

# GLOBAL IDEA SCHOOL HANDBOOK 2023-2024

TK - 5<sup>TH</sup> GRADE

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# GLOBAL IDEA SCHOOL

## MISSION

To continuously build an inclusive and supportive community where learners participate in their emotional, social, and intellectual development by being aware of the present in an enjoyable and non-judgmental way, and actively engage in life-long learning through caring interactions and safe risk-taking.

## VISION

A creative place to be, explore, and belong.

## VALUES

- Joyful, active learning
- Diversity
- Uniqueness
- Awareness
- Inquisitiveness
- Initiative
- Critical, creative thinking
- Honest, caring relationships
- Community building

# EDUCATIONAL FOUNDATIONS

## GLOBAL INTELLIGENCE

- We foster social-emotional growth through the recognition of feelings, their expression, and the awareness of their impact on oneself and others.
- We support bold initiatives by our learners and teachers.
- We encourage creative, comprehensive, and critical thinking.
- We emphasize empathic, compassionate, and kind actions that contribute to the development of social awareness and community building skills.

## GLOBAL DEVELOPMENT

- We acknowledge that each child is unique, with specific beliefs, interests, emotions, and abilities, and meet each learner at her or his own stage of development.
- We identify and appreciate each learner's distinctive patterns and rhythms of learning, feeling, and behaving and respond accordingly.
- We interrelate different subjects through projects, themes, and/or current events to broaden each learner's perspective.
- We assess the development of each student to guide our teaching.

## GLOBAL EXPLORATION

- We strive to create a joyful environment for learners to take risks at their own pace, learn from their mistakes and successes, and be proud of their own processes as well as the results.
- We offer a variety of activities throughout the day for learners to experiment, examine, test, and value their feelings, beliefs, interests, and ideas.
- We promote interdisciplinary learning through projects, thematic inquiries, and problem-solving processes in an experiential way, often prompted by our students' interests.
- We generate opportunities for learners to explore individually, with peers, and with adults.

## GLOBAL ATTITUDE

- We inspire an inclusive community where differences and multiplicity are respected, valued, and celebrated.
- We endorse collective decision-making as it develops deep listening skills, civil debate, and negotiation.
- We provide a worldwide context to the topics being taught, invite our learners to consider alternative viewpoints, model humility, a growth mindset, and cultivate nature awareness, responsibility, and sustainability.
- We nurture honest, respectful, and caring relationships between learners, learners and teachers, teachers and families, and the community at large.

## TO HONOR OUR VALUES AND EDUCATIONAL FOUNDATIONS THE SCHOOL COMMUNITY WILL:

**Be kind and respectful.** This means that we will be considerate to all students and adults in our community, and we will accept differences, including but not limited to gender, race, religion, family composition and age. Students will be referred to by the pronoun by which they identify.

**Be safe and keep others safe.** This means that before acting, we will think about the consequences of our actions in ourselves and in others. Therefore, we will not be physically and emotionally hurtful to others.

**Take responsibility of their actions.** This means that if we make a mistake, we accept it, we embrace it and we learn from it accepting the consequences.

# COMMON AREAS

As we interact with others and use our shared spaces, our school guidelines are:

- Take care of yourself
- Take care of others
- Take care of our school
- Take care of our resources (natural and others)

# RECESS

Guidelines for staying safe and having fun at the park (playground):

- Climb safely and carefully.
- Play in open areas where adults can see you and keep you safe..
- When you have a conflict with a classmate and you cannot seem to solve it yourself, look for teachers to help.

NOTE: Adults supervise all students.

When parents come to school at the end of the day for pickup and have younger children with them, it is important that parents stay with and carefully supervise their other children.

# CONFLICT MANAGEMENT AND DISCIPLINE

We have zero tolerance for bullying, in person and social media. At Global Idea School, bullying prevention begins with socio-emotional learning. Through our socio-emotional curriculum, *Círculo Mágico®* (Magic Circle), students work on recognizing and managing emotions. *Círculo Mágico®* (Magic Circle) incorporates Mindfulness. Through breathing, students learn to pause and reflect, which allows them to respond, rather than react, to a situation.

Children learn responsibility the same way they learn how to read, write and how to develop their mathematical minds. When children misbehave, teachers use respectful strategies to stop the misbehavior and guide the child(ren) through steps to find a win-win solution.

These skills enable children to be socially competent and to build a positive and safe school environment. We believe creating a positive, compassionate climate is a shared responsibility between families and the school. We do not use corporal punishment.

