

Rationale: CODE OF ACCOUNTABILITY

America is in a state of moral decline where many consider lying, cheating, unkindness, laziness, and self-deception to be acceptable. Children sometimes come from environments that allow them to be irresponsible by making immoral choices while protecting them from receiving consequences. At Bright Ideas it is essential that children learn quickly to be responsible for their words and actions so that they can take control of their lives and have input into their own learning. Responsibility is required, not a choice. Our Accountability Code clearly delineates the level of morally responsible behavior that is required in our school's community, and the consequences that are applied when that behavior is not forthcoming.

Nearly every child that comes into Bright Ideas is a child addicted to power, used to getting his way by controlling others. This natural desire that a child has to control his own environment sometimes has been perverted into the child controlling the adults with his behavior. At Bright Ideas we use his natural desire to control to teach him to control himself. We teach children to be inner-directed, yet we avoid the chaos of irresponsible choice-making by giving them the power to make decisions about their own lives. Within limits, children are given choices in how to behave and how to learn.

The Accountability Code below lists our goals of responsibility, the freedoms that living up to those responsibilities allows, and specific violations of the Code. Bright Ideas reserves the right to amend the Code as needed.

BRIGHT IDEAS CHARTER SCHOOL CODE OF ACCOUNTABILITY

1. I will show concern for others and be helpful. This is the goal of Courtesy. Being courteous shows respect, makes others show me respect, and results in a calm and orderly classroom. *Violations: rudeness, disrespectfulness, foul language, tardiness, arguing inappropriately, disturbing class.*

Disrespectfulness to an adult = 15 laps X each phrase
Foul language = sent home for the day
All other violations = 5 laps

2. I will spend my time productively and make consistent effort toward educating myself. This is the goal of Diligence. Being

diligent gives me the freedom to do project work, to be able to discuss work with others, the flexibility of deciding within a time frame when to work on a project, and the option of using varied media. *Violations: Neglecting to bring materials to class, not turning in assignments on time, not using materials properly, not completing homework, goofing off during class, note-writing, having prohibited materials such as CDs/players/phones/pagers/toys, moving around, horseplay, checking email during class, chat rooms, printing inappropriate material, or any off-task behavior or talking.*

All violations = 5 laps

Prohibited materials confiscated and given to parents

Prohibited computer use = See Carl Plummer

3. I will strive to present my creations in a way that will always bring pride and honor to myself, my class, and my school. This is the goal of Excellence. Doing excellent work gives me the opportunity to delve into subjects deeply, to use higher level thinking abilities frequently, to learn more and better. *Violations: Work is messy or done hastily, left much information out, no interesting material, no interpretation of material.*

Work fitting this description is not accepted and earns 5 laps.

4. I will strive in all ways for increase in wisdom as well as increase in knowledge. This is the goal of Self-Improvement. By improving myself I grow in spirit and knowledge and become more productive, more responsible, and able to take care of myself. I can learn ways of changing myself and my attitudes. *Violations: Repeatedly breaks Codes, indicates an unwillingness to change.*

All violations = 5 laps

Excessive violations of the Code can result in suspension or expulsion.

5. I will examine my own assumptions. I will try to see from the perspectives of others. This is the goal of Tolerance. By being tolerant I can learn positive communication, leadership, and social dynamics so that problems can be solved. *Violations:*

Harassment: all levels: laps X age

Fighting, physical contact, gossip: all levels: laps X age X 2

6. I will take responsibility for my words and actions. I will accept the consequences of my actions and remedy them. This is the goal of Responsibility. By being responsible I can remedy

my mistakes in words and actions. *Violations: won't run laps, willful disobedience, destroying property, violating lab safety rules.*

Won't run laps: Suspension until laps are run. Expulsion if student continues to refuse to run laps.

