

Granite Hill School's Behavior Management Plan

At the that Granite Hill school, we believe that educational success depends largely on the development of social skills, and the desire to better oneself. Without social skills, students cannot participate in the educational process in a meaningful way. Our model is not deficit based, in other words, we do not view the student as disabled or emotionally troubled. Instead, we use a contextual model; creating an environment whose social context is right for individual prosperity and student success. Future success also depends largely on an ability to interact successfully in a wide variety of social situations, the development of prosocial skills is an essential cornerstone of our educational philosophy. Likewise, educational and life success is highly dependent on the content of one's character.

At Granite Hill school we strive to develop the **R.I.G.H.T. Character** for each student we serve. the elements of a **R.I.G.H.T. Character** are:

- **Respect**-Treating all others with patience, understanding, and honor.
- **Integrity**-Acting in a manner that is responsible and accepting of responsibility.
- **Good Citizenship**-Acting in a manner that promotes the common good.
- **Honesty**-Truthfulness in word and deed.
- **Tolerance**-Willingness to recognize and respect the differences between yourself and others.

Granite Hill School strives to be a school of mutual respect and dignity. All of our staff have been trained in therapeutic techniques when working with disciplinary issues. The school provides an environment where students are encouraged to work through their issues and develop new behaviors for managing their emotions in the future. When a student's behavior warrants consequences, a communicative process is completed. This dialogue provides an opportunity for students to recognize what about their behavior was inappropriate. It is also a time to administer consequences for the inappropriate behaviors. Our Code of Conduct outlines the expectations and possible consequences of a student's behaviors.

Conduct

Students are expected to be cooperative and respectful at all times. This respect and cooperation extends to all staff, students, and visitors. Examples of cooperation and respect are:

- Completing assignments and staff requests with a polite and positive demeanor.
- Participating in all aspects of the Granite Hill School program.
- Using appropriate language while avoiding subjects of a sexual or violent nature.
- Refraining from the use or possession of illegal substances, weapons, alcohol, or tobacco.
- Refraining from aggressive acts of all kinds, including verbal aggression, threatening, and bullying.
- Following the rules of the school and the classroom.

- Remaining in the assigned classroom or area until dismissed by the staff.
- Being truthful in word and deed.
- Respecting the personal space and property of others.

Students who do not maintain appropriate conduct are subject to disciplinary action that may include the following:

- Loss of privileges
- Afternoon detention
- Restitution through community service
- In school suspension
- Out of school suspension
- Suspension from activities, field trips, or athletics
- Expulsion from school

Repeated behaviors will result in moving along a consequence continuum that becomes more severe with each infraction. An example might be, skipping class may result in a loss of privileges for a first offense, move to detention for a second offense, and on to ISS for a third offense.

The following behaviors are considered unacceptable and will result in an immediate consequence and most likely notification of the local police:

1. Physical assault or serious threats of assault.
2. Intentional damage to property.
3. Use or possession of a weapon, explosive (including fireworks), look alikes, or anything which could reasonably be used as a weapon.
4. Use or possession of tobacco, any drugs other than those prescribed (see medication policy), alcohol, snuff or misuse of prescribed medication.

In extreme cases, staff may be required to intervene physically. These situations require therapeutic interventions designed to help a student regain control of himself so that he and others may be safe. Selected staff have been trained through an approved model and utilize the *Handle With Care* techniques. These techniques are used when a student is out of control and in danger of hurting themselves or others. Any student who requires this level of intervention may not be allowed to remain at Granite Hill School. An alternative placement will be found in which the student can receive that level of care.

BEHAVIORAL STRATEGIES

In an attempt to avoid the above situations or other consequences, the Granite Hill School offers a behavioral program that consists of two components: a positive reinforcement system, based on an Individual Social Development Plan-ISDP (point sheet) and the use of reflective space to offer support in problem solving and emotional regulation

Individual Social Development Plan

(Also known as a student's ISDP or "point sheet")

In order to assist students in achieving the social skills that will be needed for success in adult life, each student has an Individual Social Development Plan (ISDP). The ISDP or Point Sheet is a structured way to reinforce prosocial behaviors. The ISDP has goals that are derived from the five core competencies of Social Emotional Learning (CASEL, 2017); Self-awareness, self-management, social-awareness, relationship skills, and responsible decision making. Students are reinforced in these five areas throughout the entire school day. In addition to the reinforcement section of the ISDP there is section where points can be lost for exhibiting behaviors that do not promote positive social development.

The ISDP is scored daily and then a weekly percentage is calculated for each week. Each student must achieve their weekly goal in order to access the rewards program on Fridays. The student selects a reward of choice relative to his/her earned level for that week. There are three levels of Rewards: A, B, C and then Non-rewards for students who do not make their percentage level for the week. Levels A, B, and C are distinguished by the number of times a student has been sent to the planning room and/or severity of incident reports. The Granite Hill School staff make every effort to provide students with activities they select or would prefer, giving preference to those students that are on level A.

Students on non-rewards are given the option of physical activity, community service, or a classroom based activity for the two hours of the Friday afternoons..

In order to encourage continued growth, when a student demonstrates proficiency for 3 months in an area described by the ISDP, the goal will be changed. Each goal will be changed as determined by a review of point data and classroom teacher input. The goals will challenge students to increase their Social Emotional skill set following the competencies from CASEL and rubrics established by the Austin Independent School District (AISD) and adopted by the Granite Hill School.

The data from these ISDP sheets is collected and used to determine multiple aspects of a student's program. The weekly data is averaged for a monthly assessment of how a student is progressing in the program and the monthly reports are used for a continual year-long analysis.

Reflective Space: The Planning Room

The Planning Room is an integral part of Granite Hill School's Behavior Management Program. The Planning Room is available for students to access at all times. The Assistant Principal manages the Planning Room program and is readily available to work with students. The purpose of the planning room is to give students a space, outside of the classroom, to develop the necessary social emotional skills outlined by Casel and the AISD rubric. The planning room staff are skilled; in the areas of Social Problem Solving (Elias and Tobias), Collaborative Problem Solving (Green), and Choice Theory (Glasser).

- Students can choose to enter the planning room as a self-regulatory skill (Choice Breaks):
 - To remove themselves from a potentially negative or troublesome situation
 - To take a time-out
 - To discuss dilemmas they may be experiencing

OR

- Students can be sent to the planning room for inappropriate behavior (Teacher Initiated Breaks):
 - Students are required to process the
 - Students are required to identify their feelings and actions.
 - Students, with the help of staff, are required to develop a plan to respond differently and more appropriately in the future.

Data is collected on the frequency and purpose of all visits. This data is used to help meet the behavioral needs of both the individual student and the students as a whole.