**Please refer to the [CODE OF CONDUCT HANDBOOK](#) for more detailed information regarding discipline**

# ATTENDANCE

School doors open at 8:00 a.m. Children are welcome to come in and complete morning routines until 8:30 a.m. Attendance is taken every day at 8:30 a.m. Please take in consideration that absence and tardiness are recorded on each student's record. On-going tardiness and absences may affect their process of adjustment to a regular routine, specially at the beginning of the school year. Therefore, we strongly encourage arriving on time and allowing your child to have a smooth start of the day.

**ABSENCE:** Parents should communicate through Dojo with the morning teacher before 8:30 a.m. to report the absence if a student is ill.

**TARDINESS & EARLY PICK UP:** If your child has a dental or doctor appointment and will arrive late, **please send a message through Dojo to the morning teacher** or call the school, please leave a message if necessary. The same procedure will be applied for early dismissal requests. If you know that your child will be late or needs to be dismissed earlier that day, it is very much appreciated if you could share the information ahead of time with the teacher, to plan accordingly. Please let us know about pick-up changes by 1:00 p.m. if possible. Thank you!

**If parents are going to be out of town while children are at school**, please give the school all pertinent childcare information and contact numbers.

# SCHOOL ABSENCE

Global Idea School staff understands the importance of spending time with family and for many of us, family is far away. Therefore, we know that sometimes visiting family implies extended absence. Every effort will be made to work with the student(s) to complete some aspects of the curriculum. However, teachers are not expected to alter the curriculum plans or classroom schedules in significant ways to accommodate absences, unless it is an emergency absence.

A calendar of the school year is maintained on **ALMA**, and includes holidays, vacation times, conferences, and in-service days. The calendar is updated each fall of the starting school year. We encourage parents to plan vacations according to the published days.

When students miss school for a vacation planned outside of the school calendar days, teachers will not send materials or homework. Please do not ask your child's teacher for work to be sent. Teachers will only send homework or prepare materials for students who miss school for prolonged absences due to illness or family emergencies.

# ARRIVAL AND DISMISSAL

## ARRIVAL AND DROP-OFF

Our goal is to provide consistent safety and security practices, as well as to ensure that the adult is aware of the protocol:

The school day begins at 8:00 a.m. Monday through Friday.

**There is no early drop-off for this school year.**

## DISMISSAL AND PICK-UP

Pick up begins at 3:00 p.m. Monday through Friday.

The school day ends at 3:00 p.m. At dismissal time, students will be escorted to the pick-up area. Staff members will supervise students at the pick-up area for 15 minutes beyond pick up time. After that time students will wait inside the school while we try to contact the parents.

If the student is not picked-up by 3:15 p.m. they will be signed into the Expanded Learning Program and the parents will be charged a fee of \$22 per hour. The fee is still applied even if they stay less than an hour.

For the Expanded Learning Program, a fee of \$1 per minute will be applied if the student is picked-up any time after 6:00 p.m.

If you are interested in the Expanded Learning Program, please e-mail Verónica at [veronica@globalideaschool.org](mailto:veronica@globalideaschool.org)

## SCHOOL CLOSURE AND LATE START

When emergency conditions such as snow and ice, windstorms or earthquakes result in school schedule changes we will follow in accordance with Lake Washington School District. We will notify families via e-mail and/or Dojo App for school closures and delays.

In the event Lake Washington School District is under remote schooling and Global Idea School is not, our staff will notify families via e-mail and/or Dojo App for school closures and delays.

- Go to [www.lwsd.org](http://www.lwsd.org). If school is closed or starting late, you will see a pop-up alert box.
- Go to [www.flashalert.net](http://www.flashalert.net), which lists schools all over the Puget Sound area. You can also sign up to receive text alerts or emails from this service.

- Call 425-936-1200 to listen to a recorded message. (After 7 a.m., you may talk to a district receptionist).
- Tune in to local radio and television stations.

For more information, please visit:

<https://www.lwsd.org/programs-and-services/safety/school-closures-and-late-starts>

# PARENT VOLUNTEERS, FIELD TRIPS AND VISITORS

Parents and legal guardians who volunteer in the classroom and/or on field trips will be provided with guidelines regarding volunteer-student interactions and issues of confidentiality. The WA State Patrol Background Check document will be sent home in September and required if you want to chaperone field trips and/or volunteer in the classroom.

Teacher will provide chaperones with guidelines regarding supervision, "buddies," crossing streets and student access to the bathrooms on field trips.

As the school year begins, we will prioritize students' safe return to school, and then plan to gradually welcome parents/guardians to participate in classroom activities and other volunteer opportunities.

