

**SY 2022-2023**

**The Trailblazer Code of Conduct**



**GIRLS**  
**GLOBAL**  

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**ACADEMY**

The International Baccalaureate Organization's approaches to teaching and learning include both proactive and responsive approaches to student development and discipline. As Girls Global Academy pursues IB candidacy, we will employ Positive Behavior Systems and Restorative Practices to encourage prosocial behavior, community building, and alignment with IB principles. In general, our proactive positive approach incorporates a shared vision of expectations. We view undesirable behavior as a teachable moment and a learning opportunity. Our discipline policy is aligned to the Student Fair Access Amendment to School Act of 2018.

**Families\*** are critical partners in both creating and maintaining a safe and supportive school environment. Families have the right to and are responsible for:

- Collaborating with Girls Global to develop a shared vision of a safe and supportive school environment
- Being informed of Girls Global school-wide expectations
- Communicating in a timely and respectful manner with Girls Global staff if concerns arise
- Informing Girls Global staff about undesired behaviors that may present themselves at home and at school
- Encouraging their student to adhere to Girls Global school-wide expectations
- Supporting their student in taking responsibility for behaviors that do not adhere to Girls Global school-wide expectations
- Encouraging their student to speak up if any concerns arise

At Girls Global Academy our goal is to use a proactive, preventative and responsive restorative approach to prosocial behavior. At GGA, it is the expectation that students maintain high standards of behavior. It is the stakeholders' expectation that students will learn and model self-discipline and have a ready to learn conduct. If a student is not responsive to the interventions and there is an escalation in frequency, intensity and duration, our goal is to reduce behaviors, increase engagement and provide skill-building and develop SEL Competencies. All GGA staff will do this by:

- Providing structure in our settings for success schoolwide.
- Teaching trailblazers the expectations in those settings.
- Monitoring and reteaching student behavior in these settings.
- Interacting positively with students and families.
- Reteaching behavior calmly, consistently, and in the moment in the setting in which the infraction occurred.

**\*Refers to a student's parents, guardians, and legal custodians**

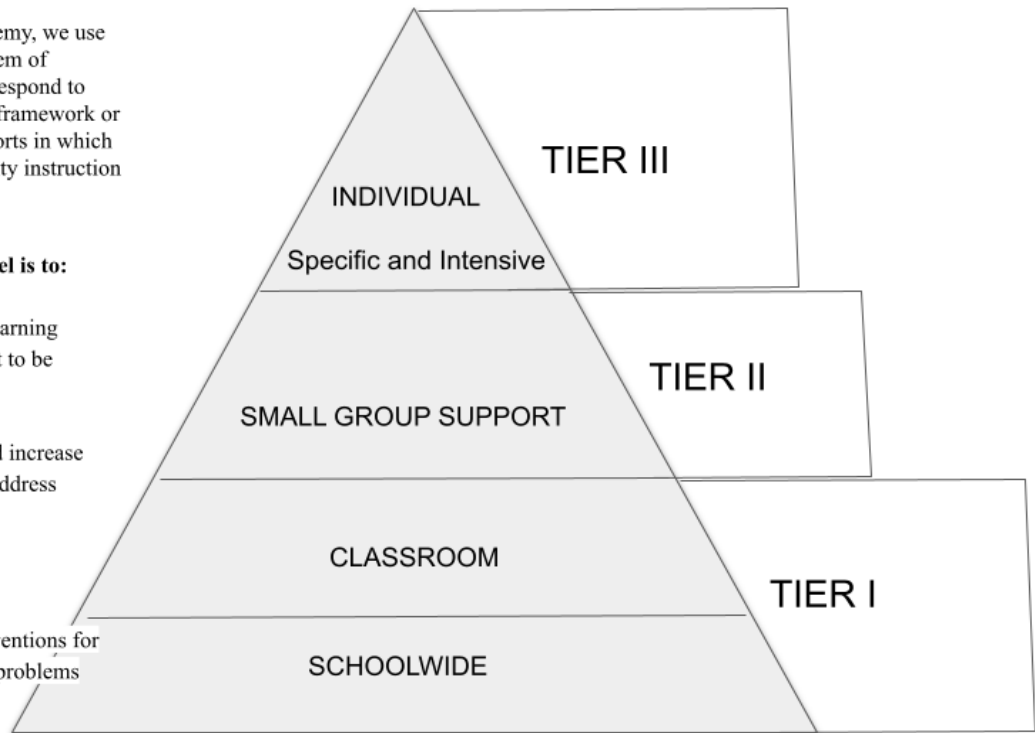
At Girls Global Academy, we use the Multi-Tiered System of Supports (MTSS) to respond to behaviors. MTSS is a framework of multiple tiers of supports in which teachers provide quality instruction across three tiers.

