

Granite Hill Middle School Behavior Management Plan

At the Granite Hill Middle 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.

The Middle School program strives to develop the SEAL of Character for each student we serve. The elements of the SEAL of Character are:

- **Social-** Appropriate interactions with peers and adults.
- **Emotional-** Accurately identify and work toward regulating one's feelings.
- **Academic-** Participates in the classroom activities.
- **Leadership-** Steps up to guide peers in the classroom and other activities.

Granite Hill Middle 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 challenges 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 Middle 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

Refusal of the consequences or repetition of inappropriate behavior may result in further disciplinary action. 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 himself or others. Any student who requires this level of intervention may not be allowed to remain at Granite Hill Middle 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 Middle 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 and huddle to offer support in problem solving and emotional regulation

The Individual Social Development Plan-ISDP(point sheet)

In order to assist students in learning universal social skills that are vital to success in adult life, each student has an Individual Social Development Plan. The ISDP provides a tool for students to be recognized for their prosocial behaviors. This individual plan identifies goals for each student. When a student begins at the school, they are given a universal set of social emotional goals. The prosocial point gains focus on the development of skills identified in the five core competencies set forth by the Coalition for Academic Social and Emotional Learning (CASEL). Earned points may be redeemed for rewards items, special trips and activities each afternoon. There are four levels of Student Rewards: Full, Free, On-campus and Non-rewards. The levels are determined by the percentage of points earned in combination with any incident reports or other disciplinary action that may have occurred during the day. The student selects a reward of choice relative to their earned level for that day. Granite Hill Middle School staff makes every effort to provide students with activities that are self-selected. Those who do not earn enough points for the day (Non-rewards) remain at the school and complete missing work, social skills activities in a classroom setting or a community service type project.

In order to encourage continued growth, when a student demonstrates proficiency for three 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.

Additionally, the data from these ISDP sheets is collected and used to track behavior patterns and the development of social skills. Analysis may show patterns of difficulty from day to day or week to week. The data is also averaged and charted for twice quarterly reports as well as year-long analysis.

The Use of Reflective Space

The use of reflective space, both as an individual and as a group, is an integral part of the Granite Hill Middle School Behavior Management Program. The use of reflective space is available for students to access at all times. A behavior specialist is always available to work with the student while reflecting. The students are taught how to identify and regulate their emotions using a Problem Solving Model. Additionally, students are given the opportunity to learn the benefits of brainstorming and identifying positive and negative outcomes to their choices.

If during the course of a class, a student or students begin to struggle behaviorally, a huddle may be called. Huddle is a process of open dialogue between all students and faculty about current behaviors that may be having a negative impact on the group. The desired outcome would be a plan agreed upon by all involved to move forward in a positive way. If the huddle is

not effective in correcting the behavior, or at any other time, a student may access out of class reflective space.

- Students can choose to enter a reflective space as a self-regulatory skill:
 - 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 a reflective space for inappropriate behavior:
 - Students are required to process the behavior.
 - 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.

Once a student has developed a plan and the student has processed with staff, the student may return to the classroom. Upon return to the classroom, the class will sit in huddle to discuss the behavior plan. In this huddle the teacher and peers can offer suggestions and feedback to the student. The Behavior Coach will also follow up with the teacher, outside of class time, to ensure that the student's behavioral needs were met. The Behavior Coach keeps a record of the frequency and purpose of all uses of reflection, as well as recording it on the ISDP. This data is used to help meet the behavioral needs of both the individual student and the program as a whole.