# HOMEWORK

We believe that reading at least 20 minutes every day/night build skills and most importantly, develop a love of reading. **Any other homework will be assigned to the discretion of the teachers.**

Throughout the year, your child's teacher may ask for your partnership in collaborative projects that occur within the classroom and may need some input from home.

When students miss school for a vacation planned outside of the school calendar days, teachers will not send materials or homework. Please do not ask your child's teacher for work to be sent. Teachers will only send homework or prepare materials for students who miss school for prolonged absences due to illness or family emergencies.



# GENERAL INFORMATION

## STAFF WORKDAYS

During the school year the staff participates in in-service days during which there is no school or after-school program for students. Please see the school calendar to plan accordingly.

## CLASSROOM SUPPLIES

The school will buy the classroom supplies in bulk (markers, colored pencils, glue sticks, liquid glue, white binders and dividers, erasers, etc.) We ask parents to please **transfer \$ 70.00 (seventy dollars) through Zelle: payment@globalideaschool.org**

## MONETARY CHARGES

Some field trips will require a monetary charge. We will send an e-mail with detailed information closer to the event.

## VALUABLES

Please do not send your child to school with valuable items or toys. If you wish to bring a special item to school for sharing during a class project or activity, please be sure to arrange with the teachers for safe storage and personal collection of those items.

## DRESS CODE AND SELF CARE POLICY

To teach students self-care awareness we expect students to come to school with clean clothes daily, well maintained hair and short nails.

**All clothing should be labeled.** Dress your child according to the weather and always send your child with a jacket. In rainy seasons, we will go to the park so a rain jacket or a waterproof coat and rain boots are necessary to keep them dry.

Remember that learning can be messy, so children should wear clothes that are o.k. to get dirty.

Children should wear footwear that allows them to participate in active play and for P.E. class they will need sneakers. **Please no flip-flops.**

We have an INSIDE SHOE policy. So please send a pair of comfortable slippers with anti-slip sole to wear inside the school. **Please no anti slip socks or bare feet.**

## LOST AND FOUND

Unclaimed and/or unlabeled items will be given to charitable organizations during the school year (before winter break and before summer break).

## BIRTHDAY CELEBRATIONS

Birthday celebrations are welcomed. Please check with your teacher to find out the policy. If you are planning a birthday party outside of school, please make all arrangements by phone, e-mail or mailed invitations. Private birthday parties must be arranged without the involvement of the school. We ask you to be sensitive to the feelings of those not involved.

## LUNCH AND SNACKS

Families will send lunches and two (2) healthy snacks from home. Please do not send foods high in sugar, caffeine, bad fats and empty calories and high sodium. These foods include, but are not limited to, candy, ice cream, popsicles, brownies, sodas, potato chips, among others.

- If you would like your child to have a hot meal from home, please pack the lunch in a thermos.
- We do not allow children to share their food or beverages to protect students with allergies and for nutritional reasons.
- In class we will discuss healthy food choices that nurture our body and help us growing and learning.
- The school will provide a healthy snack during the Expanded Learning Program.

## NUT AND FOOD ALLERGIES

Every effort is made to keep nuts and food containing nuts well marked and separate from other foods. There will be a "designated table" at lunch time, if needed.

Before the beginning of the school year, we will send an email with a list of allergies and detailed information of the changes that need to be made and foods to avoid.

If you are concerned about your child's peanut allergy or other food allergy, please contact Verónica and Maria by sending an e-mail.

# SUPPORT SERVICES

Global Idea School teachers are not qualified to diagnose learning disabilities, autism, ADD, ADHD or any other type of developmental differences or delays. The teacher's responsibility is to talk and work collaboratively with families and provide referrals to specialists and/or to professionals outside the School to address concerns related to a particular student's potential for success in school and to identify any needs, social and/or academic. Teachers will maintain close contact with all outside specialists and/or professionals working with a particular student or family and will participate in discussions with the family/professionals about appropriate accommodations that can be provided by the School.

Before working with any outside specialists or professionals, the School will require parents to sign an authorization allowing School staff to disclose private and confidential student records.

The School requires a psycho-educational assessment before a student may obtain accommodations for a learning disability such as ADD, ADHD, or dyslexia. Contact your local school district's Committee on Special Education to find more about evaluations at no cost.

