



GALA
GLOBAL AMBASSADORS
LANGUAGE ACADEMY

GALA'S CODE OF CONDUCT FOR STUDENTS

A guide for students, families, and staff

WHAT ARE THE CONSEQUENCES WHEN I BREAK THE RULES? LEVELS OF RESPONSE

The intent of this Code of Conduct handbook is to assist, students, parents, teachers, and school administrators in maintaining an environment conducive to student learning and positive behavior. It is the responsibility of each student, caregiver, and citizen to understand that the school is a community governed by rules and regulations.

This code of conduct applies to all school premises, to all phases of school operations, including but not limited to curricular and extracurricular activities, while being transported on a school bus or authorized transportation at any school-sponsored activity; and to any other circumstances such that the conduct in question has an effect of disrupting school operations or otherwise depriving any student of educational interest or opportunities.

The Student Code of conduct is designed to clarify school policies governing the rights and responsibilities of students at GALA. Students, staff, caregivers, and others are encouraged to study, discuss, and understand the contents to ensure that such rights and responsibilities are respected and met.

It is important to note that unacceptable behavior toward GALA personnel will not be tolerated whether on school property, or through intentional electronic communication.

Restorative Practices may be used at any of the response levels and is about strengthening social connections between individuals and building a sense of community. It is an avenue to help address conflict through using affective statements, questions, circles, and conferences. It gives students the opportunity to safely express their emotions on how they feel as a result of someone's actions or a situation. This permits students to accept responsibility for their actions and how they impact each other.

Levels of Response

In order to maintain a safe school environment, schools must respond when students fail to meet certain standards of conduct. GALA operates on the premise of Progressive Discipline. Progressive Discipline is defined as a range of consequences for violation of behavioral standards which provides the foundation for our school's disciplinary actions. Student discipline is applied at the lowest level commensurate with the action or behavior that precipitated the intervention. Consequences become more severe when the same action or behavior is repeated days or weeks later. A balanced approach in determining the interventions and/or consequences to be used is based on an assessment of the situation and a continuum of disciplinary standards. **A student may be suspended for any action that is considered disruptive and/or detrimental to the operation of the school. If the offense is serious or illegal in nature, it may warrant a suspension or other more severe consequence on the first offense.**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Response: These responses are designed to teach appropriate behavior so students behave respectfully, can learn, and contribute to a safe environment. Administrators and teachers are encouraged to try a variety of classroom management strategies.</p>	<p>Response: These responses are designed to teach appropriate behavior so students behave respectfully, can learn, and contribute to a safe environment. Many of these responses engage the student support system and are designed to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledge potential implication for future harm while still keeping the student in school.</p>	<p>Response: These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's inappropriate or destructive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses may involve the short-term removal of a student from the classroom. Such a removal should be limited as much as practicable without undermining its ability to adequately address the behavior.</p>	<p>Response: These responses address serious behaviors while keeping the student in school or where necessary due to the nature of the behavior or potential implications for future harm, remove a student from the school environment. They promote safety of the school community by addressing self-destructive and dangerous behavior.</p>	<p>Response: These responses promote the safety of the school community by addressing self-destructive and dangerous behaviors. These responses remove a student from the school environment for an extended period of time because of the severity of the behavior and potential implications for future harm. They may involve the placement of the student in a safe environment that provides additional structure and services.</p>	<p>Response: This response is as a result of possession of a firearm on school property or school sponsored event; removes the student from the school environment for one calendar year.</p>
<p>Interventions:</p> <ul style="list-style-type: none"> • Parent Contact • Teacher/Parent conference • Denial of school privileges • Restitution • Behavior contract • Behavior Intervention • Classroom management decisions • Conference with Counselor • Lunch Detention • Change seat assignment • Drug Intervention/Prevention Program • Community Conferencing • Restorative Practices • Confiscation of cell phone 	<p>Interventions:</p> <ul style="list-style-type: none"> • Parent Contact • Parent Conference • Denial of school privileges • Restitution • Behavior Contract • Behavior Intervention • Mediation • In-school intervention or ISS • Removal from bus • Detention • Saturday School (if available) • Removal from extracurricular activities • Referral to SST • Functional Behavioral Assessment • Drug Intervention/Prevention Program • Community Conferencing • Restorative Practices • Confiscation of cell phone • Restricted use of cell phone 	<p>Interventions:</p> <ul style="list-style-type: none"> • Parent Contact • Parent Conference • Denial of school privileges • Restitution • Behavior Contract • Behavior Intervention • Mediation • In-school intervention or ISS • Removal from bus • Detention • Saturday School (where available) • Removal from extracurricular activities • Referral to SST • Functional Behavioral Assessment • Short-term suspension, 1-3 days • Suspension of computer privileges • Drug Intervention/Prevention Program • Community Conferencing • Restorative Practices • Restricted use of cell phone • Require parent pick-up of cell phone 	<p>Interventions:</p> <ul style="list-style-type: none"> • Parent Contact • Parent Conference • Denial of school privileges • Restitution • Behavior Contract • Behavior Intervention • Mediation • In-school intervention or ISS • Removal from bus • Detention • Saturday School (where available) • Removal from extracurricular activities • Referral to SST • Functional Behavioral Assessment • Short-term suspension, 1-3 days • Suspension of computer privileges • Regional Alt Ed or County Alt Ed Program • Behavioral Plan • Long-Term Suspension – possible disciplinary conference in Student Services, 4-10 days • Police contacted, possible student arrest (where applicable) • Drug Intervention/Prevention Program • Community Conferencing • Restorative Practices • Require parent pickup of cell phone • Restrict cell phone from school property 	<p>Interventions:</p> <ul style="list-style-type: none"> • Expulsion for one calendar year. 	

