable, life-long endeavor.
6. Encourage students to build a positive identification with the school that makes being a part of Global Idea School a source of personal and collective pride for them and their parents/guardians.

Regarding BEHAVIOR and MUTUAL RESPECT, the school will strive to:

1. Act in a trustworthy and professional manner towards students and parents/guardians.
2. Promote behavior in and outside of school that reflects age-appropriate maturity.
3. Communicate clearly to parents/guardians and students the school's policies on academics, athletics, behavior, student health, and safety.
4. Hold students to a high standard of ethical behavior and handle disciplinary matters in a manner consistent with the school policy and the interests of the community, while maintaining tact, civility, and care for the individuals involved.
5. Teach and model respect and require appropriate behavior among students, between students and teachers, and among adults in the larger community.
6. Provide clear, timely, and honest information about their child(ren) in an atmosphere of care and concern for the welfare of students.

¹ Intelligence, Development, Attitude, Exploration

7. Build a community characterized by respect for intellectual, cultural, and personal diversity, and promote equal opportunity for students.
8. Help students at all levels to understand the importance of the communities they inhabit - family, classroom, school, neighborhood, and the larger world- while providing meaningful opportunities to serve those communities.

SCHOOL EXPECTATIONS OF PARENTS/GUARDIANS

Regarding the principles ingrained in IDEA, the school expects that parents/guardians make every effort to:

1. Support the school's intellectual values at home.
2. Understand that the curriculum and its requirements are determined by the school.
3. Encourage students to meet their teachers' expectations by doing their own best work on all assignments.
4. Support students with homework, as needed.
5. Help to develop reasonable expectations for their children, celebrating children's strengths while helping them in areas of improvement.
6. Ensure that their home environment is appropriately safe.
7. Encourage healthful eating, sleeping, and exercise as part of childhood development.
8. Communicate significant changes in family relationships and medical conditions to appropriate staff members.
9. Be aware of and involved in their child(ren)'s activities in and outside the home.

Regarding BEHAVIOR and MUTUAL RESPECT, the school expects that parents/guardians make every effort to:

1. Maintain open lines of communication with teachers and Co-Directors.
2. Respect the school's rules and policies.
3. Respect staff professionalism, judgment, and commitment to their child(ren)'s education.
4. Model mature behavior for children.
5. Respect the school's commitment to a broad and diverse student body and faculty.
6. Maintain an up-to-date awareness of the school's policies.
7. Treat staff members with respect for their time and commitments outside of school, understanding that it is inappropriate to call, text or send e-mails in the evenings or on weekends.
8. Build a community characterized by respect for intellectual, cultural, and personal diversity, and promote equal opportunity for students.

9. Listen and respond constructively to staff member's observations and feedback regarding their child(ren)'s academic, behavioral, and socio-emotional wellbeing.
10. Support and encourage their children's community-related activities as well as their individual achievements.
11. Not tolerate behavior that unfairly advances the interests of one child over another, such as cheating, stealing or lying.
12. Encourage respect towards friends, both old and new.
13. Encourage their children's development of pride in themselves, their friends, and the school community.
14. Address any problem between their child and any other student(s) that occurs during school hours with teachers and Co-Directors prior to involving the other family(ies).

SCHOOL EXPECTATIONS OF STUDENTS

Regarding the principles ingrained in IDEA, the school expects that students will:

1. Be curious and value learning as a life-long endeavor.
2. Do their best to meet the expectations established by their teachers.
3. Do their very best work and their best effort.
4. Do their own work.
5. Support the intellectual and socio-emotional efforts of friends and peers.
6. Come to school prepared to contribute to activities and classes.
7. Let their teachers know if they need help with schoolwork or with any problems that arise at school.
8. Help keep the school environment clean and safe for everyone.
9. Participate enthusiastically in community as well as individual activities at school.
10. Celebrate the achievements of all members of the community.

Regarding BEHAVIOR and MUTUAL RESPECT, the school expects that students will:

1. Be honest and sincere.
2. Treat teachers, staff, peers, and volunteers in a respectful manner and follow school's rules.
3. Follow the positive examples of their parents/guardians and teachers.
4. Take responsibility for their actions, accept the intended and unintended consequences of those actions, and apologize to others.
5. Take pride in themselves, their friends, and the school community.