All other violations = 5 laps

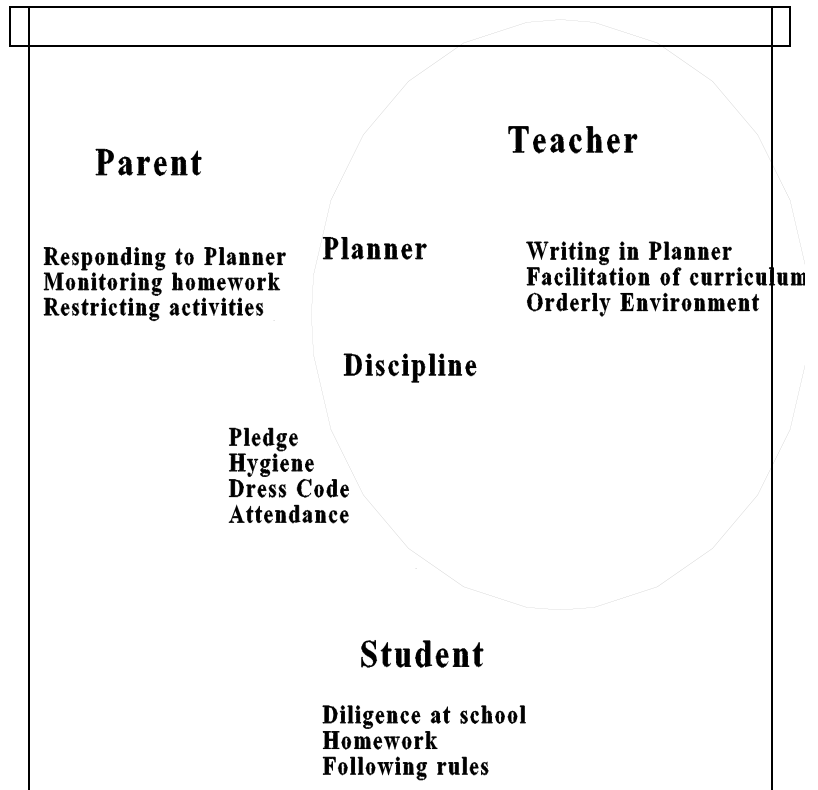
Property destruction = replace property

7. I will always be truthful and act honestly. This is the goal of Honor. By being honorable I can speak the truth and act honestly, and expect truth and honesty from others. *Violations: Lying, stealing, cheating.*

All violations = 50 laps

Realms of Responsibility

Bright Ideas is a school designed to meet the needs of any child willing to work hard and be a seeker and producer of knowledge. Our Code of Accountability delineates the ethical behavior required by our school's community, as well as the realms of responsibility for each party, with rewards and consequences to ensure accountability. The parents and students sign contracts (below) stating that they will support and comply with the Code. Breach of their contract can result in expulsion. Thus, all parties are held accountable for their actions. The staff is responsible for providing a safe, orderly, and effective school. The students are responsible for working hard, following the rules, attending school, and doing their homework. The parents are responsible for supporting the school by supporting our discipline policies, making sure an environment free from entertainment is provided for study, that homework is done, that their children attend school regularly,



and that their children are kept free from illegal activity. All students run laps for violations of the Code. Refusing to run laps results in suspension until laps are run, or expulsion if students continue to refuse to run. Students with disabilities that prevent them from adhering to the regular discipline program will adhere to the discipline program outlined in their ARD. Excessive violations of the Code or excessive absences can result in suspension or expulsion. Threat of harm to persons or property will result in immediate expulsion. The president of Connections Between Cultures® makes the final decision on expulsion. After enrollment, any activities that would prevent a student from being admitted to Bright Ideas (see admission exclusion) that occurs on or off campus will result in immediate expulsion. If parents refuse to support the Accountability Code, which was agreed to in their contract, the student can be expelled.