If a student possesses a firearm on school property, the student will be expelled for a minimum of one calendar year defined in GALA's Board policies

LEVELS OF RESPONSE FOR STUDENT BEHAVIOR

KEY: USE LOWEST LEVEL INDICATED FIRST IF APPLICABLE

Level 1: Teach appropriate behavior by trying a variety of classroom management strategies.	Level 2: Engage the student support system and aim to correct behavior by stressing its severity. May include exclusion within the school building (ISS)	Level 3: Short-term removal of a student from the classroom.	Level 4: Long-term removal of a student from the school environment.	Level 5: Removal of a student from the school environment for an extended period of time and/or the placement of the student in a safe environment that provides additional structure and services.	Level 6: Remove a student from the school environment for a period of one calendar year.							
STUDENT BEHAVIOR						LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	REFERRED TO LAW ENFORCEMENT (WHEN APPLICABLE)
Academic Dishonesty/Cheating Academic dishonesty through cheating, copying, forging signature of teacher and/or parent, plagiarizing, altering records, or assisting another in such actions.						■	■					
Arson/Fire Attempting to, aiding in, or setting fire to a building or other property.								■	■	■		■
Bias Behaviors Bias-related behavior broadly encompasses actions that may involve the use of images, language, or behaviors that directly or indirectly demonstrate racism , hostility or contempt toward a person or group on the basis of actual or perceived identity.							■	■	■	■		■
Bomb Threats/False Alarms The conveyance of threats or false information concerning the placement of explosive or destructive substances, and/or initiating a report warning of a fire or other catastrophe without cause.									■	■		■
Bullying/Intimidating/Harassing/Cyber Bullying Intentional conduct, including an intentional electronic communication on or off school property, or verbal, physical, or written conduct on school property, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being.						■	■	■	■	■		
Class Cutting/Tuancy Unlawfully absent from school or classes for a school day of a portion of the school day without parental consent.						■	■					

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STUDENT BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	REFERRED TO LAW ENFORCEMENT (WHEN APPLICABLE)
Disruption Intentionally engaging in minor behavior distracting from the learning environment; Intentionally and persistently engaging in minor behavior that distracts from the learning environment (e.g., talking out of turn, throwing small items, horseplay); Intentionally engaging in moderate to serious behavior that distracts from teaching and learning, and directly affects the safety of others. (e.g., throwing harmful items, sending incendiary texts/social media messages, disrupting a fire drill.) Behavior which interferes with the learning of others in a classroom or other learning environment.	■	■	■	■	■		■
Defamation Any intentional false communication, either written or spoken, that harms a person's reputation; decreases the respect, regard, or confidence in which a person is held; or induces disparaging, hostile, or disagreeable opinions or feelings against a person.			■	■			
Destruction of School Property/Vandalism Damage, destruction, or defacement of property belonging to the school or others.	■	■	■	■	■		■
Disrespect Inappropriate comments, insubordination, or physical gestures to teachers or staff members or others.	■	■	■	■			
Dress Code Violations Failure to comply with guidelines governing attire as outlined in this Students' Rights, Responsibilities and Code of Conduct.	■	■					
Electronic and Communication Devices The inappropriate use of a device designed to take photographs or videos, play music, or play games on school property during the regular school day or using any portable electronic instrument which may be used for the purpose of sending and/or receiving messages.	■	■	■	■			
Elopement Leaving a supervised area without permission.	■	■	■	■	■		
Extortion The process of obtaining property from another, with or without the person's consent, by a wrongful use of force, fear, or threat.			■	■	■		■

