

Policy Statement

Students' Rights and Responsibilities

The International School of Ulm/Neu-Ulm students are expected to act in a responsible manner and to exhibit courtesy towards their classmates, teachers, and other staff members. Students should respect themselves and other people, the property of others, the property of the school, and the cleanliness of the campus. Infringement on another student's rights will not be tolerated. ISU students must also respect the values and traditions of our host country.

Every student has a right to attend school free from the threat of physical or psychological harm. Physically aggressive behavior that could result in injury is unacceptable at ISU. Likewise, bullying or threatening harm will not be tolerated and will result in disciplinary action. Such conduct off campus may also result in disciplinary action if the incident is school related or occurs while participating in a school related activity. Students have the responsibility to uphold the expected standards of behavior and to comply with all reasonable requests and directives given by employees of the school. Furthermore, students will be held responsible for the behavior of their guests on campus.

In order to ensure a safe environment, weapons or objects used to threaten or intimidate are not permitted. Many objects are potential weapons so judgment must be on the side of safety. Items judged to be unsafe will be confiscated and returned only to the parent/guardian. Under no circumstance may a student bring a gun or weapon on campus.

ISU will provide the students and their parents with documentation that includes relevant regulations, procedures, and expectations, as well as other information about the school and its procedures.

Student Attendance

ISU's instructional program is based on the assumption that students will attend school regularly. Daily class attendance is a condition for fulfilling credit requirements, course completion obligations and general academic progress at the school. In any case, the Bavarian regulations governing "Bayerische Schulpflicht" have to be followed.

Student Dress Code

Students are expected to wear clothing for school that is appropriate for a learning institution, the student's age, and the culture of the community in which we live. The key to proper appearance is modesty and neatness. Clothing that promotes the use of drugs, alcohol or smoking are not allowed. The school administration reserves the right to make final judgment on acceptable attire for students.

Drug and Alcohol Abuse by Students

Students are not permitted to use tobacco products on school property, at school-sponsored activities or on school-sponsored trips. ISU also prohibits the possession, sale or distribution of illegal drugs, legal drugs used in an abusive manner, drug-paraphernalia or alcohol on the ISU campus and on any ISU-related trip or activity. ISU also prohibits the use or being under the influence of illegal drugs, legal drugs used in an abusive manner. To ensure such an environment, ISU will vigorously discourage the use of illegal drugs, the abuse of legal drugs and the use of alcohol by its students.

Students who violate this policy may be subject to disciplinary procedures, suspension or even expulsion.

At its discretion, ISU may search any item on its campus and property, including all lockers.

Suspension, Expulsion and Due Process

Attendance at ISU is a privilege, not a right. Students whose behavior is unacceptable, as judged by the administration, are subject to suspension and may be expelled if such is thought necessary by the Director.

It is the responsibility of the Director, to establish rules of conduct and disciplinary actions, and to make these available to students and parents/guardians in school handbooks. It is expected that rules of conduct and disciplinary actions are read and observed by all concerned. Students who are expelled are liable for the payment of the full contract.

Purpose

ISU is a community that believes in empowering socially responsible learners to succeed. We firmly believe that students and staff have the right to work in an environment that is caring, supportive, and diverse. It is the responsibility of the teachers, staff, administrators, students, and parents to work together as a community to achieve this goal through consistent best practices and restorative processes. The restorative process manages conflicts and tensions by repairing and building relationships through equitable practice and interventions. At ISU, we ensure that the code of conduct is implemented in a manner that is consistent with and inclusive of our learner's human dignities.

ISU Guiding Statements

Vision Statement:

We empower a community of socially responsible learners to succeed in an ever-changing world.

Pillars of Learning:

Learning to do: At ISU we believe in preparing for an ever-changing global community. We inspire learners to develop communication, social, self-management, research and thinking skills.

Learning to live together: We learn that people have different perspectives, values, cultures that enrich our community. We celebrate our spirit of belonging and a sense of community.

Learning to be: At ISU we believe that education contributes to a learner's holistic development. We help develop healthy, ethical, active and balanced individuals in a safe and caring environment.