REWARDS AND CONSEQUENCES

Students are taught to be responsible for making the choice to follow the Code or to receive the consequences. After counseling and problem-solving, the consequence of running laps and losing privileges is given. The teacher may use her judgement in giving less than the maximum number of laps or in giving the sum of laps if more than one Code is violated. The maximum number of laps that may be carried out in one day is 10 for the Primary class, 15 for the Intermediate, and 25 for the Secondary. 7 laps around the playground equals 1 mile. Laps may be half run and half walked. If a lap consists of continuous running, it equals 1 ½ lap. With the parents' signed permission, that number can be exceeded. Unless a behavior is disrupting class, laps will be carried out before school, during recess and lunch, or after school. Laps may be carried out at home if validated by the parent and permission is given by the teacher. This is only if the student has a large backlog of laps. If a child is recovering from an illness, he must have a note to that effect, and may do his laps when a note saying he is well is received. If a student has been injured, he may do sit-ups or pushups instead with a note from home. If a student has a chronic illness that prevents him from running, arrangements can be made with his doctor for safe consequences. If the temperature outside with the wind chill is below 25°, or it is raining, students may run inside. If the student has proper outdoor gear, he may run outside when wind chill is below 25°. If a student refuses to run his laps, he is suspended from school until he decides to run his laps. If he continues to refuse to run, he is expelled from school.

Reward systems are different in each class and may change from time to time. The goal of these systems is to gradually relinquish responsibility for directing learning to the students, thereby supporting the growth of their self-directedness. Self-directed students work any time and anywhere, becoming very productive and motivated students. All reward systems are accounted for daily and attached to whether or not laps are run the previous day. Thus, students earn rewards by not earning laps.

Parents' Realm of Responsibility

At Bright Ideas, our goal is for our students to be trustworthy, responsible workers who do high quality work and meet their deadlines. As a result, our expectations of the parents may be different than expectations of parents at other schools. These Tenets may be helpful when parents and staff are assisting students through the difficult process of learning to take responsibility for their actions. Some children are naturally responsible, hard workers. For some children this is a difficult and often painful process, but it is an extremely necessary one in order for students to truly take control of their lives and their learning. When a student has trouble learning to be responsible, it takes all of us, the school, the parents and family, the child, and his peers to help him become more responsible. But once this process is mastered, these students become self-directed learners empowered to make the most of their education.

Parents' Tenets of Responsibility

As a parent:

1. It is not my job to do my child's homework.
2. It is not my job to sit next to him and help him unless he has first tried at least 3 times to do it by himself. He has had instruction, often quite extensive, at school. My child must first rely on himself, the information in front of him, and what he has already learned, when doing his work at home. It is not my job to hand feed him each piece of learning.
3. It is not my job to feel responsible for my child's acting irresponsibly---that is, to feel guilty or humiliated or sorry for my child when he is unhappy about receiving consequences. My own feelings will just get in the way and possibly give my child a person to whom to shift his own blame in the situation. It is my job to join with the school in taking whatever steps are necessary to create conditions that require a child to

become responsible for his actions, his deadlines, and his behavior.

As a parent:

1. It is my job to support the school's discipline policy and work requirements.
2. It is my job to withhold all forms of entertainment until homework is completed.
3. It is my option, if necessary, to attach an additional consequence if my child is not getting his work done at school and/or is getting laps.
4. If the use of a Parent/Teacher Planner becomes necessary, my job is to look in it each day to see what homework is due, and to make sure the work is done, and then initial it. If the PT Planner is not used properly, the pattern leading to failure will be accelerated.

Parent Pledge/Contract

As a parent, I am my child's first teacher. I want to participate in educating my child. I realize that my child spends less than one fifth of his time in school, and as a result, is educated and influenced by his other environments. My responsibility is to provide at least one hour per day of quiet study time at home for my child. During this time the TV, Nintendo, computer games, or other passive mind entertainment will be turned off and I, myself, will model studious behavior for my child. During this time my child will be engaged in self-directed study including: homework, reading, writing, math, project work, drawing, building, etc. Since a student's first job is to learn so that he may be gainfully employed as an adult, homework comes before entertainment. If schoolwork is consistently not completed, I will restrict my child from entertainment until good progress is made. If my child is consistently not completing his work, my child's teacher will use the Parent/Teacher Planner.

I want my child to live and learn in a safe environment free from drugs, sex, and violence. I know I can't protect my child completely from these, but steps can be taken to minimize and deal with my child's exposure to illegal behavior. Definitions of substances and behavior that are prohibited at school, on field trips, and at school functions follow. Drugs include cigarettes, alcohol, illegal drugs, abusive use of legal drugs. Sex includes kissing, sexual contact, pornographic materials, etc. Violence includes being associated with gang members, fighting, and possession of weapons, cigarette lighters, or other dangerous materials.