**The goal of this model is to:**

- \*Reduce barriers to learning
- \*Increase engagement to be successful

To reduce barriers and increase engagement, we will address behaviors

- \*School wide
- \*Classroom
- \*Individualized interventions for the most challenging problems



### The Trailblazer Way

<p><b>Sisterhood</b></p>	<ul style="list-style-type: none"> <li>● <b>Communicates</b> with others by using their preferred names &amp; pronouns</li> <li>● <b>Cares for &amp; supports</b> others by using positive, affirming language.</li> <li>● <b>Repairs</b> harmful behaviors by admitting fault &amp; restoring relationships by apologizing</li> <li>● <b>Celebrates</b> the accomplishments of others by giving kudos &amp; shout outs</li> <li>● <b>Reflects</b> on relationships with others by self- evaluating strengths &amp; areas of growth</li> </ul>
<p><b>Scholarship</b></p>	<ul style="list-style-type: none"> <li>● <b>Collaborates</b> with peers by actively listening to others ideas &amp; perspectives with an <b>open-mind</b></li> <li>● <b>Cites</b> and uses reliable, varied sources used in research &amp; submits original work</li> <li>● <b>Takes risks</b> by participating in class even when unsure of accuracy &amp; correctness</li> <li>● <b>Uses</b> a growth mindset to push through challenges with assignments</li> <li>● <b>Organizes</b> for success by using resources &amp; tools available</li> </ul>
<p><b>Service</b></p>	<ul style="list-style-type: none"> <li>● <b>Investigates</b> meaningful issues in the <b>local &amp; global context by</b> conducting <b>research using reliable, varied sources</b></li> <li>● <b>Plans for</b> action by creating timelines, dividing work with the team, &amp; developing measurements of success</li> <li>● <b>Acts</b> on plans by leveraging resources, documenting experiences, &amp; checking back on the plan &amp;</li> </ul>

	<p>the vision</p> <ul style="list-style-type: none"> <li>● <b>Reflects</b> on service by evaluating strengths &amp; weaknesses, &amp; how differences are made within yourself &amp; community</li> <li>● <b>Advocates</b> for issues by sharing &amp; <b>celebrating</b> highlights, <b>impacts</b> made, &amp; how the project can be sustained.</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>● <b>Self-manages</b> emotions, thoughts, behaviors by using stress management strategies &amp; techniques</li> <li>● Makes <b>caring</b> &amp; constructive choices about <b>personal behavior</b> by <b>evaluating</b> the consequences of one's actions</li> <li>● <b>Maintains</b> healthy relationships by resolving conflict constructively, asking others for help, &amp; setting boundaries</li> <li>● <b>Empathizes</b> with others who are different by recognizing their strengths &amp; <b>listening to others perspectives.</b></li> <li>● <b>Understands</b> one's own <b>culture</b> &amp; their impact on others by <b>evaluating</b> how one shows up in a space.</li> </ul>

**The Girls Global Academy Expectations for Students**

At all times students are expected to:

- Be respectful to staff and other students;
- Treat school and personal property with respect and care;
- Follow the GGA Way by wearing school uniform;
- Respond to and follow staff instructions the first time;
- Use appropriate language in all GGA spaces;
- Model Trailblazer behaviors using the Trailblazer Way;
- Avoid behaviors that bring physical, mental, and emotional harm to others

**Equitable Implementation of Behavior Policies**

GGA will regularly analyze data to ensure that behavior policies and practices are implemented equitably, in particular for at-risk students and students in specialized groups such as ELs and SWD. If necessary, we will adjust our procedures and policies and hold professional development for staff.

