JFK Guidelines for Community Interaction

"For a community to be whole and healthy, it must be based on people's love and concern for each other."

Millard Fuller
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JFK is committed to providing a well-rounded education and is focused on the needs and expectations of the school community and those of society. As reflected in our mission, we promote a safe and respectful environment that provides knowledge, social skills, universal values and positive attitudes that develop people who contribute, beyond the classroom, successfully in a global society. This involves creating an environment that favors the common good and encourages the appropriate behavioral standards for each developmental stage. The ultimate goal is to help students develop self-control, reflective thinking and responsibility for their behavior. The education we provide to children and youth is strengthened by the shared values between home and school.
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Program Objectives

- Introduce school guidelines regarding interaction.
- Promote the well-being and shared responsibility for healthy interaction among all JFK community members.
- Promote respect, tolerance and acceptance among JFK community members.
- Define commitments and obligations as members of the JFK community.
Guidelines for Social Interaction Among JFK Students, Parents, Teachers and Staff

All JFK community members are expected to join the school in this effort and should be committed to follow each of the guidelines.

These guidelines apply on and off the school campus, during academic and extracurricular activities and whenever the students, parents and staff behavior may affect the reputation of the school or its community.
To Maintain a Respectful Community, JFK STUDENTS:

1. Respect and trust school decisions and avoid tarnishing the school’s reputation.
2. Treat everyone with respect and courtesy.
3. Are responsible for their belongings and respect those of others.
4. Avoid minimization or exaggeration of conflicts among peers.
5. Respect instructional time and schedules.
6. Resolve conflicts through open and honest dialogue.
7. Are aware of their actions and take responsibility for consequences.
8. Avoid dangerous games and actions.
9. Encourage integration and interaction among all peers.
10. Help and support others.
To Maintain a Respectful Community, JFK STAFF MEMBERS:

1. Respect and trust school decisions and avoid tarnishing the school’s reputation.
2. Treat everyone with respect and courtesy.
3. Avoid minimization or exaggeration of conflicts among children.
4. Foster relationships of trust and respect among students, colleagues and parents, and maintain regular communication.
5. Resolve conflicts through open and honest dialogue, keeping records of each case.
6. Encourage integration and positive interaction at all times.
7. Communicate positively about students, and avoid “labeling”.
8. Inform, follow up and maintain confidentiality about each student.
9. Help and support others.
10. Respect instructional time and schedules.
To Maintain a Respectful Community,
JFK FAMILIES:

1. Respect and trust school decisions and avoid tarnishing the school’s reputation.
2. Treat everyone with respect and courtesy.
3. Respect appropriate lines of communication, going first to the teacher.
4. Foster relationships of trust and resolve conflicts through open, direct and honest dialogue.
5. Promote integration and positive interaction among their children and peers.
6. Encourage children to be honest and take responsibility for their actions, accepting consequences.
7. Respect confidentiality and avoid “labeling” other students.
8. Participate in parent workshops offered by the school.
9. Respond objectively to conflicts among children avoiding minimization or exaggeration.
10. Respect instructional and exam time according to the school calendar.
Social and Emotional Support Programs

Positive Discipline
A philosophy based on the works of psychologist Alfred Adler, to help children develop self-discipline, responsibility cooperation and problem solving skills.

Second Step
Violence prevention program to promote the development of social skills that will help in the learning process by creating an appropriate environment for academic and social-emotional success.

Skills Introduced:

1. Listening and following instructions.
2. Identifying feelings.
3. Emotion management.
4. Problem solving.
5. Establishing and maintaining relationships.
6. Responding to aggression assertively.
7. Calming down.
Mentoring
A guidance and individual support program to make sure that students have an adult assigned to accompany them in their academic, social and emotional development.

Setting Limits
Classroom management strategies based on 4 fundamental principles:

1. Providing structure and organization in the classroom.
2. Setting clear limits and reinforcing rules and procedures in the classroom.
3. Building relationships with students through motivation.
4. Following instructions.

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Positive discipline is a philosophy that offers different ways to educate without guilt, without humiliation and without violence, inviting to reflection and making amends. The objective is to help children develop self-discipline, responsibility, cooperation and problem solving skills. The school identifies with this approach to discipline since it coincides with our established Model of Education and the characteristics of our community.

Discipline Management at JFK

A respectful and tolerant interaction implies that each member of the community is aware of the expected behaviors and the consequences for breaking these agreements.

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All sections of the school have professionals who support the development and strengthening of the social skills necessary to promote healthy interactions and to implement positive discipline at all levels.

In each situation where there is a need for intervention, the Student Support Services team will mediate and follow through with students and parents. These interventions support the education of whole child in accordance with the JFK Student and Parent Handbook.

In certain cases where such interventions are not successful for the parties involved, the status of the student in the JFK community will be decided.
Definition of Terms

Healthy Interaction
A right and duty of all members of the educational community which is built upon the premise that all people deserve respect and the right to maintain their dignity.

School
The place where students learn both academic content and personal and social abilities, developing skills that prepare them for adult life.

School Community
A group of people within the institution who share a common purpose including: students, parents, faculty, administrators and administrative staff and support services.

Interaction
The way people act and behave toward each other promoting the common good.

Social Skills
Knowing how to communicate effectively and to resolve conflict.

Assertiveness
The ability to say what one thinks and feels in an appropriate way, taking the other person into consideration.
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Respect
Recognizing in oneself and in others the rights and obligations; this is often summarized in the phrase: “Do unto others as you want done to you.”

Empathy
The ability to take the place of others and understand what they might feel in certain situations.

Conflict
Interaction resulting from the diversity of values, opinions and interests. It is an opportunity for transformation through which society evolves.

School Violence
Any intentional act or omission done in writing, orally or through technological means against any member of the school community, in order to damage somebody physically or psychologically. This creates a hostile school environment that impedes healthy social, academic, affective, moral or physical development.

It is important to consider that the terms harassment or bullying are not used when students of a similar age and physical and psychological strength fight. (Olweus)

Harassment or Bullying
Aggressive behaviors involving in balance of power and desire to dominate and/or damage others. Victims are repeatedly exposed to intentional negative actions by one or more peers taking advantage of their insecurity, fear or personal difficulties to ask for help or defend themselves. (Olweus)

Bully
A student who verbally, emotionally or physically harasses any of his/her peers and is often abused or mistreated. A bully can suffer from lack of affection and may be educated in a difficult family environment, in which there might be a lack of attention and parental control. Normally they have little remorse for their actions and interpret relationships with others as a source of conflict and aggression.

Victim
A person who suffers harassment from another peer. The victim can be anyone, although there is a student profile that is usually more likely to be bullied, such as students with physical differences, shyness, insecurity, low self-esteem, adjustment problems, or lack of assertiveness. They may have feelings of guilt that will impede communicating their situation to others. Their gestures, posture and difficulties in the interpretation of discourse among peers, are features that make them vulnerable to the aggressor. School failure may occur.

Spectators
Peers who act as mere observers and who share responsibility through their silence. They have the option to put an active stop and express their opposition to the abuse.
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