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STUDENT BEHAVIOR							
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	REFERRED TO LAW ENFORCEMENT (WHEN APPLICABLE)
Fighting A physical confrontation involving two or more students.			■	■	■		■
Gambling To play a game for money or property; betting.	■	■					

Gross Disrespect Inappropriate comments or physical gestures of a serious nature including, but not limited to, profanity and vulgarity.		■	■	■			
Harassment. Intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is: <ul style="list-style-type: none"> ▪ Motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or, ▪ Threatening or seriously intimidating; and, ▪ Occurs on school property, at a school activity or event, or on a school bus; or, ▪ Substantially disrupts the orderly operation of a school. 	■	■	■	■	■		■
Inciting/Participating in a Disturbance Causing or contributing to a disruption to the atmosphere of order and discipline in the school necessary for effective learning, other than classroom disruption.	■	■	■	■	■		■
Indecent Exposure Exposure of the private parts of the body in a lewd or indecent manner in a public place.			■	■	■		■

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STUDENT BEHAVIOR						LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	REFERRED TO LAW ENFORCEMENT (WHEN APPLICABLE)
Internet/Computer Misuse Accessing, communicating or creating inappropriate and/or profane information. Deliberately interfering or disrupting system performance.						■	■	■	■	■		
Laser Pointer Use or Possession To have or use an object which projects a laser beam.						■	■	■	■	■		
Look Alike Weapon Any implement, visible or concealed, possessed under a circumstance that would reasonably lead a person to believe it was a weapon or would be used as a weapon.						■	■	■	■	■		■
Misuse of 911 Call when there is no emergency; false reporting.									■	■		■
Other Inappropriate Behaviors Any other behaviors that may interfere with the safety of persons or property.						■	■	■	■	■		■
Physical Attack/Assault on a Community Member. Physically pushing, hitting, or otherwise attacking a member of the community while on school grounds or at a school-sponsored event.						■	■	■	■	■		■
Physical Attack/Assault on a Student Physically pushing, hitting, or otherwise attacking another student.						■	■	■	■	■		■
Physical Attack/Assault on a Teacher/Staff Physically attacking an employee of the school system, including striking a staff member who is intervening in a fight or other disruptive activity.								■	■	■		■
Pornography Written, drawn, printed, photographic or video materials that are obscene, vulgar, and that may be offensive or disruptive may not be produced, possessed, distributed or shown to other individuals on school property, on school buses, or during school-sponsored activities. Students may not possess, distribute, or show pornographic materials.							■	■	■			■

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STUDENT BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	REFERRED TO LAW ENFORCEMENT (WHEN APPLICABLE)
Possession of a Firearm Any weapon defined in § 921 of Title 18 of the United States Code; any weapon which will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any weapon described above; any weapon which may be readily converted to expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter; or any combination of parts either designed or intended for use in converting any device into a destructive device described above, and from which a destructive device may be readily assembled.						■	■
Possession of Other Guns Other guns of any type, loaded or unloaded, operable or inoperable, including any object that a reasonable person would believe is a gun other than a firearm (i.e. BB Gun, Pellet Gun, etc.).			■	■	■		■
Possession of Weapons or Chemical Defense Device Possession of any device which could cause or is intended to cause bodily harm.			■	■	■		■
Alcohol Under the influence of alcohol Using / possessing alcohol Distributing / selling alcohol		■	■	■	■		■
Inhalants Under the influence of inhalants Using / possessing inhalants Distributing / selling inhalants		■	■	■	■		■
Drugs / Controlled Substances Unauthorized use / possession of non-illegal drugs or look a-likes		■	■				■
Drugs / Controlled Substances Being under the influence of illegal drugs Using / possessing illegal drugs Distributing / selling non-illegal and/or illegal drugs			■	■	■		■
Possession, Use and/or Threat to Use Fireworks, Explosives, or Bullets Possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substance or combination of substances or articles.		■	■	■	■		■
Public Display of Affection Improper touching, hugging, kissing and/or engaging in inappropriate social behavior.	■	■					
Refusal to Obey School Policies Failure to comply with school rules, regulations, policies, and/or procedures.	■	■	■				