Professionals conducting such assessments and rendering diagnoses must have appropriate credentials. The School may require an appropriate and recognized expert in the field evaluate the student for learning disabilities. The following professionals are considered to be qualified to conduct such evaluations, including Medical Doctors, Licensed Clinical, Educational, School or Counseling Psychologists and Neuropsychologists. The School reserves the right to reject a student's evaluation if the evaluation has been conducted by an unqualified person. Ethical standards in all applicable professions require that a professional with expertise in the specific area of evaluation conduct any assessment. To be clear, the School does not evaluate students for learning disabilities.

The School requires all reports regarding learning disabilities to be on letterhead, and to be typed, dated, and signed. Reports forwarded to the School should address only issues relevant to the student's educational program and needs for planning purposes. Parents should be mindful and aware that providing reasonable accommodations is based upon an individualized assessment of the current impact of the student's disabilities on his or her academic performance. Finally, the School requires re-evaluation of all elementary school students with diagnosed specific learning disabilities every three years.

The School staff does not include a school psychologist, a team of reading and learning specialists, a math specialist, or a speech pathologist. Therefore, students in need of more intensive support are required to seek assistance through outside specialists/professionals.

Learning differences and learning disabilities can be identified at various stages in a student's development. In some cases, they are identified prior to entrance into the School or at times of transition between divisions (during elementary school years, between elementary and middle school, between middle and high school). When a student undergoes an evaluation for learning issues prior to entry at the School, parents of the incoming student should schedule an appointment with the School's co-directors and the corresponding teachers.

Although nothing prohibits parents from seeking an evaluation without involving the School's involvement, the School discourages this practice. While the School understands that some parents are hesitant to discuss evaluation and learning issues openly with School officials before receiving results of the formal evaluation/assessment, the School strongly believes that the best evaluations are done when information from the School is part of the process. In our interaction with all participants in the process, the School is committed to maintaining the applicable professional standards of confidentiality and informed consent. Moreover, as noted above, the School will not provide accommodations without first obtaining appropriate medical or psychological information, such as an evaluation and a diagnosis from a qualified healthcare provider.

## COMMUNICATION

We value an open and direct channel of communication. Please contact your child's teacher if you have a question, concern or if you need to share important information. You can e-mail your teacher directly, write a Dojo message or call the school **(425) 207-3089** and leave a message if you are calling during class hours.

Teachers will post information, photos and share weekly updates on classroom activities through Dojo.

A teacher will help your child place a call to contact the parent/guardian, if needed. However, we do ask that the office phone not be used to set up last-minute play dates. If you need to get a message to your child or if you have any change of plans to the end of the day pick-up, please **send a Dojo message to the teachers**.

### PARENT/GUARDIAN TEACHER CONFERENCES

Teachers will send an e-mail with details about the process and sign-up options. Adjustments will be made only for emergency situations. We encourage parents to attend conferences on the day and time scheduled with your teacher(s).

# HEALTH AND WELFARE

## EMERGENCY INFORMATION AND DRILLS

The forms that you complete during the summer (Application and Enrollment paperwork) provide the school with vital information about your child. We encourage to keep this information up to date. Please call the School should you need to update:

- address
- health conditions
- emergency contacts
- telephone numbers
- e-mails

During the school year we will conduct emergency drills according to state guidelines.

## STUDENT ILLNESS AND MEDICINE AT SCHOOL

Please keep phone numbers and health information up to date. If children feel sick BEFORE school, please **DO NOT** send them to school.

In accordance with Washington State guidelines, there are extremely specific requirements which need to be fulfilled before the school can give a medication to a student. If your child needs to take medication during the school day, please give the Medication Form to your child's physician for completion. There is also a section on the Medication Form to be completed by the parent.

**We will not dispense any medication without the written authorization of a licensed physician. Over-the-counter medicine also requires written authorization of a licensed physician and the parent.**

## SICK POLICY

We will rely on families to ensure that their child(ren) do not show cold and flu-like symptoms prior to sending them to school. Without this countermeasure, our staff will adopt a conservative approach to determining when to send students home due to illness. If we determine that a student would not have met the criteria for a COVID health screening, and is showing visible signs of illness, we will require that they be picked up from school until the signs cease to present, or a negative COVID test or letter from a healthcare provider indicates that the symptoms are not COVID-related.

When children have been ill with a fever, they should be kept at home until their temperature have been normal for 24 (twenty-four) hours without fever reduction medication.

Students, teachers, and staff should stay home when they have signs of any infectious illness, such as influenza (flu) or COVID-19 and be referred to their healthcare provider for testing and care, **regardless of vaccination status**.

