



INTERNATIONAL COMMUNITY SCHOOL

STUDENT CODE OF CONDUCT

2019-2020

Purpose

The purpose of the ICS Student Code of Conduct and Behavior Contract is as follows:

1. To create a safe environment
2. To maximize learning time
3. To provide information to students and parents about rules and regulations of the school and the plan for consequences for infraction of these rules and regulations
4. To provide uniform disciplinary procedures for prevention and intervention for student behavioral needs

IBPYP BEHAVIOR EXPECTATIONS

The goals of the PYP Behavior & Discipline Policy at ICS are to create a safe and orderly environment that is conducive to learning for all students, and to develop in our students an awareness of how their personal actions affect others and the overall school community.

The relationship between rights and responsibilities is pivotal to behavior expectations of our PYP students. In order for each of us to exercise our rights, it is necessary for us to uphold and honor our responsibilities to preserve these rights for everyone.

Classroom rules and procedures are established in alignment with school-wide expectations and support the development of the IB Learner Profiles. Students will receive positive reinforcement as well as clear and consistent consequences that focus on students taking responsibility for their own behavior as appropriate.

Parents and students will be required to sign the Code of Conduct upon enrollment and at the beginning of each school year. Students may not enroll in ICS, unless consequences at a prior school or system have been served. This includes expulsion and alternative school determinations. Students who have been expelled from another school or assigned to an alternative school will not be allowed to enroll at ICS until those consequences expire or are reversed.

IBPYP students will be responsible for complying with these behavioral expectations in the classroom, in the gym, on the playground, in the cafeteria, on the bus, and within the context of all other common spaces and school-related activities. Every specific variation of conduct may not have been included. Each student is held responsible for his or her actions when under the supervision of school personnel. Once students have been dismissed, **parents or guardians are expected to adhere to all policies and procedures in this document while on campus.**

ICS (PYP) teachers and students work together to build classroom community agreements that are consistent and aligned with the IB Learner Profile. Each teacher has the professional discretion to establish and enforce his/her own classroom agreements, which are posted in the classroom, and is responsible for communicating the classroom agreements and consequences to the respective parents. Teachers may implement their own systems for consequences and rewards in their classrooms. Teachers, students, parents and administrators are committed to working together to address disciplinary matters with the aim to help students develop strategies to self-regulate behavior and take responsibility for their chosen actions.

ICS Essential Agreements Matrix

SETTING	ICS Essential Agreements
<i>Classrooms</i>	<ul style="list-style-type: none"> • Adhere to the classroom agreements • Demonstrate acceptable use and care of technology • Store personal items in assigned areas
<i>Hallways</i>	<ul style="list-style-type: none"> • Walk orderly and quietly so that others can learn • Retrieve/return cubby items and change indoor/outdoor shoes in an organized and quiet manner • Refrain from being in hallways before school and during morning and lunch recesses
<i>Mealtimes/ Cafeteria</i>	<ul style="list-style-type: none"> • Wash hands before eating • Walk at all times • Sit down while eating at designated areas when noted; use appropriate table manners • Clean up area when finished eating; carry tray to tray holder, push in chairs, throw away any garbage/trash • Take responsibility for spilled food or other accidents • Talk using indoor voices
<i>Community Venues/Assemblies</i>	<ul style="list-style-type: none"> • Remain seated • Respect speakers, performers and show appreciation in appropriate ways
<i>Bus</i>	<ul style="list-style-type: none"> • Show respect to bus driver and all passengers at all times • Wear seatbelts and stay seated while on the bus • Use inside voices • Be prompt for pick-ups and dismissal • Use kind language • Store all belongings safely • Cross in front of the bus when boarding or exiting the bus
<i>Playground/Recess</i>	<ul style="list-style-type: none"> • Play in designated, supervised areas • Seek adult help if someone is unsafe, or there is a conflict that needs mediation • Stay within boundaries • Be respectful of trees and landscaped areas • Use good sportsmanship and fair play

Positive Recognition Strategies

POSITIVE RECOGNITION/INCENTIVES *may* INCLUDE:

- Complimentary notes to the student from students/teachers/ principal
- Complimentary notes home to parents from teachers/principal
- Community-wide recognition (Gatherings, Assemblies, Grade Level Meetings, Celebrations, etc.)
- Global citizen award (given monthly)

Student Misconduct and Consequences

Offenses are classified into four categories determined by the severity of the offense. The categories and examples of behaviors are outlined in the chart below, as well as consequences for those infractions Referrals are to be (can be) completed and submitted by Teachers, Teacher Assistants, Paraprofessionals, and Administrators (Students receiving In School Suspension, will not be able to participate in extracurricular activities, field trips, assemblies, or special class/school events on the same day):

	Level 1- Incidental Violations	Level 2- Minor violations	Level 3- Major violations	Level 4- Illegal Violations
Behavior	<ul style="list-style-type: none"> - Running - Loud noise/yelling - Off-task behavior - Noise making - Out of seat - Inappropriate behavior - Chewing gum, candy without permission - Uniform policy violation - Name calling 	<ul style="list-style-type: none"> - Disrespect to authority - Direct inappropriate language/gestures or profanity - Lying/cheating - Throwing small objects - Not following playground/cafeteria rules - Disrupting the class - Electronic devices* - Not keeping hands to themselves - Unkind words to others 	<ul style="list-style-type: none"> - Fighting/physical aggression to cause harm - Spitting, biting, throwing large objects - Repeated refusal to follow adult directions - Property destruction/misuse - Harassment/Bullying - Cyberbullying - Forgery/theft - Repeatedly leaving the classroom without permission - Truancy - Fourth level 2 offense 	<ul style="list-style-type: none"> - Drug use/possession - Weapon use/possession - Bomb threat - Combustibles - Extreme property damage/vandalism - Terroristic Threats (verbal)
Response to Behavior	<p>Teacher Handled</p> <p>The teacher addresses the behavior using classroom management strategies which include the Thinking Time Reflection form.</p>	<p>Teacher Handled</p> <p>The teacher addresses the behavior using logical consequences</p> <p>*Three incidences of a Level 2 behavior also warrant an office referral through School Incident Form*</p>	<p>Office Referral- Administration Handled</p> <p>The discipline designee will investigate the facts of the incident and determine appropriate consequences and actions to be taken.</p>	<p>Office Referral- Administration Handled</p> <p>The discipline designee will immediately investigate the facts of the incident and determine appropriate consequences and actions to be taken.</p>

**Parents and administration must be notified if a student brings an electronic device to school.*

Documentation for Repeated Behavior

School Infractions

Even with Tier 1 interventions in place, students will have situations that involve escalated behavior that requires documentation and conversation with administration, counselor and parents. If an incident occurs that requires redirection or reflection, students can be provided Thinking Time with written reflection and documentation. The Thinking Time Reflection sheet should be sent home if a student has more than 2 incidents within a week. If a student has more than 3 incidents in 2 weeks, a conference should be scheduled with a parent or guardian, a Classroom Infraction Report sent home and notifying the counselor.

Examples of behavior for Thinking Time are:

- Lying/Cheating
- Classroom disruptions (out of seat, off-task behavior)
- Running, yelling, loud noise
- Unkind words, name calling

After the 2nd documentation of Thinking Time, a Classroom Infraction Report must be completed for repeat incidents. At the 3rd documentation of Thinking Time, the counselor must be notified.

Chart for documenting Level 1 or 2 incidents

<i>1st Incident - Level 1 or 2</i>	<i>2nd incident - Level 1 or 2 (if within 1 week)</i>	<i>3rd incident - Level 1 or 2 (if within 2 weeks)</i>	<i>4th or more incidents - Level 1 or 2 (if within 4 weeks)</i>
Teacher completes Thinking Time form and 1st incident on Classroom Infraction Report.	Teacher completes Thinking form, sends copy home and notes 2nd incident on Classroom Infraction Report.	Teacher notes 3rd incident on School Infraction form, conferences with parent and notifies counselor.	Teacher completes the School Incident Report Form online and referral for RTI.