6. Show respect, care, and concern for all members of the school community.
7. Be open to learning about the cultural differences and traditions of others in and outside Global Idea School's community.
8. Show respect, be tolerant and open to different learning styles.
9. Respect and embrace diversity to create a sense of belonging within the community (inclusion).
10. Be aware of and report any situations that might be dangerous or unhealthful for other members of the school community.

EXPECTED BEHAVIORS DURING LUNCH AND SNACK TIME

1. Listen to and follow directions given by the teacher(s).
2. While at your seat follow mindful eating routine.
3. After the 5-minute mindful eating use a quiet voice.
4. Raise your hand if you need help.
5. No sharing of food.
6. No saving seats or spots.
7. Use good manners while eating (sit properly, eat with mouth closed, use utensils).
8. Clean your garbage and throw it away in the corresponding containers: garbage-recycling-compost.

It is unacceptable to:

1. Play while eating lunch or snack.
2. Read a book, draw, or color while eating lunch or snack.
3. Speak loud or yell.

EXPECTED BEHAVIORS DURING RECESS AND FREE PLAY

1. Play cooperatively and fairly.
2. Take turns and share.
3. Allow all students to be included.
4. Play in a way that does not hurt you or others.
5. Listen to and follow the directions given by your teachers.
6. Use kind words and appropriate language.
7. Use good sportsmanship.
8. Keep your hands and feet to yourself. Use your words.

9. If someone gets hurt, bring it to an adult's attention.
10. If there is a conflict, and you need help problem-solving, seek for a teacher/adult to help you with the "6 steps in resolving conflicts".
11. If you need to enter the building, ask an adult for permission first.
12. Stay within the playground boundaries. Stay where adults can see you.
13. When recess is over, STOP what you are doing, clean up all equipment and toys and line up quickly and quietly.

It is unacceptable to:

1. Eat while playing.
2. Hit, push, shove and/or kick.
3. Climb over fences.
4. Climb trees, without adult supervision.

EXPECTED BEHAVIORS WHEN LINING UP AND WALKING

1. Stay in line.
2. Keep to the right and walk quietly.
3. Keep hands, arms, and feet to yourself.
4. Keep hands away from any object within reach (walls, displays, fences, etc.).

It is unacceptable to:

1. Yell
2. Play while walking.
3. Release the rope when walking to the park.

EXPECTED BEHAVIORS IN THE BATHROOM

1. Knock before entering.
2. Respect the privacy of others.
3. Flush the toilet after you use it.
4. Only toilet paper in the toilet.
5. Wash hands with soap and water.
6. Dry hands with ONE piece of paper towel. Throw the paper towel in the garbage.
7. Tell the teacher if there are any accidents in the bathroom.

It is unacceptable to:

1. Throw toilet paper and paper towel to the floor. If that is the case, pick it up and throw it in the garbage. DO NOT leave papers on the floor.
2. Use soap inappropriately (E.g., Make soap suds in the sink, use excess amount of soap to wash hands).

EXPECTED BEHAVIORS IN THE VAN/BUS

The van/bus is considered an extension of school; therefore, the same Code of Conduct applies. Students who ride the van/bus are expected to behave as they would in their classrooms to ensure a safe trip. Misbehaviors in the van/bus may result in a "van/bus conduct report" or the loss of riding privileges.

Getting to the van/bus:

- Stay in line.
- Follow the directions of the teacher for seating places (No saving seats or refusing someone a seat).
- Do not push or shove when entering and exiting.

On the van/bus:

- Remain seated while the bus is moving.
- Remain seated until the van is parked or in a complete stop.
- Keep hands, arms, and feet to yourself.
- Wear your seatbelt.
- Put your backpack on the floor by your feet.

It is unacceptable to:

1. Talk while the van/bus is moving.
2. Distract the driver.

What to do if you are having a problem in the van/ bus:

1. Tell the person to STOP.
2. Talk to your teacher/driver once the bus/van arrives to the destination and it is safe to talk to the teacher/driver.

STUDENTS EXPECTATION OF THE SCHOOL

Regarding the principles ingrained in IDEA, students can expect that Global Idea school will strive to:

1. Support students' efforts to expand their horizons.
2. Celebrate individual curiosity and creative risk taking.
3. Recognize that every student learns differently and help each student to reach his/her full potential in every subject.
4. Encourage students' intellectual, athletic, and creative efforts to discover their passions and interests.
5. Promote students' developmentally appropriate concepts of self-esteem and confidence.
6. Keep the school environment clean and safe for everyone.
7. Model habits to promote recycling and composting among students and teachers.
8. Acknowledge and celebrate the achievements of all members of the community.

