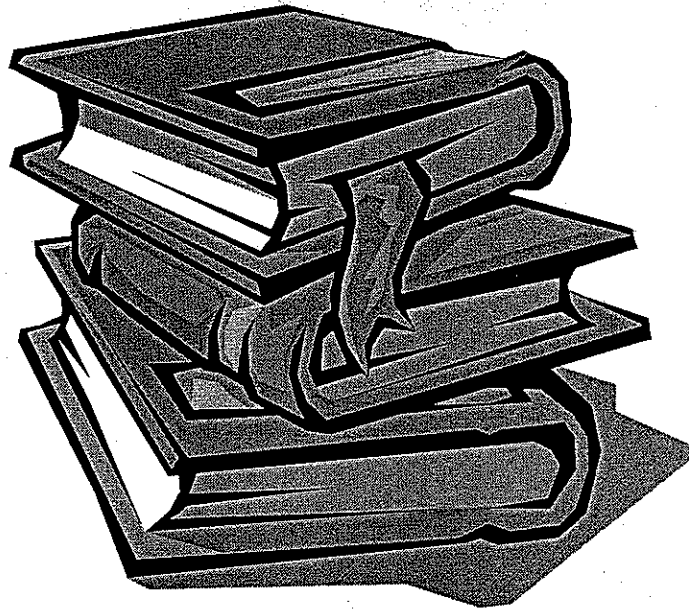


**Garden City
Character Education
and
Behavior Plan**



Character Education

The components of Character Education include:

1. Knowing the good (decision making).
2. Wanting the good (self control, empathy and self-esteem).
3. Doing the good (forming positive habits).

Philosophy

Garden City Elementary believes in consistent and appropriate academic behaviors which foster a positive and successful school environment. We nurture the following:

- positive social skills
- development of a positive self image for everyone
- high academic standards
- respect and acceptance of all people and their right to learn
- development of individual potential
- development and usage of conflict resolutions strategies

With these beliefs and goals in mind, we center our plan around three behavior expectations – Respect, Responsibility, Belong, and three academic expectations – Effort, Quality, and Consistency.



School-Wide Expectations

Posters of Respect, Responsibility, Belong, Effort, Quality, Consistency are displayed in each room. Students attend an assembly each month that stresses one or more of these expectations. Students are expected to define their meanings as to what the words look like, sound like, and feel like.

Providing Conflict Resolution Skills

Student Responsibility

While every student has the right to be free from harassment, they also have the responsibility to be proactive in preventing and resolving all types of harassment. We encourage students not to be victims by:

1. reminding them they help set the atmosphere in their room or the building by their action or inaction.
2. insisting all students use stop, walk and tell on a regular basis.
3. insisting that students take an active role in orienting new students in respect, responsibility, and belong.

Stop, Walk, and Tell

Every student has the right to be safe, comfortable and free from "harassment." Students are encouraged to attempt to resolve the types of problems they may encounter while standing in line, at recess or even in class.

One such strategy is "Stop, Walk and Tell."

1. Student assertively tells the "harassing student" to STOP that behavior.
2. If the "Harassment" continues, student should WALK away from the situation.
3. If the harassment still continues, student should tell an adult.

Mediation

Mediation is a process. Students are encouraged to use mediation on their own when there is a conflict. Mediation is used when two or more disputants agree to use this process to solve their problem. If a problem solving referral slip has been issued due to this conflict, the consequences remain as stated.

Process:

1. Disputants agree to use the mediation process and its rules.
2. Each person describes what happened and their feelings.
3. Each person repeats the other person's concerns and feelings.
4. The disputants brainstorm possible solutions.
5. All agree to solutions that are fair, balanced, specific, and workable for everyone involved.

We see this as a progression of skills:

1. The problem solving process described above.
2. Mediation: a process of conflict resolution facilitated by an impartial third person.
3. Negotiation: Conflict resolution without a mediator.

Community Building

Purpose: To develop a sense of community within our school by continuing to teach and reinforce Respect, Responsibility and Belong.

Methods to accomplish this purpose include, but are not limited to:

- nametags. Each student and staff member will wear a badge bearing their name.
- classroom morning meetings.
- cooperative learning – group or partner classroom learning.
- cooperative games.
- academic choices.
- “take a break” – self-monitored or teacher directed time to reflect on student’s own behavior.
- “circle up” – school-wide signal to line-up.
- universal quiet sign – school-wide signal for quiet and attention to adult.

Opportunities used to celebrate classroom success include activities with a buddy class, classroom and/or grade level celebrations, and school-wide sharing and recognition.

Discipline/Consequences

Incident 1: Student is asked to state why they are in school. (i.e. "We are here to learn.")

Students are asked to state the expectation they chose not to follow – respect, responsibility, belong. (i.e. "What is your responsibility right now?") A reminder is given and recorded for that student.

A consequence will follow: If student makes a good choice, teacher follows through with praise or some positive reinforcement. If student makes a poor choice, this is considered incident 2.

Incident 2: A second reminder is given and a "consequence" may be assessed, to be determined by the teacher. (Often this is some form of "take a break.")

Incident 3: A third reminder is given; a problem solving referral slip is completed.

- Student is sent to the office with the problem solving referral slip, or the Intervention Teacher is called to pick up the student.
- The Intervention Teacher waits until the student is calm.
- Student states the expectation they need to follow, and develops a plan to return to class.
- This problem solving referral slip is to be signed by the parent(s) and returned the following day.

Incident 4: If a fourth reminder is given again that day, the student returns to problem solving to spend a longer period of time with the Intervention Teacher.

Severe Behaviors: Problem solving referral slip is completed describing the incident, and student is sent to problem solving.

Consequences for severe behavior will be determined by district policy and procedure.

Parents are contacted directly for any of these severe behaviors:

Behavior

- Fighting/aggression
- Severe defiance
- Harassment/threats/bullying
- Destruction/theft/vandalism
- Weapons issue

Repeated Incidents:

Student repeatedly receives problem solving referral slips for the same behaviors. Possible interventions may include:

- phone calls
- recess detention
- in-school or out-of-school suspension
- parental involvement plan
- social skills class
- behavior plan
- referral to SST (Student Support Team)
- loss of privileges



Garden City School Dress Code

In accordance with District Policy and approved by Garden City Site Council.

Clothing must:

- cover entire midsection, front and back.
- have no language or illustrations that are offensive.
- not represent gang affiliation.
- not have "spaghetti" straps, rather straps should be age appropriate or shirts with spaghetti straps must be covered with an over-shirt.
- underwear must be covered by outer clothing at all times.

Shorts and skirts must:

- have a hemline that extends no less than half way between hip and knee.

Jackets and coats must:

- be kept in locker, not worn during the school day.

Headwear:

Headwear is prohibited—except for school-sponsored events and/or for cultural, religious, or medical reasons, with the approval of the principal.

Wallet and belt chains:

- are not allowed in the school.