School Incidents

If a Level 3 or 4 incident occurs that requires an administrator be notified, the online School Incident Report Form must be completed on Google Drive. The form will electronically be sent to the Assistant Principal and Counselor and be completed with the information provided by the reporting staff member.

Examples of behavior for School Incident Reports are:

- Fighting/physical aggression
- Spitting/biting
- Refusal to follow directions
- Property destruction
- Theft
- Repeatedly leaving without permission
- Drugs or weapons

In the event that a Level 3 or 4 behavior occurs, the administrative team will use progressive discipline to resolve the issue. ICS will use restorative practices and supports in conjunction with these consequences to decrease the likelihood of the behavior happening again. Parents will be notified by an administrator if a level 3 or 4 behavior has occurred.

1. Reflection hall or ½ day In-school Suspension
2. ½ day to 1 day in-school Suspension
3. 1-3 days in-school Suspension
4. 1 day Out of School Suspension
5. 1-5 days out of school suspension

*****Important Note: Urging others to disregard the Code of Conduct may result in a referral equal to the level of the actual offense invoked.**

Calling for Support/Building Incidents

If a student becomes escalated, a staff member can contact an Administrator or Counselor for support by calling the front office at x3333 or using a radio stating "This is (provide your name) and I need support at (state location) . The Staff Member providing individualized support collaborates with the teacher who called for support to complete the online School Incident Report Form. For convenience each staff member should bookmark the form or place a shortcut on their computer desktop.

Progressive Discipline

ICS adheres to a tiered system of actions that is geared specifically towards our diverse population. Responding to student behavior can be challenging but the goal should be to maintain a safe classroom environment and continue with a focus on learning. To achieve this, teacher and administrator response to behavior should seek to understand the function of the behavior. This includes supporting students in developing self-regulation skills, maintain and/or restore a safe classroom environment and help a student recognize and fix any harm caused by their actions. Below are the tiers for behavior management and response strategies for each tier.

Tier 1: School-wide behavior supports

Tier 1 supports are preventative and proactive procedures that are provided to all students that attend ICS. These supports are to be put in place within every classroom and student gathering area within the building. The criteria for receiving Tier 1 supports is being an ICS student.

ICS Code of Conduct

The Code of Conduct outlines the expectations for student behavior across a variety of school environments as well as consequences for misconduct. These charts are posted throughout the school and the classrooms for easy reference.

Second-Step Curriculum

ICS uses the Second-Step Curriculum as a preventative behavioral support for daily engagement and instruction for student behavior. All classes have dedicated instruction time for morning meeting and closing meeting to social skills instruction which includes front loading at the beginning of the year by explicitly

teaching school rules. The Second Step holistic approach helps to create a more empathetic society providing students, teachers, parents and the larger community tools for an active role in the social-emotional growth of children.

Community Oriented Classroom Management

ICS recognizes that the heart of the school is the community. Teachers and students collaborate to establish classroom expectations, celebrate individual and group successes and problem solve as a team. These collaborated rules and expectations should be developed at the start of the school year and referred to frequently and when students are experiencing behavior challenges.

Regulation Breaks

To support students throughout the school day with maintaining positive interactions and internal regulations of emotions, regulation breaks are provided in whole group or individual. A break can last from 2-5 minutes and can include mindful minutes, quiet music or gross body movement.

An individual break can be teacher or student prompted. Individual breaks can be independent or staff supported. In order for individual breaks to be successful, every classroom should have a telephone with a call directory, designated break area, regulation tools and a break timer.

<i>Inside the Classroom</i>		<i>Outside the Classroom*</i>	
Independent	Supported	Independent	Supported
<ul style="list-style-type: none"> ● Ideal ● Quiet and productive ● Timer provided with instructions ● Quickly return to class and a check-in 	<ul style="list-style-type: none"> ● Telephone or walkie on hand ● Quiet and productive ● Timer provided with instructions ● Quickly return to class with a check-in 	<ul style="list-style-type: none"> ● Agreed upon designated area ● Sent with timer and instructions ● Only for older students who do not wander 	<ul style="list-style-type: none"> ● Walkie for support ● Check-in with support staff ● Support teacher monitors time and aids in return to group

**Whenever possible, offer an inside the classroom break as the first option before offering an outside the classroom break to reduce the amount of lost instructional time.*

If a student becomes highly escalated and refuses to leave, support should be called to assist the student in a non-physical way to be removed from the classroom. If the student cannot be removed, a support staff member should stay with the student so that the class can be relocated (***this is a last resort***).