Regarding BEHAVIOR and MUTUAL RESPECT, students can expect that Global Idea school will strive to:

1. Implement the school's rules and values to establish a cordial environment for students, teachers, parents/guardians, and staff.
2. Be open to discuss problems or concerns to improve the school.
3. Serve as a model of mature behavior and expect from students an age-appropriate level of maturity.
4. Promote mutual respect and treat inter-personal conflicts as teachable moments.
5. Listen and respond positively to students.
6. Encourage safe communication between students and teachers.
7. Respect the cultural, racial, sexual differences and traditions of all students in the school community,
8. Value students' pride in themselves, their peers, their family, and their community.

RANGE OF CONSEQUENCES FOR DISRUPTIVE BEHAVIOR, UNSAFE CHOICES, AND CONFLICT BETWEEN PEERS

Students' behavior in school must support their learning and the learning of others in our school community. Behavior that disrupts the classroom or violates the principle of respect for others will result in disciplinary actions. All adults in the school community assume responsibility to respond rapidly, maturely, and effectively to misbehavior by students.

Conflicts are a natural part of coexisting, and the stress that comes from minor conflicts equips students to manage more significant stress as they grow up. Therefore, it is only when an unsafe situation occurs that parents will be notified through Dojo by their classroom teacher the same day the incident occurs. If parents have any concerns/questions, contact the school rather than the parents of the child involved in the conflict to get the facts.

Disciplinary action will be firm, fair, and consistent to be the most effective way to help the student learn from their mistakes and change their behavior.

In determining the appropriate disciplinary action, teachers will consider the following:

- The student's age.
- The nature of the offense and the circumstances which led to the offense.
- The student's prior disciplinary record.
- Information from parents/guardians, teachers and/or others, as appropriate.
- Other extenuating circumstances.

If the behavior is disruptive and/or unsafe and if students disagree/argue these are the steps to be followed:

STEP 1: VERBAL WARNING

The teacher will give a verbal warning with a clear explanation that such behavior is not an option and immediately identify, with the student, an alternative behavior. If needed, the teacher will role-play with the student the alternative behavior to ensure that the expectations are understood.

STEP 2: THINK SHEET/BEHAVIOR REFLECTION FORM

If the disruptive/ unsafe behavior continues, the teacher and the student will complete a Think Sheet/Behavior Reflection Form (See Addendum). Parents/guardians will be informed by the teacher (through Dojo or a phone call) that the Think Sheet/Behavior Reflection Form is going home. Parents will need to **sign the Think Sheet/Behavior Reflection Form and return it the following day.**

If the Think Sheet/Behavior Reflection Form is not returned the following day, parents/guardians will receive written notification and several reminders, if needed.

STEP 3: PARENT/GUARDIAN MEETING

If, after completing a Think Sheet/Behavior Reflection Form, there is no improvement and the inappropriate behavior or unsafe choice(s) continue, it is essential to try to get to the root of the problem. Parents/guardians will be called in to discuss the situation and conjunctly develop a Student Behavior-Change Plan.

The period between the Think Sheet/Behavior Reflection Form and the parent/guardian meeting will depend on the severity of the situation and the behavior being addressed. The school may advise parents/guardians to conduct a professional evaluation to detect underlying issues and get to the root of the problem. Any information that needs to be provided to a third-party healthcare professional will be transferred in a sealed envelope and transferred to the provider by the school. A copy of the information will be kept by the school in the student's file. Please note that the teachers are not healthcare professionals and cannot diagnose students.

Suspension or Dismissal will be considered and decided depending on the severity of the behavior and at the discretion of the school's Co-Directors.

- Suspension: One-day suspension with homework to turn in upon return to school.
- Dismissal: Permanent suspension from school.

If a student makes an inappropriate or unsafe choice in the **van/bus**, the following consequences may occur:

STEP 1: Verbal warning with clear explanation of expected behavior.

STEP 2: Teacher and student complete the Think Sheet/Behavior Reflection Form signed and returned by parent the following day. Written notification to parent, if Think Sheet/Behavior Reflection Form is not returned.

STEP 3: If after completing a Think Sheet/Behavior Reflection Form the inappropriate behavior or unsafe choices continue, the student will be assigned a seat.

STEP 4: If the behavior continues, parents/guardians must provide transportation for student.

STUDENT BULLYING POLICY

Students have the right to feel safe and respected, and to work and learn in an environment that is free from bullying. This applies to school-sponsored field trips, on transportation to or from school or a school-affiliated event.