Rights and Responsibilities for Learning

I have the right to learn and help others to learn; therefore, I have the responsibility to respect others in the learning process. Everyone should be free to learn, teach and express themselves without being interrupted.

| Learning Rights | Learning Responsibilities | Learning Actions |
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| I have the right to be treated with dignity and respect. | Therefore, it is my responsibility to be caring and compassionate to those in my learning community. | <ul style="list-style-type: none"> • I am engaged in the learning and am putting forth best effort • I understand that making mistakes is part of the process and am prepared to make them |
| I have the right to learn without being interrupted. | It is my responsibility to participate and contribute to a positive learning environment. | <ul style="list-style-type: none"> • I use appropriate language and tone when conversing • I consider the perspectives and values of all cultures that enrich our community. • I am empathetic towards the needs of others and demonstrate kindness and understanding when communicating. |



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| I have the right to develop my talents and my skills. | I am open to new learning styles and implementing and applying strategies/skill sets | <ul style="list-style-type: none"> ● I accept feedback ● I reflect on my learning choices ● I endeavour to extend my knowledge, talents and skills. |
| I have the right to receive help when I need it. | It is my responsibility to be receptive to help offered. | <ul style="list-style-type: none"> ● I ask for help when I need it ● I listen to and carefully consider help offered |
| I have the right to learn to read, write and access information. | I access and use reference material from diverse cultural, national and international sources. | <ul style="list-style-type: none"> ● I seek and access knowledge from a variety of diverse, reputable and peer-reviewed resources. |
| I have a right to be accepted as an equal, whose unique characteristics contribute to the diversity of our community. | <p>Therefore, I treat others with understanding, peace, tolerance, equality and friendship.</p> <p>My responsibility is to accept all peoples, races, ethnic origins, language bases, gender diversities, and cultural or religious beliefs.</p> | <ul style="list-style-type: none"> ● I learn to recognise and manage my personal biases. ● I accept and embrace working with those who differ from me. |
| I have a right to a reasonable time to rest, relax and play. | I use my break times in responsible ways. | <ul style="list-style-type: none"> ● I take care of my personal needs appropriately. |
| I have the right to conduct research and use the information to guide my learning. | It is my responsibility to follow the Academic Honesty policy. | <ul style="list-style-type: none"> ● I cite my sources and recognize the value of acknowledging the work of others and maintaining integrity |

Rights and Responsibilities to Self and Others.

I have the right to be myself and to be accepted in school for who I am and as a learner. Everyone should be able to play, work, read, study, teach or spend time quietly and peacefully without unwelcome interference.

Therefore, I have the responsibility to act with integrity. Everyone's feelings and cultures are to be respected.

| Personal Rights | Personal Responsibilities to Self and Others | Personal Learning Actions |
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| I have the right to be treated with courtesy and respect | Therefore, my responsibility is to share my opinions respectfully with others and show open-mindedness | <ul style="list-style-type: none"> ● I choose my words carefully ● I demonstrate empathy in my interactions with others ● I listen actively when others speak. |
| I have the right to an identity that I can express through my appearance, my choices, my culture, and my beliefs | <p>I have a responsibility to represent myself in a respectful manner</p> <p>I demonstrate open-mindedness in how others choose to express themselves</p> | <ul style="list-style-type: none"> ● I follow school guidelines for my attire ● I explore and ask questions about the diverse community that we are in ● I accept and support others in the personal exploration and expression of their identity |
| I have the right to make friends and be part of a group | It is my responsibility to be inclusive | <ul style="list-style-type: none"> ● I include others in classroom and social activities ● I engage with others |
| I have the right to be protected from harm in mind and body | <p>I have a responsibility to prevent others from coming to harm as a result of my actions</p> <p>I seek help for others and myself.</p> | <ul style="list-style-type: none"> ● I treat others as I should be treated ● I stand up for the safety and well-being of myself and others. ● I seek help when needed. |
| I have a right to my privacy unless my health and safety is at risk | I understand that privacy is important to myself and others. Our health and safety come first. | <ul style="list-style-type: none"> ● I speak to the counselor or trusted adult. ● I seek help when needed ● I accept that there are limitations to my privacy |

Rights and Responsibilities for Property

I have the right to feel safe and be safe in the school environment. I have the responsibility to support others in their safety. Therefore, we care for the property and environment of our school.

| Property Rights | Property Responsibilities | Property Learning Actions |
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| I have the right to have personal belongings at school. | <p>I take care of my belongings and keep them in a safe place.</p> <p>The items that I bring to school will not harm myself or others.</p> <p>I respect the personal belongings of others.</p> | <ul style="list-style-type: none"> ● I put my personal belongings away where they belong ● I report items that may be hurtful or harmful to myself or others. ● I request the permission of others before I use their personal belongings. ● I take care of other people's belongings if I am using them. ● I return lost items to 'lost and found', a teacher, or the office. |
| I have a right to a safe, clean and healthy school environment | I maintain safety by taking care of my own possessions and classroom or school environment. | <ul style="list-style-type: none"> ● I am considerate with resources. ● I challenge or report behaviour that undermines the health and safety of the school community. ● I report damaged equipment, property or unsafe situations to a teacher or responsible adult. |
| I have a right to use age-appropriate resources and equipment to enhance my play and learning | I use, share, maintain and manage resources in a principled manner. | <ul style="list-style-type: none"> ● I keep playground equipment, e.g. balls or racquets, in the playground. ● I treat school property with care. ● I use age-appropriate equipment in the manner for which it was intended. |