Counselor Referral form

In situations where a student may need additional help, a Counselor Referral form can be completed and placed in the Counselor’s box. Some examples of reasons for referral:

- attendance/tardies
- personal hygiene
- grief
- student personal request (student asks to speak with counselor)

Tier 1 Toolbox of preventative strategies:

These strategies should be provided to all students as a way to promote positive behavior and prevent disruptions within the classroom.

- Co-create class commitments
- Second Step curriculum weekly
- Whole class incentives
- Celebration of individual and group successes
- Student choice and voice
- Calm cozy corner in the classroom with rotation of break items
- Scheduled and impromptu break sessions
- Provide leadership and help opportunities for students
- Declutter the environment
- Use common positive language to engage students
- ICS Stars Reward System
- Global Citizen of the Month

Tier 1 Toolbox of intervention strategies:

- Facilitate group or 1:1 conflict resolution
- Second Step curriculum for specific classroom challenges
- Involve students in class problem solving
- Buddy students together for peer mentorship
- Counselor attended morning meeting/targeted lessons

ICS Stars Reward System

As a school-wide effort to encourage and recognize successful student behavior, students have opportunities to earn stars each month. These stars are handed out by teachers between grade levels. At the end of each month the stars are submitted to the counselor and the class with the most stars are awarded a dress down/out of uniform day. Examples of star rewarding behavior:

- Transitioning quietly in the hallway
- Listening attentively during class/assembly gatherings
- Being a role model for student behavior (supporting fellow students, care for school environment)
- Modeling positive lunch behavior

Grade level coding for stars:

Kindergarten - green

1st grade - red

2nd grade - orange

3rd grade - yellow

4th grade - purple

5th grade - gray

ESOL/Languages/Specials - blue

Administration - white

Global Citizen of the Month

The Global Citizen is an ICS student that exemplifies [IB characteristics](#) that are the foundation of our school for life-long learners. Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced and Reflective. Furthermore, at ICS we want to recognize students for exemplifying the following characteristics: Enthusiasm, Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Independence, Integrity, Respect and Tolerance. Teachers and Staff are models of these attributes and nominate a student each month that they feel exhibits the Global Citizen of the Month qualities.

Students will be celebrated within the classroom and have their pictures taken and displayed on a bulletin board. Examples of in class celebrations to recognize students are: no homework pass, extra technology time, each lunch with the teacher or free drawing time.

Tier II: Small Group and Individualized Interventions

In Tier II, specific behaviors that are persistent in Tier I are identified and strategic interventions are put into place for a small group of students or an individual student. A Tier II referral form prompts Tier II interventions. Additional criteria indicating that a student needs Tier II interventions is:

- 4 or more behavior incidents in a 4 week period
- Behavior resulting in 2 reflection halls
- Student behavior that requires relocation of the group

The teacher should work to present behavior data that will support a Tier II referral and present to the MTSS (Multi-Tiered Support Systems) chair. Once a Tier II plan is initiated, the teacher should work with the MTSS Chair to schedule a conference with the parent, homeroom teacher and Chair.. The meeting will be to discuss strategies and address the target behavior with a team approach. Once the Tier II plan is in place, formal data collection must begin to monitor student progress. If there is an increase in problematic behavior or no change in behavior within 4-6 weeks, administration and the MTSS chair must be notified to discuss if the student should be escalated to Tier III or the use of an alternative strategy.