Bullying behavior is never acceptable. Bullying can be difficult to distinguish from normal conflict. Normal conflict occurs amongst elementary-age students, as they are learning how to share, take turns, get along with peers and communicate their needs and wants. They are learning to build empathy for others and consider the consequences of their words and actions.

DEFINITION OF BULLYING²

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. To be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. There are three types of bullying:

- **Verbal bullying-** involves saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting

²From [What Is Bullying | StopBullying.gov](http://WhatIsBullying.StopBullying.gov)

- *Threatening to cause harm.*
- **Social bullying** - sometimes referred to as relational bullying- involves hurting someone's reputation or relationships. Social bullying includes:
 - *Leaving someone out on purpose*
 - *Telling other children not to be friends with someone*
 - *Spreading rumors about someone*
 - *Embarrassing someone in public*
- **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes:
 - *hitting*
 - *kicking*
 - *pinching*
 - *spitting*
 - *tripping*
 - *pushing*
 - *taking and/or breaking someone's things.*
 - *making mean or rude hand gestures.*

This is the definition of bullying and it is Global Idea School stance on bullying. We take bullying very seriously, therefore we ask parents/guardians to truly consider whether the situation involving their child is one of bullying, or whether their child and another student have conflicts that need support and supervision to be resolved.

REPORTING

The school requires all members of Global Idea School community to report all incidents of bullying, regardless of who the offender may be. The school will take prompt, reasonable action to prevent, investigate and remedy bullying. Reports should be made as soon as possible following an incident(s) so such violations can be effectively addressed. However, there is no time limit on when such a report may be made, and whenever it is made, it will be fully addressed to the best of the school's ability at the time.

The Co-Directors are responsible for receiving, responding to, and investigating bullying complaints. If a student reports an incident of bullying to a teacher with whom they feel comfortable, such staff member is required to bring such a complaint immediately to the Co-Directors.

The school will not retaliate against any individual who submits a complaint under this policy in good faith, or who assists in providing information about a complaint or participates in an investigation pursuant to this policy and will take disciplinary action against anyone who retaliates against a person who makes a report pursuant to this policy. Prohibited "retaliation" includes threats, intimidation, harassment, and any other adverse action threatened, expressly or impliedly, or taken against anyone who reports a violation or suspected violation of this policy or who participates in an investigation of a complaint. The prohibition against retaliation applies not just to the person(s) accused, but also to their friends and anyone else in the school community who might be inclined to retaliate on the accused's behalf.

Any student who believes that he or she has been or is being bullied by a student or who has witnessed an incident of bullying by a fellow student should take the following steps to report the incident:

1. Speak to the offender directly, if comfortable doing so, and request that the bullying stop. Please note that although the school believes that many disagreements among students can be successfully resolved by both parties focusing on the school's values of mutual respect and mature behavior, there may be bullying instances whereby it is best to immediately report the incident. Students should always feel free to report to a teacher with whom they are comfortable (who will then report to a Co-Director) or directly to the Co-Director(s) instead of speaking to the offender directly.
2. If the student is uncomfortable speaking directly to the person or if the bullying does not stop, report the incident to a teacher with whom the student is comfortable (such individual will then report to a Co-Director), or to a Co-Director.

Any staff member who believes that a student has been or is being bullied by another student, has witnessed an incident of bullying by a student, or has been told by a student that the student has been or is being bullied by another student must report the incident to the Co-Directors.

INVESTIGATION

After receiving a complaint, the Co-Directors will ensue an investigation. The investigation may include interviews of the complainant, the alleged bully, and others.

The school will attempt to protect the privacy of the individuals involved during any investigation, restricting related information on a "need to know" basis. Although the school cannot guarantee confidentiality, Global Idea School will not reveal the name of a person who complains about bullying without that person's permission, whenever possible.

If the school determines that this policy prohibiting bullying has been violated, the school will take disciplinary action against the offender. Discipline may include, but is not limited to, a Student Behavior-Change Plan, suspension, or expulsion. In addition to disciplinary action regarding the perpetrator, the school will consider what, if any, remedial measures should be taken about the school to prevent similar offenses from occurring in the future.