Girls Global Academy will utilize suspension and expulsion as a disciplinary measure for repeated and/or serious incidents that fail to meet stated Girls Global expectations for a safe and supportive environment or fall under the definitions and descriptions below.

Girls Global Academy has adopted the terms outlined in The District of Columbia Student Discipline Guide: A Guide for Students, Families, and School Staff published by the Office of the Student Advocate, the DC Office of the Ombudsman, and Every Student Every Day.

Suspension is defined as the denial of the right of a student to attend Girls Global Academy, including all classes and school activities, for a defined period of time **not to exceed ten school days**.

Girls Global Academy will ensure that students who serve suspension are accommodated in the following ways:

- The student continues to earn credit toward promotion and graduation requirements.
- The student continues to receive assignments for the duration of the suspension.
- The student communicates with school personnel about school work (as needed for the student).
- The student makes up missed school work during the suspension (including assessments).

Girls Global Academy will ensure that students are welcomed back to the school community. While family accompaniment is not required for re-admission, a conversation is highly encouraged to ensure the family that their student is welcomed back through a restorative process. This meeting would be facilitated by the Assistant Principal of Culture and Counseling or the Administrative Designee.

### **Students with Disabilities**

GGA's policy ensures that students with disabilities are disciplined in a consistent manner and adhere to the Individuals with Disabilities Education Improvement Act (IDEIA). Parents of all special education students will be informed of their rights, including their rights regarding discipline procedures.

In cases where a student's disability impacts their behavior, we will ensure that appropriate and required interventions have been implemented prior to disciplinary action. This policy is applicable to any student who has entered the Child Find or other intervention process specifically related to behavior. For students with disabilities, Girls Global will conduct a Manifestation Determination Review (MDR) to review a student's evaluation, student observations, parent input, and the contents of an IEP or 504.

For students who have an IEP or 504 plan (or currently in the eligibility process), Girls Global Academy must determine if the behavior presented during the incident is a manifestation of a student's disability. If the behavior is determined as a manifestation, then the Special Education Coordinator will schedule a meeting with relevant staff to develop or revise a behavior intervention plan for the student.

**Informing parents of rights.** GGA families will be provided written notice of their rights and procedural safeguards any time they are notified of decisions regarding the identification,

evaluation or educational placement of their student with a disability under IDEA or Section 504. A Prior Written Notice will also be provided when there is intent to initiate, change, or refuse the identification, placement, or change in services of a student with an IEP. All notices will be written in a language that is understandable to the general public and in the native language of the parent or other modes of communication that are not a written language. In addition to providing copies of the procedural safeguards and the GGA Child Find policies and procedures, all documents will be available in the main office and posted to the GGA website.

### **Discipline Guidelines**

The decision to institute discipline or a suspension at Girls Global Academy can be made by a School Administrator (Executive Director, Assistant Principal of Culture and Counseling or other Administrator Designee) without the recommendation of the student's teacher or other school employee. The administrator issuing the suspension will determine the number of days a student will serve a suspension based on the severity of the behavior and any previous behaviors of the same category. The suspension is effective immediately unless otherwise stated by the School Administrator or the Administrator Designee.

Disciplinary decisions to recommend a student for expulsion will be made by the School Administration (Executive Director, Assistant Principal of Culture and Counseling or other Administrator Designee) without the recommendation of the student's teacher or other school employee. The administrator will consider the severity of the behavior, any violation of discipline contracts and the discipline tier chart when recommending a student for expulsion. All students recommended for an expulsion will have a Discipline Hearing Conference. The Discipline Review Committee will make final decisions concerning expulsions.

In order to provide equitable and transparent attention to suspensions, all families have the right to initiate a challenge for discipline that is recorded in the students official school records and the family or student follows the process for challenging information that is a part of the students official school record. If the appeal is successful then the suspension or expulsion is expunged from the students school records.