Behavior Data Collection

In order to monitor the effectiveness of interventions or to determine the pattern of problematic behavior, formal data must be collected on the target behavior of any student on a Tier II behavior plan. The homeroom teacher collaborates with the MTSS chair and Assistant Principal to determine the best method to collect the data. The homeroom teacher must also alert other staff the student interacts with when data collection begins as well as what the target behavior is so that all staff know to input pertinent data. The homeroom teacher is responsible for reviewing student behavior data collection forms to monitor frequency, duration and intensity of the target behavior. Reports on behavior should be made available to parents on a weekly basis. Administration will monitor data on Tier II students on a monthly basis.

Tier II Toolbox of intervention strategies:

Point System/Additional Reward Incentive

A student is provided a point sheet that allows him or her to monitor and reflect on their behavior goal and strategies. The teacher and student collaborate to write a goal and reward which should be in positive language. For example, instead of "stop hitting others" it should be "keep my hands to myself". The reward should be a school allowed activity or item the student can have at allowable interval(s) throughout the day. This intervention is meant to be temporary with the number of additional rewards/incentives decreasing over time until the student is successful with his or her target behavior.

School-to-Home Plan

Parents may set rewards or privileges at home based on a student receiving points which could also be tiered. For example, John would get 30 minutes on his Wii for earning 28-30 points but only 15 minutes for earning 24-27 points. School-to-home plans could include consequences for targeted behavior such as aggression.

Repair Plan

A repair plan helps students with accountability and is a restorative tool for students to make amends when their actions are hurtful.

Video Feedback

This is a teaching tool to increase a child's awareness of their actions and how they are affecting others. With parental permission, a teacher or administrator must record 1 or more students engaged in an activity. The recording is ONLY to be used for the purposes of behavior management and is to only be shared with parents, MTSS chair, administrator or counselor. Video feedback may NOT be used to shame or embarrass a student. Later the teacher observes the videos with student(s) and counselor who supports the student to recognize and process their behaviors.

Supervised transitions

Unsafe behavior that repeated happens during transition time can be prevented by intervening during transition time. Some behaviors that may result in supervised transitions may include:

- Elopement: running away from the group or walking away from the teacher without responding
- Engaging in unsafe behavior during transitions, such as pushing or aggressive arguing

A supervised transition involves a student being escorted by a teacher between destinations at school: lunch breaks, bathroom breaks, recess, large group transitions. The supervised transition

period generally lasts throughout a school day. The student does not transition independently or with friends at all on a supervised transition day. A student has a verbal conversation with a teacher to confirm understanding of the supervised transition before implementing and parents are notified. After the day of supervised transitions, the student reflects with the teacher and makes a plan for moving forward.

Reflection hall

Reflection Hall is an intervention option for students who are not having success participating at school with their learning group. Reflection hall can last from 1 class period to 3 class periods. Some behaviors that may result in reflection hall include:

- Repeated disruptive behaviors that prevent the group from learning, such as yelling, arguing, purposeful noise-making and intentional efforts to distract the group for the learning goal
- Repeated Unsafe behaviors that cause the learning group to feel uneasy or fearful, such as threatening with words or body, hitting or otherwise harming/attempting to harm another person or destroying property
- Inappropriate behaviors that result in classmates feeling uncomfortable

Reflection hall is designed to provide a longer break for the student or the learning group, for the student to contemplate the actions leading to reflection hall and creating a proactive return-to-class plan to re-enter the group successfully. Any work generated for reflection hall by a homeroom teacher is worksheet-based and on a student's independent level so that interaction can be minimized to reduce attention-seeking behaviors. Reflection hall may also include "making amends" such as a written apology note.

Tier III: Intensive Individual Interventions

Criteria for Tier III Intervention

Tier III intervention is identified by one or more of the following:

- Unsuccessful change in target behavior through Tier II interventions within 6-8 weeks.
- Student requiring physical intervention/restraint more than once inside 1 month
- Sharp increase in aggressive or unsafe behavior

The homeroom teacher, MTSS Chair and an administrator should meet with parents to begin a Tier III plan. The Tier III plan may include a new target behavior and will continue with collection of behavior data. A Behavior Decision Guide form must be completed.