Any student or teacher who reports COVID-19-like symptoms will be immediately isolated from others. Parents/guardians of the student will be contacted immediately, and the student must be picked up from G.I.S. within 1 hour of being notified.

Symptoms include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

While waiting to leave school, the student with symptoms must wear a cloth face or mask. Anyone providing care to the isolated individual must wear appropriate PPE.

If no appropriate indoor space is available (e.g., already occupied) and the student can be supervised and made comfortable, an outdoor setting is an acceptable alternative if weather and privacy permitting.

REFER TO **COVID-19 POLICY AND PROCEDURES**

## LICE

If your child has lice or nits, we will call and let you know, and a health notice will go out to the school community. Parents/guardians should check the entire family for lice/nits and treat the problem. There are different treatments for lice, and we suggest consulting either with your physician or your pharmacist to find the right treatment. Vigilant head checking is important to eliminating the problem, making sure that all nits have been removed.

We will notify parents if there is a case of lice in your child's grade level.

## ACCIDENTS AND INJURIES

If the student is involved in an accident or is injured, the school will immediately notify the parents. The school does not employ a full-time nurse or other health care professional. Teachers are trained in basic first aid. For serious accidents, the school may call 911 and/or transport the student to a nearby hospital emergency room. In all cases, parents will be notified of school's actions.

## CONCUSSION INFORMATION

Please read the information regarding Concussion to learn how to identify a concussion and what to do if a concussion occurs. Talk with your child(ren) about concussion. Tell them to report their concussion symptoms to you and their teacher(s) and coach(es) right away.

To talk to your child(ren) about concussion safety please visit:

[https://www.cdc.gov/headsup/pdfs/resources/RocketBlades\\_Concussion\\_HandoutforKids-a.fpd](https://www.cdc.gov/headsup/pdfs/resources/RocketBlades_Concussion_HandoutforKids-a.fpd)

For more information about Concussion and other Brain Injuries please visit:

[HEADS UP to Youth Sports: Parents | HEADS UP | CDC Injury Center](#)

# Concussion

## INFORMATION SHEET



This sheet has information to help protect your children or teens from concussion or other serious brain injury. Use this information at your children's or teens' games and practices to learn how to spot a concussion and what to do if a concussion occurs.

### What Is a Concussion?

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells.

### How Can I Help Keep My Children or Teens Safe?

Sports are a great way for children and teens to stay healthy and can help them do well in school. To help lower your children's or teens' chances of getting a concussion or other serious brain injury, you should:

- Help create a culture of safety for the team.
  - Work with their coach to teach ways to lower the chances of getting a concussion.
  - Talk with your children or teens about concussion and ask if they have concerns about reporting a concussion. Talk with them about their concerns; emphasize the importance of reporting concussions and taking time to recover from one.
  - Ensure that they follow their coach's rules for safety and the rules of the sport.
  - Tell your children or teens that you expect them to practice good sportsmanship at all times.
- When appropriate for the sport or activity, teach your children or teens that they must wear a helmet to lower the chances of the most serious types of brain or head injury. However, there is no “concussion-proof” helmet. So, even with a helmet, it is important for children and teens to avoid hits to the head.



**Plan ahead.** What do you want your child or teen to know about concussion?

### How Can I Spot a Possible Concussion?

Children and teens who show or report one or more of the signs and symptoms listed below—or simply say they just “don’t feel right” after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

#### Signs Observed by Parents or Coaches

- Appears dazed or stunned
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can’t recall events *prior to* or *after* a hit or fall

#### Symptoms Reported by Children and Teens

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness, or double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Confusion, or concentration or memory problems
- Just not “feeling right,” or “feeling down”

**Talk with your children and teens about concussion.** Tell them to report their concussion symptoms to you and their coach right away. Some children and teens think concussions aren’t serious, or worry that if they report a concussion they will lose their position on the team or look weak. Be sure to remind them that *it’s better to miss one game than the whole season.*



[cdc.gov/HEADSUP](https://cdc.gov/HEADSUP)



## CONCUSSIONS AFFECT EACH CHILD AND TEEN DIFFERENTLY.

While most children and teens with a concussion feel better within a couple of weeks, some will have symptoms for months or longer. Talk with your children's or teens' healthcare provider if their concussion symptoms do not go away, or if they get worse after they return to their regular activities.