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STUDENT BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	REFERRED TO LAW ENFORCEMENT (WHEN APPLICABLE)
Sexting The use of a cell phone or other electronic device to distribute pictures or video of sexually inappropriate images. It can also refer to text messages of a sexual nature.		■	■				■
Sexual Activity Inappropriate behavior of a sexual nature including consensual sexual activity.		■	■	■	■		
Sexual Attack Intentionally engaging in behavior towards another that is physically, sexually aggressive.			■	■	■		■
Sexual Harassment Unwelcome sexual advances. Requests for sexual favors, and/or other inappropriate, unwanted verbal, written, or physical conduct of a sexual nature, directed toward others that unreasonably interferes with or creates a hostile or intimidating work or educational environment.		■	■	■	■		■
Smoking and Tobacco Use The possession, sale, and/or use of tobacco or tobacco products in any form.		■					
Stalking A malicious course of conduct that includes approaching or pursuing another person with the intent to place that person in a reasonable fear of serious bodily injury or death.			■	■	■		
Tardiness Late to school or class (refer to school's handbook).	■	■					
Theft Taking or obtaining property of another without permission.		■	■	■	■		■
Trespassing Unauthorized presence on school property.			■	■	■		■
Unauthorized Sale or Distribution of Items Not Otherwise Specified Unapproved sale or distribution of items not approved for school use and/or possession.	■						
Verbal, Physical and/or Written Threat to Student, Staff, or Community Member Threatening or aggressive language, gestures or intentional electronic communication directed toward a student, staff member or community member while on school grounds or at a school-sponsored event.	■	■	■	■	■		■
Vaping The use, possession, distribution, or selling of vaping products.		■	■	■	■		■

VI. WHAT ARE THE PROCEDURES FOR SUSPENSIONS AND EXPULSIONS?

Student Discipline Policy

GALA's Board of Education believes that a safe and orderly school with maximal educational benefits for all students require the maintenance of acceptable standards of student conduct. To help maintain a safe, supportive, and positive learning environment, progressive discipline will be used. Inherent in the progressive discipline process is the necessity for school personnel to help the student solve conflicts by building a community and addressing the harm that has occurred, learn from his or her experience and modify the behavior that initiated the discipline.

The use of corporal punishment is prohibited.

A student may be suspended for any action that is considered disruptive and/or detrimental to the operation of the school. If the offense is serious or illegal in nature, it may warrant a suspension on the first offense.

Electronic communication devices (cell phones) are not permitted in In-school intervention (ISI) or In-school suspension (ISS). Students must adhere to individual school and classroom procedures. Devices used in a manner disruptive or distracting to the individual learning, classroom, or school environment may be confiscated, require parent pick-up, restricted from school property, and/or lead to consequences as outlined in the Students' Rights, Responsibilities and Code of Conduct.

In-school intervention (ISI) differs from ISS. During ISI, the student receives direct instruction and special education services (where applicable) to enable the student to continue to participate in the general education curriculum. The special education services can be provided in the ISS/ISI room or the student may be permitted to participate in the setting designated on his/her IEP. The special education services provided can be provided by a special education teacher, general education teacher, or instructional assistant under the direction of a special education teacher. The services may not necessarily be hour for hour as the student is receiving one-on-one instruction so the direct instruction may not require the length of time indicated on the IEP.

A. In-School Suspension

In-School Suspension is designed primarily as an alternative to Out-of-School Suspension for students who have violated school policies and procedures concerning student behavior and conduct.

The goals of the In-School Suspension Program are:

1. To serve as a consequence for students who violate school or school system policy and procedure;
2. To serve as a deterrent to undesirable student behavior;
3. To provide an opportunity for students to remain current in class assignments; and
4. To provide an opportunity for students to attend school.