Professional Consultation

Once a student escalates to Tier III, the school LTSE (Lead Special Education Teacher) and an outside professional may be consulted to provide additional strategies and support. Depending on the severity of the behavior, a modified school day or learning at home may be required.

Tier III Toolbox of Intervention Strategies:

In Tier III, ICS relies on the professional knowledge of personnel such as the LTSE or the outside professional. Possible interventions that may be put into place are:

Modified School Day

A modified school day be chosen when a student's behavior data indicated he or she is having success during part of the day and is consistently having difficulty managing behaviors during another part of the day. The school day may be shortened or the student may benefit from a later start. Modified school days are not punitive and can help build a student's confidence when there are few successful school days.

Learning at Home

Learning at Home is a last resort option and result of behaviors that exceed the ability to keep all parties safe. When a student requires learning at home, his or her homeroom teacher is responsible for gathering any necessary materials and assigning work that may be completed at home.

Students with Individualized Education Plans (IEPs)

Responding to behavior for students with IEPs includes documentation and intervention. The resource teacher as well as the IEP are integral in creating behavior strategies for students. If a student has a Behavior Intervention Plan (BIP), that plan will be consulted when addressing behavior challenges.

The school administrator(s), counselor, safety team, and Governing Board have broad discretion to determine consequences for student misconduct. Because behavior is situational, professional judgment must be utilized. Every effort to make fair and impartial decisions will be made.

ICS provides as comprehensive as possible guidelines for addressing student behavior. In the event this document does not address a specific behavior or consequence, the DeKalb Code of Conduct will be the consulting document. In the event of a discrepancy or disagreement with the DeKalb Code of Conduct, ICS reserves the right to consult with outside behavior consultants, school Governing Board and counselor to determine the best course of action.

BUS RULES AND CONSEQUENCES

School bus discipline and school bus safety are intertwined and inseparable. Students must properly ride the bus to ensure everyone's safety. Conduct that is disruptive or distracting will not be tolerated. All bus safety rules apply to regular bus routes, field trips, and athletic trips.

Transportation to and from International Community School is a **privilege** afforded to the students and parents/guardians. It is the responsibility of the school to transport students/passengers safely.

Regular Bus Rules:

1. Follow the bus driver's direction the first time they are given.
2. Take your seat when you board the bus and remain there with your legs and feet out of the aisle, seated with buttocks on the seat, back against the seat back, facing the front of the bus until you have permission to move.
3. Keep your hands and feet and your personal belongings to yourself and inside the bus at all times.
4. Speak softly when talking to others.
5. Be silent at railroad crossings.
6. Remain in your seat until the bus comes to a complete stop.
7. Do not use electronic devices (*cell phones, video/flash cameras, gaming devices, lasers, etc.*) that will interfere with bus driver and/or safety of other students.

Driver will warn a student verbally the first time (s) when breaking a regular bus rule before sending a referral to the office. **When a referral is sent to the office for a student for breaking a regular bus rule, the consequence may include but not be limited to:**

- 1st offense – warning by the administrator and possible reassignment of seat.
- 2nd offense – one to three day loss of bus riding privileges
- 3rd offense – three to five day loss of bus riding privileges
- 4th offense - ten day loss of bus riding privileges
- 5th offense – permanent bus suspension

STUDENT ATTENDANCE

Timely arrival and regular school attendance are an essential piece to student success. As a reminder, teachers should be taking attendance daily and noting if a student is absent or tardy within Infinite Campus.

Tardies

Students that arrive after 8:20 will need to walk in with a parent or guardian and sign in at the front office. The student will be given a tardy slip. The student should be marked tardy by the homeroom teacher. After a student receives 3 tardies, the Counselor should be notified through a Counselor Referral form placed in her mailbox.

Student Absences

Students absences should be marked within Infinite Campus. If a student is absent for 2 consecutive days, the homeroom teacher must call the parent or guardian to check on the student, make note if he or she will continue to be absent and encourage the parent to bring a doctor's note if applicable. Once a student is incurs 3 absences, the homeroom teacher must complete a Counselor Referral form and place in her box as well as follow-up by email.