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| <p>I am allowed to bring a phone or communication device to school.</p> | <p>I ensure that I use the phone or communication device only at the discretion of my teachers.</p> <p>I ensure that I will follow the IT device policy as it relates to being a digitally responsible citizen.</p> | <ul style="list-style-type: none"> ● I keep my phone in a secure location (for example bag or locker) on mute, airplane mode or turned off during school hours unless otherwise specified by a teacher. ● I will follow the agreed upon IT device policy in regards to being a digital citizen. |
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Examples of inappropriate behaviour

***Please note that this list is not exhaustive.**

Responsibilities for learning, to self and toward others

- disrupting the learning process
- being late
- not respecting the work of others
- not following classroom agreements
- bringing games/toys or electronic equipment
- plagiarism/ cheating
- inappropriate dress
- rude or disrespectful language or behaviour

Responsibilities to self and others

- pushing, shoving, hitting
- not respecting personal space
- fighting
- rough play
- biting, scratching, tripping
- throwing objects
- using/possessing objects that could cause serious injury
- targeted, repetitive, consistent, negative behaviour towards others with the goal of causing harm or a power imbalance



| Responsibilities for property | | |
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| <ul style="list-style-type: none"> - damaging property - writing on objects - defacing bathrooms or other areas of school - destroying landscape - purposely mishandling equipment in order to break or, - stealing/ hiding or purposefully taking objects that belong to the school or others - littering | | |
| Minor | Repeated or significant occurrences | Severe** |
| Who Intervenes | | |
| <ul style="list-style-type: none"> ● Adult Intervention-empowering students to resolve problem through, for example; <ul style="list-style-type: none"> ○ Teacher proximity ○ Eye contact ○ Verbal redirection ○ Try a different place ○ 5 minutes constructive thought ○ 5 minutes reset task | <ul style="list-style-type: none"> ● Adult intervention ● Teacher informs principal; teacher or principal will be designated to manage case depending on significance and place of incident (e.g. classroom vs outside) ● Parents are informed | <ul style="list-style-type: none"> ● Adult intervention ● Teacher informs principal ● Principal contacts parents; parent conference may be required by principal |
| Consequences | | |
| <ul style="list-style-type: none"> ● Discussion ● Verbal warning ● Possible Time Out ● Possible Action- “make it right” ● What happened? ● Who was impacted and how? ● What do you need to do to make things right? | <ul style="list-style-type: none"> ● Action- “make it right” with formal apology, letter, etc. <p>Where appropriate, additional reasonable consequences to be determined by teacher or Principal including:</p> <ul style="list-style-type: none"> ● Loss of school privileges for a specified amount of time ● Behaviour contract ● Formal verbal reprimand ● Formal written reprimand | <p>In particularly severe cases, or after excessive repetition/escalation, the Director may deploy the following major consequences:</p> <ul style="list-style-type: none"> ○ Internal/External suspension for an appropriate length of time ○ Ultimatum ○ Withdrawal from the school contract for the next academic year ○ Expulsion |

| Reporting | | |
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| <ul style="list-style-type: none"> Teachers define and use essential agreements for their classes that include strategies for dealing with low level disruption Teacher documents verbal warnings via ManageBac/Toddle <ul style="list-style-type: none"> Homeroom teacher monitors individual's incidents; if repeated and or becoming significant, teacher reports to principal | <ul style="list-style-type: none"> Homeroom teacher/Principal records formal reprimands via ManageBac/Toddle Teacher informs principal Teacher informs parents (case dependent) A parent conference may be required | <ul style="list-style-type: none"> Teacher or principal document incident Principal informs parents; parent conference may be required Principal notifies director Principal/Director documents suspensions, ultimata and expulsions in ManageBac/Toddle |

Students receiving formal support

Students who are receiving formal support such as intervention plans or Student Support Plans (SSP) will have their needs considered individually. A student's SSP may detail specific strategies and interventions for behaviour management that lie outside the general Code of Conduct but have been agreed upon by the responsible teachers and administration in advance. Similarly, repeated behaviour that cannot be managed by the steps and processes outlined in this document may result in the student being referred to a senior member of the student support team.

**** For severe consequences, all decisions will be informed by feedback from the relevant members of staff.**

References:

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