Standards for students serving In-School Suspension:

1. A behavior sheet will be maintained on all students in the ISS Program. Negative points may result in the assignment of additional days beyond the original placement.

2. Students will not be permitted to participate in or attend extracurricular activities during their second or subsequent placements in ISS.
3. If a student is absent on the day ISS is assigned, the day will be served upon the student's return to school.

B. Out-of-School Suspension and Expulsion

Ohio's School Law empowers the principal of a school or the principal's designee to suspend a student for improper conduct. In those instances when the behavior of a student is disruptive and/or detrimental to the operation of the school, the student may be suspended. *Ohio Revised Code Title 33*

Suspension of Students with Disabilities:

Administrative Procedures for Out-of-School Suspension and Expulsions

The public school law of the State of Ohio concerning suspensions is as follows:

1. Suspensions for Not More Than 10 Days

The principal of every public school in Ohio, in accordance with the policies and procedures of the County Board of Education, shall have the right to suspend, for cause, any student in the school under the direction of said principal for a period of not more than 10 school days. The principal or his/her designee determines when a student should be suspended and the length of the suspension up to, but not more than, 10 school days.

Procedures for suspension for not more than 10 school days:

- The student is given an opportunity to learn what he or she is accused of doing and given the chance to offer an explanation.
- If a suspension for 10 days or less is warranted, the principal informs the student of the suspension and the reason for it.
- The principal or his/her designee prepares a "Notification of Pupil's Suspension" form. One copy is given to the student, one copy is mailed to the parent or guardian, one copy is filed in the student's cumulative folder in the school, and one copy is forwarded to the Director of Student Services.
- The principal makes every reasonable effort to notify the parent or guardian by telephone and/or in person of the student's suspension and of the reason for it. If these efforts are unsuccessful, the mailing of the notification is deemed sufficient.
- If the parent cannot be reached by telephone or in person, the effective time of the suspension shall be at the end of the school day. In the meantime, the student may be placed in ISS but must remain at school under supervision. If the behavior of the student is, in the judgment of the principal, harmful to himself or others, the principal will request assistance from the appropriate persons and/or law enforcement personnel to affect the student's removal from the school building.
- Before a student is readmitted to school from a suspension, the parent/guardian must confer with the appropriate school administrator.

BULLYING, HARASSMENT OR INTIMIDATION REPORTING FORM

Directions:

The Bullying, Harassment or Intimidation Reporting form should be used to report alleged incidents of bullying, harassment, or intimidation that occurred during the current school year on school property, at a school-sponsored activity or event off school property, on a school bus, on the way to and/or from school, or through electronic communication on or off school property. School staff will address incidents that occur at school or have a connection or nexus back to the school setting that create a risk of harm to other students while they are at school or interfere with the educational environment.

If you are a student, the parent/guardian or caregiver of a student, a close adult relative or a student, a school staff member, or a bystander and wish to report an incident of alleged bullying, cyberbullying, harassment, or intimidation, please complete this form and return it to the school principal.

You may contact the school for additional information or assistance at any time. (Bullying, cyberbullying, harassment, and intimidation definitions are provided below.)

Definitions:

Bullying* - is unwanted, demeaning behavior among students that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time. In order to be considered bullying, the behavior must be intentional and include: 1) *An imbalance of power* (students who bully use their physical, emotional, social, or academic power to control, exclude, or harm others), and 2) *Repetition* (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered).

Cyberbullying* - is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through texting, apps, or online via social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false or hurtful content about another student. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

Harassment – includes actual or perceived negative actions that offend, ridicule, or demean another student with regard to race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability.

Intimidation - is any communication or action directed against another student that threatens or induces a sense of fear and/or inferiority. Retaliation may be considered a form of intimidation.

Bias behavior – Bias-related behavior broadly encompasses actions that may involve the use of images, language, or behaviors that directly or indirectly demonstrate hostility or contempt toward a person or group on the basis of actual or perceived identity.