### What Are Some More Serious Danger Signs to Look Out For?

In rare cases, a dangerous collection of blood (hematoma) may form on the brain after a bump, blow, or jolt to the head or body and can squeeze the brain against the skull. Call 9-1-1 or take your child or teen to the emergency department right away if, after a bump, blow, or jolt to the head or body, he or she has one or more of these danger signs:

- One pupil larger than the other
- Drowsiness or inability to wake up
- A headache that gets worse and does not go away
- Slurred speech, weakness, numbness, or decreased coordination
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching)
- Unusual behavior, increased confusion, restlessness, or agitation
- Loss of consciousness (passed out/knocked out). Even a brief loss of consciousness should be taken seriously

### What Should I Do If My Child or Teen Has a Possible Concussion?

As a parent, if you think your child or teen may have a concussion, you should:

1. Remove your child or teen from play.
2. Keep your child or teen out of play the day of the injury. Your child or teen should be seen by a healthcare provider and only return to play with permission from a healthcare provider who is experienced in evaluating for concussion.
3. Ask your child's or teen's healthcare provider for written instructions on helping your child or teen return to school. You can give the instructions to your child's or teen's school nurse and teacher(s) and return-to-play instructions to the coach and/or athletic trainer.

Do not try to judge the severity of the injury yourself. Only a healthcare provider should assess a child or teen for a possible concussion. Concussion signs and symptoms often show up soon after the injury. But you may not know how serious the concussion is at first, and some symptoms may not show up for hours or days.

The brain needs time to heal after a concussion. A child's or teen's return to school and sports should be a gradual process that is carefully managed and monitored by a healthcare provider.

To learn more, go to [cdc.gov/HEADSUP](https://cdc.gov/HEADSUP)

➤ **Children and teens** who continue to play while having concussion symptoms, or who return to play too soon—while the brain is still healing—have a greater chance of getting another concussion. A repeat concussion that occurs while the brain is still healing from the first injury can be very serious, and can affect a child or teen for a lifetime. It can even be fatal.



#### Discuss the risks of concussion and other serious brain injuries with your child or teen, and have each person sign below.

Detach the section below, and keep this information sheet to use at your children's or teens' games and practices to help protect them from concussion or other serious brain injuries.

☐ I learned about concussion and talked with my parent or coach about what to do if I have a concussion or other serious brain injury.

Athlete's Name Printed: \_\_\_\_\_ Date: \_\_\_\_\_

Athlete's Signature: \_\_\_\_\_

☐ I have read this fact sheet for parents on concussion with my child or teen, and talked about what to do if they have a concussion or other serious brain injury.

Parent or Legal Guardian's Name Printed: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Legal Guardian's Signature: \_\_\_\_\_

*Revised January 2019*



**COVID-19 CURRENT GUIDELINES based on  
WASHINGTON STATE DEPARTMENT OF HEALTH and CDC  
(updated March 30. 2022)**

*We now know that COVID-19 is here to stay for the foreseeable future. It's important to understand how to live our lives while keeping ourselves, loved ones and community as safe as possible. How can we do that? By using all the tools we've learned so far: getting vaccinated and boosted, getting tested and staying home if sick or exposed, wearing a mask in crowds, and keeping our distance.*

*Here's what you need to know as we enter a new stage of life coexisting with COVID-19 in our community<sup>1</sup>.*

## **Masking**

- As of date, masking will be optional for all individuals, regardless of vaccination status.
- People may choose to mask at any time. People with symptoms, a positive test, or exposure to someone with COVID-19 should wear a mask.
- We strongly encourage all staff members of Global Idea School community to consider masking based on an assessment of personal risk, especially when in large groups, or in response to an exposure to a known COVID-positive individual. Individuals may want to continue to wear a

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<sup>1</sup> [COVID-19 | Washington State Department of Health](#)

mask for added protection against COVID-19, including those who are immunocompromised, those living with someone immunocompromised, or simply those who may just feel safer wearing a mask. Everyone should assess their own personal risk when making this decision.

- The school masking policy remains subject to public health orders issued by King County Health Department and Washington State Department of Health and will be adjusted if directed by public health authorities **AND/OR per discretion of the co-directors.**

## Vaccination

Full immunization against COVID-19 (initial course of vaccine, plus booster upon eligibility) will continue to be required of all students, staff and any person accessing the school, except for those with approved medical or religious exceptions.