### **Suspensions**

Short-term suspension (5 days or less) decisions are made by the Assistant Principal of Culture and Counseling or other Administrative Designee without the recommendation of the student's teacher or other school employee. The Assistant Principal of Culture and Counseling or the Administrative Designee will determine the number of days a student will serve a suspension based on the severity of the behavior and any previous behaviors of the same category. The suspension is effective immediately unless otherwise stated by the Assistant Principal of Culture and Counseling or the Administrative Designee.

Disciplinary action that removes the student from their usual education setting. A suspension cannot exceed 10 consecutive days. Short term (5 days or less) and long term (6 or more days) suspension decisions are appropriate when tiered interventions are unsuccessful, previous

behavior of the same category, or when the severity of the behavior warrants temporary removal from Girls Global Academy campus. All students being considered for a suspension or expulsion have the right to be informed of the infraction and the opportunity to be heard before a final decision for a suspension or expulsion is made.

### **Suspension Cap at 20 Days**

Girls Global Academy recognizes that a student cannot be suspended from school for more than 20 cumulative school days in a school year unless the Executive Director provides written justification to the student and their family or if the student's behavior resulted in an emergency removal.

### **Due Process for Suspensions (6 days or more)**

#### **Suspension**

- Prior to a suspension, the Assistant Principal of Culture and Counseling or other School Administrator, 1) meets with the student; 2) informs student, verbally or in writing, what they are accused of, 3) provides all information that the school has that the student engaged in the behavior; 4) gives student the opportunity to be heard, to give their account of the incident and to explain their behavior before a final decision is made about issuing a suspension
- The Assistant Principal of Culture and Counseling or other school administrator will review all information and promptly provide in writing a notice of discipline action detailing the reason for the suspension and the length of the out-of-school suspension. If the student has a disability defined in IDEA or Section 504 of the Rehabilitation Act the school will conduct a Manifestation Determination Review
- The Assistant Principal of Culture and Counseling or other school administration can notify the family of the student under 18 years old, via a call or email in addition to the written notification of a suspension. The family of the suspended student will pick up the student from the school
- A notice will be given directly to the student if they are an emancipated youth or over 18 years old

#### **Long-term suspension or Expulsion**

- Prior to a suspension, the Assistant Principal of Culture and Counseling or other School Administrator, 1) meets with the student; 2) informs student, verbally or in writing, what they are accused of, 3) provides all information that the school has that the student engaged in the behavior; 4) gives student the opportunity to be heard, to give their account of the incident and to explain their behavior before a final decision is made about issuing a suspension

- The Assistant Principal of Culture and Counseling or other school administrator will review all information and promptly provide in writing a notice of discipline action detailing the reason for the suspension, the length of the suspension or pending expulsion. If the student has a disability defined in IDEA or Section 504 of the Rehabilitation Act the school will conduct a Manifestation Determination Review
- Only the Assistant Principal of Culture and Counseling or may make the decision for suspensions exceeding ten days or expulsion
- The Assistant Principal of Culture and Counseling or other school administration can notify the family of the student under 18 years old, via a call or email in addition to the written notification of a suspension. The family of the suspended student will pick up the student from the school
- If there is a pending expulsion, the student will be assigned a 10 day suspension pending the results of the investigation
- As needed, the Assistant Principal of Culture and Counseling or other School Administrator will conduct an investigation within 3 business days of the incident and account for the student behavior and gather any pertinent information. A School Administrator will issue a written notice to the family with the explanation for a long-term suspension or expulsion
- After completion of the investigation, if needed, the date and location for the Discipline Hearing Conference will be set within 10 days
- Notices and procedures will be translated into the family primary language

### **Appeal**

Families have the right to appeal a suspension or expulsion decision to the Executive Director. The family will have 5 school days of receiving the notice of suspension or expulsion to appeal the decision. The family will call the school at 202-600-4822 to request an appeal meeting with the Executive Director. After the meeting with the student and family, the Executive Director will determine to uphold the suspension or expulsion.