(PLEASE PRINT ALL INFORMATION)

Today's date: _____ / _____ / _____
Month Day Year

School: _____

School System: _____

Person Reporting Incident

Name: _____

Telephone: _____

E-mail: _____

Place an **X** in the appropriate box: Student Parent/guardian/caregiver of student Close adult relative of a student
 School Staff Bystander

1. Alleged Targeted student

Victim	Student ID	Age	DOB	Gender	School	Student	Days Absent as a result of the incident	Afr Amer	Amer Ind	Asian	Haw / Pac Is	White	Multi	Hispanic	IEP	504	LEP
						<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Alleged Witness(es) (if known)

Witnesses	Student ID	Age	DOB	Gender	School	Student	Days Absent as a result of the incident	Afr Amer	Amer Ind	Asian	Haw / Pac Is	White	Multi	Hispanic	IEP	504	LEP
						<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Alleged Offender(s) (if known)

Offenders	Student ID	Age	DOB	Gender	School	Student	Days Absent as a result of the incident	Afr Amer	Amer Ind	Asian	Haw / Pac Is	White	Multi	Hispanic	IEP	504	LEP
						<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. On what date(s) did the incident (s) happen?

_____ / _____ / _____
 _____ / _____ / _____
 _____ / _____ / _____
 Month Day Year
 Month Day Year
 Month Day Year

5. Place an X next to the statement(s) that best describes what happened (choose all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Any bullying, harassment, or intimidation that involves physical aggression | <input type="checkbox"/> Actions/comments related to the student's academic performance |
| <input type="checkbox"/> Cyberbullying (social media, text messages, etc.) | <input type="checkbox"/> Actions/comments related to the student's perceived sexual orientation |
| <input type="checkbox"/> Getting another person to hit or harm the student | <input type="checkbox"/> Actions/comments related to the student's physical appearance |
| <input type="checkbox"/> Teasing, name-calling, making critical remarks, or threatening the student, in person or by other means | <input type="checkbox"/> Gang related/gang recruitment |
| <input type="checkbox"/> Demeaning or making the student the victim of jokes | <input type="checkbox"/> Human trafficking/prostitution recruitment |
| <input type="checkbox"/> Making rude and/or threatening gestures | <input type="checkbox"/> Gender identity harassment |
| <input type="checkbox"/> Excluding or rejecting the student | <input type="checkbox"/> Sexual harassment |
| <input type="checkbox"/> Racial/ethnic harassment | <input type="checkbox"/> Actions/comments of a sexual nature |
| <input type="checkbox"/> Intimidating, extorting, exploiting the student | <input type="checkbox"/> Spreading hurtful rumors or gossip |
| <input type="checkbox"/> Actions/comments related to the student disability | |
| <input type="checkbox"/> An act or threat of retaliation | |
| <input type="checkbox"/> Other: (Please specify) _____ | |

6. Where did the incident happen? (choose all that apply):

- On school property (please specify location) _____
- On the way to/from school*
- On a school bus
- Off school property or at a school-sponsored activity or event
- Digital device on school property
- Digital device off school property
- During virtual learning
- Other (please specify) _____

*Will be collected unless specifically excluded by local board policy

7. Describe the incident(s), including what the alleged offender(s) said or did.

8. Why do you think the bullying, cyberbullying, harassment, and/or intimidation occurred?

9. Did a physical injury result from this incident? Place an X next to one of the following:

- No Yes, but it did not require medical attention Yes, and it required medical attention

10. If there was a physical injury, do you think there will be permanent effects? Yes No

11. Was the student victim absent from school as a result of the incident? Yes No
If yes, how many days was the student victim absent from school as a result of the incident? _____

12. Did a psychological injury result from this incident? Place an X next to one of the following:

- No Yes, but psychological services have not been sought Yes, and psychological services have been sought

13. Is there any additional information you would like to provide?

Signature: _____ **Date:** _____

GALA Student Code of Conduct

Parent/Guardian Verification Form

I have read and understand G _____ s Code of Conduct. I understand that this code is a guide for behavior at G _____ and that it outlines general restrictions and consequences. I may contact G _____ s principal or assistant principal to discuss the Code or any portions of the Code in detail.

Name of Parent/Guardian: _____

I have reviewed this Code of Conduct with my son/daughter:

Parent/Guardian Signature: _____ date _____

Name of Student: _____ grade _____

I have read G _____ s Code of Conduct and I agree to follow it. I understand that the rules are in place so that I can learn in a safe and organized school and I am aware of what is expected of me. I agree to follow the Code of Conduct:

Student Signature: _____ date _____