## Testing

- Test when you feel sick. COVID-19 has a wide range of symptoms, so if you're not feeling well, it's best to get tested as soon as possible.
- Test when you have been exposed to someone who tested positive for COVID-19. Get tested immediately if you are showing symptoms. If you are not showing symptoms, wait five days after the exposure and then test.
- The ability to do PCR testing at GIS to students, staff, and family members will facilitate COVID-19 diagnosis and inform the need for quarantine of close contacts and isolation. Testing of symptomatic students, staff and family members helps reduce days of in-person instruction lost. PLEASE REPORT TO SCHOOL ANY CLOSE CONTACT, IMMEDIATELY.
- The school will continue to offer Rapid COVID-19 Antigen Test. The school will send a DocuSign which includes consenting to the test.
- The school will continue to offer PCR tests through the program *Learn to Return*:

### How to register:

1. Go to the Curative online portal by clicking this link: [Global Idea School Testing | Curative](#)
2. Fill out the online registration portal, which includes consenting to the test.
3. The same steps apply to register your child(ren), which also includes the consent to the test.
4. Once registered you will receive a notification from Curative with your appointment information via email and text message. Before arriving at your appointment, please

ensure to watch the instructional video received as a link in the email, (below the QR code).

5. Through the link, you will have access to view your appointment status and information about test results.

## When to stay home



### Quarantine

#### If you were exposed

[Quarantine](#) and stay away from others when you have been in [close contact](#) with someone who has COVID-19.



### Isolate

#### If you are sick or test positive

[Isolate](#) when you are sick or when you have COVID-19, even if you don't have symptoms.

The date of your exposure is considered day zero. **Day 1 is the first full day after your last contact with a person who has had COVID-19.** Stay home and away from other people for at least 5 days

#### IF YOU Were exposed to COVID-19 and are [up to](#) [date](#) on COVID-19 vaccinations

##### No quarantine

You do not need to stay home **unless** you develop symptoms.

##### Get tested

Even if you don't develop symptoms, [get tested](#) at least 5 days after you last had [close contact](#) with someone with COVID-19.

##### Watch for symptoms

Watch for [symptoms](#) until 10 days after you last had close contact with someone with COVID-19.

##### If you develop symptoms

[Isolate](#) immediately and [get tested](#). Continue to stay home until you know the results. Wear a [well-fitting mask](#) around others.

##### Take precautions until day 10

##### Wear a well-fitting mask

Wear a [well-fitting mask](#) for 10 full days any time you are around others inside your home or in public. Do not go to places where you are unable to wear a well-fitting mask.

##### [Take precautions if traveling](#)

Avoid being around people who are [more likely to get very sick](#) from COVID-19.

**IF YOU  
Were  
exposed to  
COVID-19 and  
are NOT [up to  
date](#) on  
COVID-19  
vaccinations**

**Quarantine for at least 5  
days**

**Stay home**

Stay home and [quarantine](#) for at least 5 full days.

Wear a [well-fitting mask](#) if you must be around others in your home.

**[Do not travel.](#)**

**Get tested**

Even if you don't develop symptoms, [get tested](#) at least 5 days after you last had [close contact](#) with someone with COVID-19.

**After quarantine**

Watch for [symptoms](#)

Watch for symptoms until 10 days after you last had close contact with someone with COVID-19.

**Avoid travel**

It is best to [avoid travel](#) until a full 10 days after you last had close contact with someone with COVID-19.

**If you develop symptoms**

[Isolate](#) immediately and [get tested](#). Continue to stay home until you know the results. Wear a [well-fitting mask](#) around others.

**Take precautions until day 10**

**Wear a well-fitting mask**

Wear a [well-fitting mask](#) for 10 full days any time you are around others inside your home or in public. Do not go to places where you are unable to wear a well-fitting mask.

**If you must travel during days 6-10, [take precautions.](#)**

**Avoid being around people who are [more likely to get very sick](#) from COVID-19.**

**IF YOU  
were exposed  
to COVID-19  
and  
had confirmed  
COVID-19  
within the  
past 90 days  
(you tested  
positive using  
a viral test)**

**No quarantine**

You do not need to stay home **unless** you develop symptoms.

**Watch for symptoms**

Watch for [symptoms](#) until 10 days after you last had [close contact](#) with someone with COVID-19.

**If you develop symptoms**

[Isolate](#) immediately and [get tested](#). Continue to stay home until you know the results. Wear a well-fitting mask around others.

**Take precautions until day 10**

**Wear a well-fitting mask**

Wear a [well-fitting mask](#) for 10 full days any time you are around others inside your home or in public. Do not go to places where you are unable to wear a well-fitting mask.

**[Take precautions if traveling](#)**

**Avoid being around people who are [more likely to get very sick](#) from COVID-19.**



## Calculating Isolation

Day 0 is your first day of symptoms or a positive viral test. **Day 1 is the first full day after your symptoms developed or your test specimen was collected.** If you have COVID-19 or have symptoms, isolate for at least 5 days.