### **Discipline Hearing Committee**

Any student involved in a very serious discipline incident (outlined in the Girls Global Academy Discipline Chart below) may be eligible for long-term suspension or expulsion. IDEA discipline provisions are observed in cases regarding students with disabilities. The Girls Global Academy Judiciary Committee meeting will be held prior to a long-term suspension or expulsion determination. The Committee comprises at least three school faculty, relevant staff members, the student and the family. Students may be represented by counsel or other persons.

If a student is recommended for a Discipline Hearing Conference, the student and the student's family are invited to share all pertinent information about their experience at Girls Global



Academy. All School Discipline Hearing Conference meetings will be led by the Executive Director. Only the Executive Director may make the decision to uphold suspensions exceeding ten days or expulsion. Decisions involving long-term suspensions and/or expulsions will be made in writing within ten days of the School Discipline Hearing conference. All Judiciary Committee meetings will follow the same process and are closed to the public.

- A clear outline of the agenda and meeting expectations sent to the family within **48 hours** of the scheduled meeting.
- A presentation of statements and evidence concerning the behavior and the incident by Girls Global Academy staff.
- An opportunity for the student, their family (and their representation) to share evidence concerning the incident.
- An opportunity for Girls Global Academy staff, the student, and family to share statements of support on behalf of the student.
- Review the Girls Global Academy Discipline Chart
- Notify the student and family of the decision within two days and a written notice will be delivered via mail within three school days of the decision.
- The Executive Director or Designee will make the decision to uphold the expulsion recommendation
- Expulsion decisions are applied from the designated date for the remaining school year
- Expelled students are ineligible for re-enrollment for the following school year and ineligible to re-enroll in Girls Global Academy

**Scope of disciplinary action:**

GGA reserves the right to hold students accountable for actions that take place during the school day and on the way to and from school. GGA also reserves the right to hold students accountable for actions that directly impact the teaching, learning and safety in the building, including but not limited to, social media incidents.

**Girls Global Academy Discipline Response Levels**

**Level 1:** Classroom supports, interventions, or minor consequences

**Level 2:** Minor consequences up to suspension for maximum of three days

**Level 3:** Suspension between four and five days

**Level 4:** Suspension between six to 10 days

**Level 5:** Suspension for more than 10 consecutive days ( Discipline Hearing Required)

**Level 6:** Recommendation for expulsion

## Disciplinary Responses

Our school wide policies and procedures are developed and implemented to maintain a learning environment that is optimum for learning. Our Multi-Tiered Support System (MTSS) Framework will provide students and staff with the structure to proactively and responsively support students. When there are infractions we will rely on our MTSS system and procedures accompanying our discipline chart to provide the best restorative consequences. The behavior tiers, levels and categories were developed to support identifying the behavior of the school community and to provide responses that encompasses and promote social-emotional competencies.

Category Tier'd Infraction	Behavior Description (not limited to)	Schools Response	Tier Level of Support
<p style="text-align: center;"><b>A</b> Behaviors that impedes on learning</p>	<ul style="list-style-type: none"> <li>● Excessive disruption and noise in the classroom</li> <li>● Interfering with learning in the classroom</li> <li>● Interfering with learning outside of the classroom</li> <li>● Academic Dishonesty</li> <li>● Verbal altercation that does not result in a physical altercation</li> <li>● Direct profanity at peers or adults in the classroom or common areas</li> <li>● Running in the classroom that can cause harm to students or teacher</li> <li>● Refusal to comply with reasonable instructions in a calm and polite way (Level 1 response only )</li> </ul>	<p><b>Level 1:</b> Classroom supports, interventions, or minor consequences with family contact</p> <p><b>Level 2:</b> Minor consequences up to suspension for maximum of three days with referral</p>	<p style="text-align: center;"><b>Tier I</b> <b>Tier II</b></p> <ul style="list-style-type: none"> <li>● Assigned task PBIS/Deanslist</li> <li>● Class meetings</li> <li>● Student Accountability</li> <li>● Reflection</li> <li>● Restorative Circle- Micro Circle</li> <li>● CARE services/ Counseling- Push In</li> <li>● Mindful Minute</li> </ul>