I pledge that my child will not possess any of the above or engage in any of the above behavior while at school, on field trips, or at school functions. I give Bright Ideas the right to search my child's person and personal property if my child is suspected of possessing any of the above items or engaging in any of the above activities. I understand that if there is evidence that my child is engaged in any of the above behavior, or associated with gang members, or in possession of any of the above materials, he will be immediately suspended from school for a period of time determined by the president of Connections Between Cultures®. The president may in addition decide to expel the student. Since criminal and adjudicated youths are excluded from admission, if my child is found to be engaged in the above illegal activities while off campus, he will be expelled. I understand that if my child threatens persons or property, this action will result in his immediate expulsion. State law requires expulsion from school for terroristic threat or false alarm committed anywhere. If my child refuses to run his laps, I know he will be suspended until he runs his laps, or expelled if he continues to refuse to run. I understand that willful nonparticipation and/or persistent violation of the Code will result in the following progression of disciplinary procedures: laps, suspension, expulsion.

I pledge to do my utmost to support the school's enforcement of the above and to support the Code of Accountability. I pledge to inform the president if I have any information of incidence of the above activities. I understand that, as a partner in my child's education, if I break this Pledge/Contract, then my child may be suspended or expelled from school. If I have any suggestions to improve this pledge, I will speak directly to the president.

Parent _____

Date _____

Student Pledge/Contract

I want to accomplish much in my life. I know that in order to do so I will have to work hard and be honest and responsible. This means I will study and complete my assignments in full and on time. I will always tell the truth and do what is right. I will follow the Code of Accountability and the laws of our state and country. If I am unclear about a point of the Code or about a law, I will ask a school authority.

I need to live and learn in an environment free from drugs, sex, and violence. I know I can't concentrate on my studies if I am engaged in these activities or worried about these things.

The following substances and behaviors are prohibited at school. Drugs include cigarettes, alcohol, illegal drugs, and abusive use of legal drugs and materials. Sex includes kissing, touching in private areas of the body, and pornographic materials, etc. Violence includes being associated with a gang, fighting, or possession of weapons, cigarette lighters, or other dangerous materials.

I pledge that I will not possess any of the above or engage in any of the above behavior while at school, on field trips, or at school functions. I give permission for my person or property to be searched if I am suspected of having any of the above items or engaging in any of the above activities. I understand that if there is evidence that I am in possession of the above or engaging in the above behavior, I may be immediately suspended for a period of time to be determined by the president of Connections Between Cultures®. The president may in addition decide to expel me. Since criminal and adjudicated youths are excluded from admission, I understand that if I am found to be engaged in the above illegal activities while off campus, I will be immediately expelled. Threat to person or property will result in immediate expulsion. State law requires expulsion from school for terroristic threat or false alarm committed anywhere. If I refuse to run my laps, I know I will be suspended until I do run my laps, or expelled if I continue to refuse to run. I understand that willful nonparticipation and/or persistent violation of the Code will result in the following progression of disciplinary procedures: laps, suspension, expulsion.

I am responsible for my actions. I know I can work hard, be honest, and responsible. I know that, because of that, I will succeed at school and in life.

Student _____ Date _____

LAP GUIDELINES

1. The teacher may use her judgment in giving less than the maximum for a single offense or in giving the sum of laps if more than one Code is violated.
2. Laps must be run outside unless it is raining, the field is wet, or the temperature is below 25° with the windchill. Students may run outside in temperatures below 25° if they have proper outdoor gear.
3. If a lap is continuously run without walking, it equals 1½ laps. Students must choose continuous running or run/walking before beginning the assigned laps.
4. Daily Lap Limits: K-3 = 10. 4th-6th = 15 7th-12th = 25. Teachers may require the use of a pedometer instead of counting laps. 7 laps = 1 mile.
5. Double Lap Limits: With the parents' permission, the daily lap limit can be exceeded. A Double Lap form is available in the office. Parents can also require that their children's laps be continuous running rather than ½ walking and ½ running.
6. If a child is sick or injured, which prevents running laps, a note must be sent to school detailing the medical problem and when he may begin running again.
7. If a child cannot run due to health problems or the weather, he may do wallsits for 30 seconds, pushups or crunches. 10 pushups or crunches = 1 lap.
8. If a student has a chronic physical problem that prevents him from running, arrangements can be made with his doctor for safe consequences.
9. If a student refuses to run his laps, he is suspended from school until he decides to run his laps. If he continues to refuse to run, he is expelled from school.
10. Excessive violations of the Code can result in suspension or expulsion.