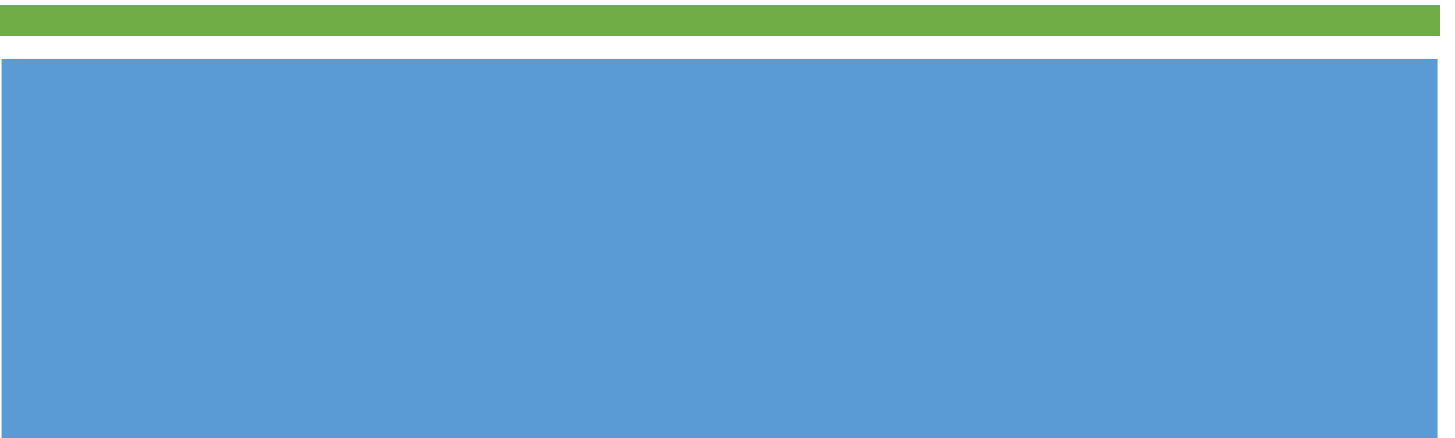
If any staff member, or student fails to report when they believe that a student is being bullied, when they have witnessed an incident of bullying pursuant to this policy, or when they have been told by a student that the student has been or is being bullied, or any staff member, or student who fails to cooperate in an investigation of an allegation pursuant to this policy, such individual may be subject to discipline.

Staff members and students may not knowingly or maliciously accuse another person falsely of bullying. Anyone who knowingly or maliciously makes a false report pursuant to this policy is subject to disciplinary action.

The school will maintain records of complaints of bullying, any subsequent investigation, and disciplinary action if applicable. Access to these files is strictly limited.

All incoming students, staff members, as well as all other adults who interact with students will be notified of this policy. In addition, all members of the school community will receive training about identifying bullying and applying the appropriate investigative and remedial techniques.

Addendum



Sample of a Think Sheet (Tk/K)

BEHAVIOR THINK SHEET

What I chose to do: circle what happened



not be safe



push



yell



kick



run



hurt others



be un-kind

Write about why you made this choice:

Next time I will:



breathe



take a break



use a fidget



count



think



be kind



talk calmly

Explain how you will make a better choice next time:

I promise to:

Signature: _____

Date: _____

© Brooke Reagan 2019



Sample of a Behavior Reflection Form (1st-5th grade)

Student's Name: _____

Grade: _____

Place: _____

Time: _____

Rules are important because they help us keep us safe and allow everyone to learn. Which rule(s) were you **not** following? Check all that apply.

- ☐ Work as a team
- ☐ Be respectful
- ☐ Be safe
- ☐ Be kind
- ☐ Listen to others
- ☐ Other: _____

1. What happened? Describe your actions. 2. What problem(s) did my actions cause?

What will you do to learn from your mistake and make sure that you will follow the rules?

PLEASE SIGN AND RETURN THIS SHEET TO YOUR CHILD'S TEACHER TOMORROW.

Student signature

Teacher signature

Parent signature

Date: _____

Date: _____

Date: _____

Acknowledgement of Receipt and Review

Each parent/guardian of a student and each student enrolled in Global Idea School must sign and return this page to the school to acknowledge that he/she has obtained a copy of the Code of Conduct. In addition, this page serves as acknowledgement that you have reviewed the Code of Conduct with your child(ren). The school will maintain records of such signed statements.

I acknowledge receipt of the Code of Conduct and that I have read and discussed the Code of Conduct with my child(ren).

Parent's/Guardian's Signature

Date

I acknowledge receipt of the Code of Conduct and that I have read and discussed the Code of Conduct with my parent/guardian.

Student's Name

Date

Student's Name

Date