<b>Category Tier'd Infraction</b>	<b>Behavior Description (not limited to)</b>	<b>Schools Response</b>	<b>Tier Level of Support</b>
<p><b>B</b> Behaviors that impedes with the daily operations of school procedures</p>	<ul style="list-style-type: none"> <li>● Continued inappropriate cell phone violation</li> <li>● Horseplay</li> <li>● Unauthorized use of a building elevator or accessibility device</li> <li>● Vandalism, graffiti or damage to school property</li> <li>● Failure to report to assign classes or disciplinary settings while on school property</li> <li>● Inappropriate use of technology/ internet policy</li> <li>● Leaving the building without permission</li> <li>● Body parts that are exposed: lewd or indecent shown purposely</li> <li>● Trespassing including "No Student Zones"</li> <li>● Setting off alarms</li> <li>● Drugs: Possession drug paraphernalia or look-alike drugs</li> <li>● Any threat of physical injury or attempt to bomb or the building</li> <li>● Engaging and creating risk to injury to others ( inciting a fight)</li> <li>● Bullying/Cyberbullying (that impacts the student's engagement in school or attendance)- <b>1st incident</b></li> <li>● Throwing an object that can cause a disturbance, injury or property damage</li> </ul>	<p><b>Level 1:</b> Classroom supports, interventions, or minor consequences</p> <p><b>Level 2:</b> Minor consequences up Family engagement and "Improvement Plan" days (repeated behavior - ex: more than 3x per week)</p>	<p><b>Tier I</b> <b>Tier II</b></p> <ul style="list-style-type: none"> <li>● Detention</li> <li>● Short term out of school suspension (1-3days)</li> <li>● In-school suspension(1-2days)</li> <li>● Student check in/out</li> <li>● Mediation</li> <li>● Mandated to attend a club, workshop, sisterhood event- Targeted Sister Circle</li> <li>● Dean Classroom Support</li> <li>● Mentoring</li> <li>● Referral to Care Team (from Teacher)</li> <li>● School-Community service projects (individual)</li> </ul>

	<ul style="list-style-type: none"> <li>• Other</li> </ul>		
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Category Tier'd Infraction	Behavior Description (not limited to)	Schools Response	Tier Level of Support
<p style="text-align: center;"><b>C</b></p> <p>Behaviors that create negative relationships between two or more people that does not result in a physical altercation.</p>	<ul style="list-style-type: none"> <li>• Bullying/Cyberbullying (that impacts the student's engagement in school or attendance)</li> <li>• Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight</li> <li>• Inappropriate physical contact that is sexual in nature</li> <li>• Posting, distributing, displaying or sharing material, including electronically</li> <li>• Committing sexual, racial, or any form of harassment or intimidation verbal or on social media</li> <li>• Using vulgar language or gestures</li> <li>• Drugs: Possession /Being under the influence/using/distributing</li> <li>• Possession, using, or distributing of unlawful drugs including (marijuana, prescription pills, paraphernalia, etc)</li> <li>• Using slurs based on race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, disability or another basis prohibited by law</li> <li>• Hazing</li> <li>• Fighting/rioting: Physical violence between students or another person with no injury Group Fight (more</li> </ul>	<p><b>Level 1:</b> Classroom supports, interventions, or minor consequences</p> <p><b>Level 2:</b> Minor consequences up to suspension</p> <p><b>Level 3:</b> Suspension between four and five days</p> <p><b>Level 4:</b> Suspension between six to 10 days</p> <p><b>Level 5:</b> Suspension for more than 10 consecutive days ( Discipline Hearing Required)</p> <p><b>Level 6:</b> Recommendation for expulsion</p>	<p style="text-align: center;"><b>Tier I Tier II Tier III</b></p> <ul style="list-style-type: none"> <li>• Conduct Functional Behavior Assessment and Behavior Intervention Plan</li> <li>• Further disciplinary action ( long term suspension or recommendation for expulsion) by GGA</li> <li>• Non-participation in school-sponsored activities</li> <li>• Nontraditional education placement</li> <li>• No-trespassing order</li> <li>• Out-of-school suspension (OSS)</li> <li>• Referral to appropriate community-based agency, mental health service, substance abuse counseling services etc...</li> </ul>