Dress Code

Bright Ideas' Dress Code is casual and conservative. Students must be clean. Hair must be neat, not cut in a distracting manner, and if dyed, must be a human color. Generally, students must dress in a manner that is not distracting or shocking. This means dresses, skirts, and shorts must be fingertip length. No gang attire, cult clothing, or sexy clothing, as determined by the president, may be worn. Girls must be 13 to wear makeup. Only earlobes may be pierced. No tattoos may be worn where visible. No clothing with vulgar or demeaning messages, or messages promoting illegal activity on them may be worn. No hats

can be worn indoors. Scarves may be worn by girls only. The Dress Code may be expanded as deemed necessary by the president.

Foul Language Policy

Foul language is not tolerated at Bright Ideas. Students who use foul language are sent home immediately. This includes vulgar gestures. Anyone may report this offense. A list of foul words is available for viewing.

DUE PROCESS

Before a student may be expelled, the Board or its designee shall provide the student a hearing at which the student is afforded due process, which shall include the following:

1. Prior written notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation, including a written invitation to the student's parent or guardian to attend the expulsion hearing;
2. Right to a full and fair hearing before the Board or its designee;
3. Opportunity to testify and to present evidence and witnesses in his or her defense; and
4. Opportunity to examine the evidence presented by the school administration and to question the administration's witnesses.

REPRESENTATIVE

At the hearing, the student is entitled to an adult representative or legal counsel, who can provide guidance to the student and who is not an employee of the District. If the District makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the District may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

HEARING PROCEDURE

The notice should include the date and time of the hearing, the names of witnesses against the student, and the nature of the evidence. In an expulsion hearing, the District may rely on the hearsay evidence of school administrators who investigate disciplinary infractions. The decision shall be based exclusively on the evidence presented at the hearing and shall be communicated promptly to the student and parent.

Education Code 37.009(f); Brewer v. Austin ISD, 779 F.2d 260 (5th Cir. 1985); Keough v. Tate County Bd. of Educ., 748 F.2d 1077 (5th Cir. 1984); Tasby v. Estes, 643 F.2d 1103 (5th Cir. 1981); Boykins v. Fairfield, 492 F.2d 697 (5th Cir. 1974), cert. den. 95 S.Ct. 1350 (1975)

APPEALS

A decision by the Board's designee to expel a student may be appealed to the Board. A student with a disability shall not be excluded from his or her current placement pending appeal to the Board for more than ten days without admission, review, and dismissal (ARD) committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, unless the District and parents agree otherwise, a student with a disability shall remain in the present education setting. *Education Code 37.009(f); 34 CFR 300.513, 300.533*

REFERRAL

The District shall refer an expelled student to juvenile court in the county in which the student resides. *Family Code 52.041(a)*

9-29-00

Date Adopted

SCANS WORKPLACE COMPETENCIES: BRIGHT IDEAS PROVIDES SKILLS

In addition to following the Accountability Code, Bright Ideas' program requires its students to develop and use SCANS workplace competencies. Our project-oriented learning and performance-based assessment demands the use of SCANS in order to produce quality projects and performances. Long before the U.S. Labor Secretary's Commission on Achieving Necessary Skills' report was issued, Bright Ideas recognized that these skills, along with behavior adhering to the Code, were vital to our students' ability to get and keep a high-paying job. These skills are also necessary to higher-level thinking and learning. Below, each SCANS definition is followed by an asterisk (*), indicating how Bright Ideas' program prepares its students for success in the 21st century.