### IF YOU Tested positive for COVID-19 or have symptoms, regardless of vaccination status

#### Stay home for at least 5 days

Stay home for 5 days and [isolate](#) from others in your home.

Wear a [well-fitting mask](#) if you must be around others in your home.

[Do not travel.](#)

#### Ending isolation if you had symptoms

[End isolation after 5 full days](#) if you are fever-free for 24 hours (without the use of fever-reducing medication) and your symptoms are improving.

#### Ending isolation if you did NOT have symptoms

[End isolation after at least 5 full days](#) after your positive test.

#### If you got very sick from COVID-19 or have a weakened immune system

You should isolate for at least 10 days. Consult your doctor before ending isolation.

#### Take precautions until day 10

##### Wear a well-fitting mask

Wear a [well-fitting mask](#) for 10 full days any time you are around others inside your home or in public. Do not go to places where you are unable to wear a mask.

##### Do not travel

[Do not travel](#) until a full 10 days after your symptoms started or the date your positive test was taken if you had no symptoms.

Avoid being around people who are [more likely to get very sick](#) from COVID-19.

If an individual has access to a test and wants to test, the best approach is to use an [antigen test towards the end of the 5-day isolation period](#). Collect the test sample only if you are fever-free for 24 hours without the use of fever-reducing medication and your other symptoms have improved (loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation).

- If your test result is positive: You should continue to isolate until day 10.
- If your test result is negative: You can end isolation, but continue to wear a [well-fitting mask](#) around others at home and in public until day 10.

Follow additional recommendations for masking and [avoiding travel](#) as described above.

As noted in the [labeling for authorized over-the counter antigen tests](#): Negative results should be treated as presumptive. Negative results do not rule out SARS-CoV-2 infection and should not be used as the sole basis for treatment or patient management decisions, including infection control decisions. To improve results, antigen tests should be used twice over a three-day period with at least 24 hours and no more than 48 hours between tests.

Note that these recommendations on ending isolation **do not** apply to people who are moderately ill or very sick from COVID-19 or have weakened immune systems.

### **Ending isolation for people who tested positive for COVID-19 but had no symptoms**

If you test positive for COVID-19 and never develop symptoms, isolate for at least 5 days. Day 0 is the day of your positive viral test (based on the date you were tested) and day 1 is the first full day after the specimen was collected for your positive test. You can leave isolation after 5 full days.

- If you continue to have no symptoms, you can end isolation after at least 5 days.
- You should continue to wear a [well-fitting mask](#) around others at home and in public until day 10 (day 6 through day 10). If you are unable to wear a mask when around others, you should continue to isolate for 10 days.
- If you develop symptoms after testing positive, your 5-day isolation period should start over. Day 0 is your first day of symptoms. Follow the recommendations above for ending isolation for people who had COVID-19 and had symptoms.
- Do not go to places where you are unable to wear a mask and avoid eating around others until 10 days after the day of your positive test.

If an individual has access to a test and wants to test, the best approach is to use an [antigen test](#) towards the end of the 5-day isolation period.

If your test result is positive: You should continue to isolate until day ten.

If your test result is positive: You can also choose to test daily and if your test result is negative, you can end isolation, but continue to wear a [well-fitting mask](#) around others at home and in public until day 10. Follow additional recommendations for masking and [avoiding travel](#) as described above.

As noted in the [labeling for authorized over-the counter antigen tests](#): Negative results should be treated as presumptive. Negative results do not rule out SARS-CoV-2 infection and should not be used as the sole basis for treatment or patient management decisions, including infection control decisions. To improve results, antigen tests should be used twice over a three-day period with at least 24 hours and no more than 48 hours between tests.

## Hygiene Practices

Staff and students will be required to:

- Cover mouth and nose into a tissue or elbow when sneezing. Discard used tissues in trash, and immediately wash and sanitize hands.
- Avoid touching eyes, nose, or mouth. Students and staff will be encouraged to not touch their eyes, nose, or mouth with unwashed hands.
- Wash hands often with soap and water for at least 20 seconds. Students and adults should wash hands when they arrive to school, before meals and snacks, after outside time, after going to the bathroom, after nose blowing or sneezing and before leaving to go home. If soap and water are not readily available, use alcohol-based hand gel with at least 70% alcohol.

As we move through the school year, all COVID-19 information, updates, and announcements will continue to be shared by the school.

If you have questions, please e-mail Maria at [mtoneto@globalideaschool.org](mailto:mtoneto@globalideaschool.org)