	<p>than 6 students)</p> <ul style="list-style-type: none"> <li>● Weapon: <ul style="list-style-type: none"> <li>Possession of a firearm/destructive device</li> <li>Using any weapon to threaten or attempt to injure a student, staff, or others in the school building</li> </ul> </li> <li>● Bullying/cyberbully: After intervention increased intervention increased actions after Agreements and Support Plan</li> <li>● Stealing property or money with or without using force and weapons</li> </ul>		
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### **Electronics and Technology Policy**

Girls Global Academy is committed to providing a safe learning environment. Students are responsible for participating in behaviors that promote safety in all learning environments including but not limited to face-to-face and virtual. Repeated misconduct and escalated behaviors may result in additional responses according to the Girls Global Academy Code of Student Conduct.

### **Technology Expectations**

- Students know, use, and keep private their GGA username and password.
- Follow the Girls Global Academy Technology Policy.
- Use technology for accessing academic content as assigned.
- Take care of the technology assigned, keeping it free from damage.
- Be respectful to students and adults.

### **Electronic Devices**

All electronic devices (including but not limited to cell phones, iPads, speakers, headsets, air pods, headphones, smart watches or any portable electronic devices) must be monitored by the student and will be the student's responsibility as students enter the building. **All electronic devices** will be collected, marked, bagged and put away in

a safe location before students transition to advisory, and will be redistributed at the end of the day. Girls Global Academy in no way accepts any responsibility for and **will not** replace any damaged, lost, or stolen devices **and will not investigate** theft or lost devices that were not collected by a Girls Global staff at the beginning of the day.

**Students are prohibited** from use of headphones in the building unless it is authorized by the Dean of Students. We encourage students to leave any Apple or smartwatches at home.

Technology can be a resourceful tool for learning, engagement, and communication; however, personal technology can also be a distraction from learning. While at Girls Global Academy, students will learn how to engage with technology appropriately and improve their digital literacy skills. This means being able to monitor technology use and ensure that it is used only for academic and professional purposes while at school.

**Students will not, at any time, be allowed to have their phones in classes for any reason.** Phones and any other personal devices outside of The Girls Global Academy laptop will be collected, marked, bagged and put away in a safe location before students transition to advisory, and will be redistributed at the end of the day. If a phone is found on the student's person the dean will confiscate the phone and return it at the end of the day, and contact the parent. If it becomes a pattern, the dean will confiscate the phone, return it at the end of the day, and contact the parent to schedule a meeting with the student and parent to make a technology plan. These meetings must be scheduled before 5:00pm Monday through Friday.

### **Phone Collection: Morning Routine**

- Trailblazers swipe in the lobby.
- Come into the cafeteria.
- Place their phones/technology in their cases
- Place in the correct bin by last name.

At 8:15am all phone storage cabinets will be locked and rolled into designated area.

Students who are tardy will have their phones collected by the office. The main office will ensure that the students phone is placed in the correct bin.

### **Phone Collection: Afternoon Routine**

- The storage cabinets are rolled back downstairs 7-10 mins before dismissal. In the same locations from the morning routine.
- As students are being dismissed they will be grabbing their phones from the correct last name bin.

- Students put their bins back in the correct last name bin for the next day.
- Once all phones have been redistributed the storage bin will be reorganized and ready for the next day.

## **Girls Global Academy School Norms**

Every Trailblazer is expected to begin conducting themselves in a way that is appropriate for college and the professional world. In order to uphold an orderly learning environment, Trailblazers will be held to the following expectations every day at Girls Global Academy:

### **Classroom Norms:**

- Arrive on time, prepared to begin on time.
- Enter the room in an orderly manner, be seated, and begin on the assigned task.
- Be respectful of yourself, your classmates and your teacher.
- Be engaged and on-task throughout the class period.
- All assignments should be completed and submitted on time.
- If you are asked to leave the classroom, do so calmly and follow the direction of the teacher; any questions about the situation may be directed to the Dean of Students or administrators in the building.
- Clean up your work space and exit the classroom calmly after the teacher dismisses you.
- Adhere to all COVID-19 safety guidelines, if applicable.
- We value celebration of all members of our community.