RESOURCES: Identifies, organizes, plans, and allocates resources

- A. Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
 - * Bright Ideas' use of negotiated contracts for work and projects teaches children to manage their time wisely. Rewards and consequences are attached to add incentives for doing so.
- B. Money - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
 - * The older children use these skills to plan field expeditions.
- C. Material and Facilities - Acquires, stores, allocates, and uses materials or space efficiently
 - * Children are responsible for collecting materials to put together their project presentations. They are also responsible for using safely and putting away properly any tools or equipment needed. They are responsible for their classroom's appearance as well as the appearance and safety of their workspace.
- D. Human Resources - Assesses skills and distributes work accordingly, evaluates performance and provides feedback
 - * If children choose to do a group project, the group leader is responsible for gathering collaborators and directing the project, and if necessary, writing a contract between the members. Class meetings are held regularly to gather input from the children to evaluate class rules, evaluate schedules, and solve any ongoing problems.

INTERPERSONAL: Works with others

- A. Participates as Member of a Team - contributes to group effort
 - * Children are instructed in group process and are counseled extensively in interpersonal skills. Moreover, children must learn to use well their interpersonal skills because there are consequences if they do not choose to use them.
- B. Teaches Others New Skills -
 - * Students plan and make presentations to younger children in other classrooms, to each other in their own classroom, and to audiences of all ages at Culture Fairs. Through our "buddy system", new students are given a buddy for one month. This buddy is responsible for training the new students in Bright Ideas' methods.
- C. Serves Clients/Customers - works to satisfy customers' expectations

* At Bright Ideas, the "customer" is society and the students' future employers. At all times, the children's focus is on producing a superior "product" of themselves to make our society a better place.

D. Exercises Leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

* Students are encouraged to give input on how to change systems, rules, and curriculum to better serve them and society. Students are listened to, because they are in a position to give real insight on the effectiveness of our strategies. Because the students are perceived by the staff as the future leaders of our society, our curriculum is designed to give them an understanding of the long view of history. They are taught the reasons for civilizations' advances and failures, so that they will not make the same mistakes as our ancestors, which will lead to a better tomorrow. They are taught how to lead positively in order to best utilize the strengths of others, and how to transform their followers' weaknesses into strengths.

E. Negotiates - works toward agreements involving exchange of resources, resolves divergent interests

* Students of all ages are instructed in negotiating and problem-solving. They are expected to solve problems between each other and are guided in developing positive solutions. Older children work within negotiated contracts for their projects and work, having input into their choices.

F. Works with Diversity - works well with men and women from diverse backgrounds

* Students are enabled to see that different people have different strengths and that all are necessary to move a team effort forward. They are also helped to see that all people share commonalities.

INFORMATION: Acquires and uses information

A. Acquires and Evaluates Information

- From the 1st - 12th grade, students are taught to research and take notes from all the resources at the school, libraries, and from the Internet.

B Organizes and Maintains Information

* Students design their own projects, with assistance at first.

C. Interprets and Communicates Information

* From notes and various media, students design project presentations to teach what they've learned in their research to students of all ages at Culture Fair. Project presentations require that students gather, organize, and integrate information.

D. Uses Computers to Process Information

* Computer processing is used to speed production of the verbal and written portions. Students must then create a quality presentation that shows a deep knowledge of the subject.

SYSTEMS: Understands complex interrelationships

A. Understands Systems - knows how social, organizational, and technological systems work, and operates effectively with them

* The best way to learn about systems is to deal effectively with your responsibilities within those systems. Our students are expected to interact, live, and work responsibly. If they do, they have more freedom within that system, and more input into the workings of those systems. If they do not, they have to face the consequences of not being responsible.

B. Monitors and Corrects Performance - distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects malfunctions

* Since the students are treated as an integral part of Bright Ideas' system, and since their input is valuable, they are expected to take advantage of their numerous opportunities to point out trends and causes, predict impacts and consequences, and suggest improvements. This applies to their own academic, social, and productive growth, as well as to their classmates' and the school's growth and change.

C. Improves or Designs Systems - suggests modifications to existing systems and develops new or alternative systems to improve performance

* Because of their continued experience modifying systems in their immediate work environment, students are responsible for suggesting alternatives. Often students are presented with a problem observed by the staff for which the students' own expertise "as students" is necessary to solve the problem. The students suggest options, which the staff uses to devise an agreeable solution.

