

SUGAR VALLEY RURAL CHARTER SCHOOL

POLICY NUMBER: 240
SECTION: PUPIL
TITLE: **POSITIVE BEHAVIOR SUPPORT / DISCIPLINE**
DATE ADOPTED: OCTOBER 2008
DATE LAST REVISED:

POSITIVE BEHAVIOR SUPPORT / DISCIPLINE

PURPOSE

The purpose of this policy and procedure is to provide guidance to all SVRCS Staff, Volunteers and Contractors in the requirement for support of positive behavior and definition of acceptable discipline methods.

AUTHORITY

Performance Standard 1304.21(a)(1)(i-ii), 1304.52 (h) (1) (i-iv)

DELEGATION OF RESPONSIBILITY

All SVRCS Staff

GUIDELINES

It is the policy of SVRCS to provide all students with support for positive behavior that is conducive to the development of social competence in the individual and a learning atmosphere that provides safety to all students and staff and an environment in the classroom in which opportunities for learning are optimized.

SVRCS Staff will identify children that have demonstrated potentially negative or challenging behaviors in the classroom or at home. Through documented observation, and/or in collaboration with parents, staff will develop strategies that provide for the individual needs of the child to find socially acceptable ways in which the child may obtain or remove the causal factors of challenging behaviors and to provide support for positive productive emerging behaviors.

SVRCS Staff, Volunteers and Contractors will not engage in the physical restraint of any student, unless there is a real and present danger of serious injury to the student, other students or staff. When such restraint is used, full and complete documentation of the incident and the actions taken will be reported immediately to the CEO.

Procedure:

Staff will directly teach classroom rules, expectations and behavioral requirements to students.

- They will discuss adult expectations in an age appropriate manner and on a daily schedule to ensure that all students are aware of what is expected of them
- Staff will ensure all students have been taught acceptable means of satisfying requirements for their behavior

As early in the school year as possible and on a regular basis, staff will review learner performance and progress should be reviewed on a regular basis and in a systematic manner to identify students who are:

- a. Making adequate progress
- b. At some risk of failure if not provided additional assistance
- c. At high risk of failure if not provided specialized supports

As soon as patterns of challenging behaviors emerge, staff will seek the advice and assistance of their immediate supervisor.

Staff and supervisors will develop plans for assisting children in finding acceptable ways of meeting their needs.

Plans will include a determination of the need for referral to appropriate professionals for assessment.

The Support Service Director will be notified before any referral is made.

Staff will develop curricular plans that will address the behaviors without humiliating or punishing the student.

Plans will identify the role of each staff member, volunteer and contractor in the implementation of plans so that an orchestrated and coordinated approach to providing positive support to appropriate behaviors can be achieved.

Staff will discuss and plan for inappropriate behaviors presented by identified student in advance.

For students whose behaviors present minor problems, informal plans may be made that staff will implement on a regular and consistent basis to assist the student to conform to expectations of appropriate behavior.

For students who present more aggressive and disruptive behaviors; staff will develop a formal plan of addressing identified children's behaviors that center on concerted efforts by staff to identify and reinforce appropriate behaviors for the student, when they occur.

Students who develop a pattern of challenging behaviors will be discussed in staff meetings to identify:

1. The antecedent or triggers for challenging behaviors.
2. How behaviors are expressed.

3. The consequences of the behaviors that are reinforcing the undesirable behaviors.

Staff, Volunteers and Consultants will support the behaviors of identified children in a manner that will assist the student in identifying and developing the skills necessary to function appropriately in his/ her present school environment and at home and prepare him for his/her future experiences in his or her adult life.

Environmental, curricular, and classroom routine will be evaluated for factors that may trigger or reinforce inappropriate behaviors of the student.

Students who do not respond to classroom planning and program individualization will be referred to the Positive Behavior Support Team. Appropriate team members will observe the classroom and child prior to convening a team meeting to address the challenging behaviors.

Guidance:

All SVRCS staff will adhere to the philosophy of positive behavior support.

- Build Positive Relationships with Students, Families and Colleagues
 - Be consistent with students and notice when they are following expectations
 - Communicate with Students at eye level and in a respectful manner
 - Verbally interact with children during routines and activities
 - Participate in children's play/ student activities when appropriate
 - Show respect and consideration to all
 - Examine own attitudes toward challenging behavior
- Establish Classroom Preventive Practices
 - Clearly define boundaries in learning centers
 - Establish and enforce clear rules, limits and consequences for behavior
 - Provide a variety of materials in all classrooms.
 - Provide a well balanced schedule of large and small group lessons and activities
 - Ensure that transitions are smooth, by providing warnings, expectations and that wait time is held to a minimum.
- Utilize Social Emotional Teaching Strategies
 - Interact with students to develop their self-esteem
 - Demonstrate active listening with students
 - Show empathy and acceptance of student's feelings
 - Show sensitivity to individual student's needs
 - Encourage autonomy
 - Capitalize on the presence of typically developing peers
 - Use prompting and reinforcement of interactions effectively
 - Provide instruction to aid in the development of social skills
 - Promote identification and labeling of emotions in self and others
 - Explore and educate on the nature of feelings and the appropriate ways they can be expressed
 - Model appropriate expressions and labeling of their own emotions and self regulation throughout the course of the day

- Create a planned approach for problem solving processes within the classroom
- Promote student's individualized emotional regulation that will enhance positive social interactions within the classroom.
- Use Intensive Individualized Interventions when necessary
 - Team with family to develop support plans
 - Use a functional assessment
 - Develop and implement behavior support plan
 - Teach replacement skills
 - Monitor progress

Common rules:

1. Curriculum deemed too difficult for the student will be modified to meet his educational needs. A specialized, yet challenging curriculum will be developed for students whose performance is deemed as nonresponsive to the modified curriculum.
2. Staff should observe situations that are known to trigger inappropriate behavior and try to diffuse these situations before they occur.
3. Request to students will be stated in a positive way. Example: "I like how you are following directions."
4. Quality time—a student may need extra attention, take them for a walk, read a book. Allow the student to help staff or volunteer with a special project.
5. Praise and encouragement of good behavior shall be used instead of focusing on the unacceptable behavior.
6. Redirection is the first method to be utilized when an eruption is beginning.
7. Only constructive, age-appropriate methods of discipline shall be used to help student develop self-control and assume responsibility for their own actions.
8. Students shall not be shamed, ridiculed or spoken to harshly, abusively or with profanity. No discipline technique that is humiliating, threatening or frightening to student shall be used.
9. Students shall not be permitted to intimidate or harm others, harm themselves or destroy property. If a child becomes out of control and combative, try to lead them from the room. If he or she does not want to go then distance the group from the child.

Documentation of the events of the classroom is to be done following each incident.

Documentation should include staff interactions, peer interactions, intervention/strategies taken during the inappropriate behavior and after the behavior. Ongoing records can be helpful to center staff, parents and program specialist in assessing behavior and developing a plan to modify behavior. All documentation will be fact based no opinions.

Communication of concerns should be ongoing. Take time to brainstorm about actions that might be taken to solve the discipline problem. Focus on positives and take steps to involve the parent in the proposed solution.

After careful evaluation of the environment, developmentally appropriate activities, schedule, supplies, supervision, staff interaction, peer interaction and a child continues to exhibit inappropriate behavior, contact the CEO.