### **Norms for Hallways and Stairwells:**

- Move calmly. Do not run as it may endanger yourself or others
- Report to all assigned classes
- Quiet conversation is acceptable; loud, boisterous conversation is not.
- Discard trash in containers provided
- Be aware of traffic flow. Do not stand in groups as hallways are narrow and social distancing is required
- We engage in appropriate physical manners in the halls. Horseplay, altercations, and public displays of affection (PDA is not permitted ).
- We use language that is appropriate for school.
- Adhere to all COVID-19 safety guidelines, if applicable

### **What is E-Hall Pass?**

E-hallpass is a digital hall pass system that allows trailblazers to create passes using check out stations in the classroom, similar to how you would have a sign out sheet in a classroom. Teachers and students may create passes using existing classroom technology such as chromebooks, desktop computers and tablets.

### **E-Hall Pass Norms**

- Raise your hand and ask for permission to leave the classroom for any reason.
- Wait for the teacher to respond to you.
- Teacher will let you know when to create an E-Hall Pass.
- Before leaving the classroom, ensure your teacher can see your computer timer.
- Return back to the classroom before the timer runs out.

### **E-Hall Pass Expectations**

- Other students are waiting to leave the classroom; return as quickly as you can.
- All appointments will be made via E-Hall Pass. If you do not have an appointment; students must request an appointment ( before or after school, during lunch and transitions). Students will not be permitted to leave the classroom to visit other students, teachers/staff without an appointment pass,
- There will be TV monitors in the hallway with E-Hall Pass projected to ensure everyone who is in the hallway has a pass or an appointment to be out of class. Students without a pass will receive accountability.

### **Cafeteria Norms**

Breakfast and lunch are served at designated times in the cafeteria. Trailblazers who use the cafeteria must abide by the guidelines listed below.

- Trailblazers must treat all food service staff, cafeteria supervisors, and fellow trailblazers with courtesy and respect. Trailblazers are to walk and never run in the cafeteria.
- The line in the cafeteria must be orderly at all times.
- Trailblazers are not permitted to order food from outside the cafeteria.
- Dining spaces must be clean and neat upon scholar exit.



- Trailblazers must remain seated after they have received their lunch. They should only move around to throw away their lunch trays or to use the restroom. Trailblazers must exit the cafeteria in an orderly manner.
- Adhere to all COVID-19 safety guidelines, if applicable

### **Field Trip Dress Code**

Trailblazers must adhere to the Girls Global Academy Dress Code when attending field trips unless otherwise specified by the Director of Culture.

### **Jewelry and make-up**

- Earrings are permitted
- If body piercings are either distracting or potentially hazardous to school activities, trailblazers will be required to remove them during school hours.
- Any distracting or potentially offensive wrist wear is prohibited.

### **Distracting Clothing**

- Clothing or jewelry that is determined by any teacher or staff member as being a disruption from the learning progression is not permitted.

### **Search & Seizure Policy**

Girls Global Academy may use metal detectors or other detection devices to ensure school safety. Girls Global school personnel may search anything on school property such as lockers, and personal belongings. **Unauthorized items and/or items that threaten the safety of others will be seized and appropriate disciplinary action will be taken.** Personal property of a random group of trailblazers can be searched with reasonable suspicion or if the group of trailblazer searched is chosen at random. Searches of a trailblazer themselves may also be done with reasonable suspicion. The search must be done by a staff member who is the same sex as the trailblazer and there must always be a second staff member present as a witness. Trailblazers and parents are responsible for checking clothing, book bags, purses and all trailblazer personal possessions for illegal and unauthorized items before entering the school safety zone.

As a community of love and learning we will work together to ensure that every trailblazer is successful.