

Code of Conduct / Behavior Guide Discussion September 25th

Garrett Elementary



“Without Self-Discipline, success is impossible, period.” - Lou Holtz

“Discipline of others is not punishment. You discipline to help, to improve, to correct, or to prevent. Not to punish, humiliate, or retaliate.” - John Wooden

My view on Behavior/Discipline

Dr. Melton – Principal

We are all taught most of what we know in life. Our environment, experiences, values, and many other areas of our day to day life mold who we are. This is never more evident than in the life of a child. Sometimes with no real intention, we as adults can teach a child a behavior or view of the world that is unhealthy or unwanted. As adults we also tend to lean to the idea that children should know right from wrong when in fact that is typically not the truth. They know right and wrong based on what they are taught at home but not always with an idea as to how that works for each of the thousands of circumstances they will face in their life. Assuming that children know right and wrong is a recipe for failure.

Because of this, we at Garrett Elementary try to continue the work that you the parent do at home and work with them proactively as well as retroactively. We teach Expectations for various aspects of our school day. We place interventions with students that are struggling to adjust. We look at each child and incident with a new lens, understanding that every child and concern is A different one with a new learning opportunity. It is our goal to teach socially and emotionally as well as academically. That being said, at times consequences including possible suspension are at times necessary. Today I hope to explain how we at Garrett Elementary address behavior concerns and work to keep all students happy and safe.



Topics for tonight

- **Chain of Command at Garrett Elementary**
- **Behavior Guide**
- **Behavior Flow Chart - “What happens?”**
- **Communication Loop**
- **What interventions are used?**

Chain of Command

Chain of Command:

1. **Principal** - Always assigns consequences for behavioral concerns. When available, is the one who contacts parents about consequences. Is responsible for reviewing or conducting investigations.
2. **Counselor** - Sometimes is the first responder and always tries to work with the child on strategies to stay out of trouble or correct an unwanted behavior. Takes the place of the Principal when the Principal is not available.
3. **Instructional Coach** - Takes the place of the counselor when the Principal and Counselor are not available.
4. **Reading Specialist** - Takes the place of the all three when none are available. In this case, a principal of a nearby elementary school is also contacted for possible assistance.

**Special School District Teachers and our New Beginnings Classroom teacher assist when appropriate.*

**In extreme cases, Hazelwood Security officers are called for assistance.*

Behavior Guide

- <https://www.hazelwoodschoools.org/site/handlers/filedownload.ashx?moduleinstanceid=11624&dataid=15891&FileName=Handbook%20and%20Behavior%20Guide%20-%202019.2020%20Revision%20V-8%208-1-19.pdf>

MISSION STATEMENT: We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

VISION STATEMENT: HSD will foster lifelong learners, productive citizens, and responsible leaders for an ever evolving society.

The Hazelwood School District desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements and in which all staff can work in an atmosphere free from disruption that impedes learning.

Behavior Flow Chart – What Happens?

Admin - Identify the incident and all **students** involved or review the referral submitted by the teacher/staff member. Allow all **students** involved to submit a statement written on the HSD statement template. Process with both parties or all individuals to allow for due process. Make a determination given the facts and then refer to the behavior guide for guidance given each individual case. The **student's** prior behavior incidents should also be considered before assigning a consequence and or plan. Inform the students, parents, and supervising teacher/HSD staff member of the consequence and or plan going forward.

Teacher/Staff – Identify the incident and all involved, and refer to the PBIS manual (Garrett) to determine whether it is classroom managed or office managed behavior. Regardless of the type, the teacher needs to ensure the safety of every student first before moving forward with any processing/talktime, calls to parents, and or classroom consequences. The teacher and or staff member is expected to contact the parents of students who are involved and record it in SIS.

Parent – Discuss consequence and or intervention plan with administration or teacher/staff. Be prepared and open to helping with the plan or to discuss other options.

Student - Discuss consequence and or intervention plan with administration or teacher/staff. Be prepared and open to helping with the plan or to discuss other options. Be prepared and willing to participate in a restorative practice.

Communication Loop

What and to whom is the communication given to when an intervention/consequence is warranted?

Admin - Inform the students, parents, and supervising teacher/HSD staff member of the consequence and or plan going forward.

Teacher/Staff – Communicate the concern and or incident with the parent or guardian as soon as possible. Preferably the same day. Send in writing, the information regarding the incident to the building principal.

Parent – Participate in the conversation with the teacher/staff or administrator about the incident and the consequence/intervention.

Student – Participate in a discussion with the teacher/staff or administrator about the incident and the consequence/intervention and prepare to participate in a restorative practice.

Asst. Sup for OSS/ISS – Send a copy of the suspension letter to the supervising Assistant Superintendent the same day of the incident.

Interventions

- We utilize PBIS (Positive Behavior Intervention Supports) school wide. This includes universal language, expectations, Boot Camps, and reward systems such as GOTCHAS. The areas covered by PBIS are: Responsibility, Respect, Cooperation, Safety, and Positivity. *A new but large focus for us is Kindness
- We utilize the 7 Habits of Effective Students. This language is discussed weekly with a different focus on one particular habit a week.
- We have a full time counselor who does social skills groups and meets with students when they need her. We also have a Social Worker who assists with this two and a half days a week. The Zones of Regulation are often taught along with Mindfulness techniques.
- **New Beginnings Classroom - TOUR**
- Restorative Practices
- NCI Training and Trauma training for staff members
- Class Meetings
- Character Education
- Garrett Houses and Families
- Outside resources such as the Girl Scouts, Jewish Family Services, Family Solutions for Kids, Foster & Adoptive Care Coalition, and many more.