TECHNOLOGY: Works with a variety of technologies

- A. Selects Technology - chooses procedures, tools, or equipment including computers and related technologies
* "Technology" is using tools, equipment, and materials to solve a problem or complete work. Project-learning requires that students select tools, equipment, and materials to complete their tasks.
- B. Applies Technology to Task - understands overall intent and proper procedures for setup and operation of equipment
* Using tools, equipment, and materials properly is an item in our Code of Accountability that carries consequences for improper use. Increased freedom with technology is acquired through demonstrated responsibility. Students use the computers daily to complete their work and are familiar with Word, Excel, PowerPoint, and other programs.
- C. Maintains and Troubleshoots Equipment - prevents, identifies, or solves problems with equipment, including computers and other technologies
* Being able to troubleshoot your equipment is a necessary part of project-learning and developing presentations. If a glitch occurs, the student is expected to attempt to fix it or ask for help in learning how.

BASIC SKILLS: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. Reading - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
* From the beginning, students of all ages read authentic materials of all kinds, not watered down textbooks.
- B. Writing - communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, PowerPoints, and flow charts.
* Bright Ideas' emphasis is on real use of written material and production of writing for real audiences. Students are encouraged to develop many different types of written products for use in presentations.

C. Arithmetic/Mathematics - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

* Our emphasis is on solving real problems with math, keeping in mind that most problems have more than one answer and more than one way to find the answer. However, the emphasis is on achieving a high level of proficiency in math skills as well.

D. Listening - receives, attends to, interprets, and responds to verbal messages and other cues

* Because of our more open atmosphere, the students must communicate productively to function profitably, and much attention is given to solving on-the-spot communication problems.

E. Speaking - organizes ideas and communicates orally

* Children are taught how to get their point across, how to persuade, and how to present their projects profitably.

THINKING SKILLS: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. Creative Thinking - generates new ideas

* Students must generate their own ideas for projects. At first, they are given choices of topics from which to choose.

B. Decision Making - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

* The children must go through the steps of decision making in all areas of their school lives: designing projects, interpersonal conflicts, amount of productive effort and academic progress, and growth of internal philosophies. The staff feels it is their duty to guide the children, sometimes firmly.

C. Problem Solving - recognizes problems and devises and implements plan of action

* Students are responsible for solving problems affecting them or at least providing constructive input toward a solution.

D. Seeing Things in the Mind's Eye - organizes and processes symbols, pictures, graphs, objects, and other information

* Through drama, role-playing, and visualization, children are taught to use their imagination as a tool for production.

E. Knowing How to Teach - uses efficient learning techniques to acquire and apply new knowledge and skills

* Students are taught how human brains work, encouraged to listen to how their own brains work best, and taught strategies for applying that knowledge toward increasing their productivity and their audience's learning at Culture Fair.

F. Reasoning - discovers a rule of principle underlying the relationships between two or more objects and applies it when solving problem

* "What did you learn from that mistake? What should you do next time to avoid that? Why do you think that happened? What is going to happen?" These are questions asked constantly by the staff to teach children to reason in personally applicable moments - teachable moments. Of course, reasoning is also taught within academic problem constraints as well.

PERSONAL QUALITIES: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. Responsibility - exerts a high level of effort and perseveres toward attainment

* The Code of Accountability demands responsible behavior and productive effort. Rewards and consequences are applied to ensure that growth occurs.

B. Self-Esteem - believes in own self-worth and maintains a positive view of self

* The Code of Accountability demands high standards, and consequences are applied, but caring counseling and personal rapport with the students ensure that the students feel that they are worth the trouble it takes to achieve those standards.

C. Sociability - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

* As specified by the Code of Accountability, the children must interact responsibly. They are instructed in how to interact, and they are also required to interact responsibly and to attempt to understand the others' points of view.

D. Self-Management - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

* The use of negotiated contracts for work gives the students experience in goal-setting, time-management, and self-control. The Code ensures that they choose to learn to control themselves.

E. Integrity/Honesty - chooses ethical courses of action

* The Code applies to students as well as staff, ensuring that ethical models are available to students as well as requiring that all maintain a high standard of ethics.