

MOISD
Emotionally Impaired Program
Elementary Guidebook

2017-2018

Mission Statement

To provide instruction and social-emotional support, which promote self-awareness, self-responsibility, citizenship and relationship building with the goal of successful independence in the general education setting.

Program Goals

1. Students will learn skills which will assist them in making appropriate decisions in social situations.
2. Students will become independent learners and problem solvers.
3. Students will respond appropriately to redirection by following staff directions and ceasing inappropriate behaviors.
4. Students will learn to de-escalate themselves when angry or upset.
5. Students will learn to be physically appropriate toward others, self, and property. This can include the abstaining from violence towards others, conducting oneself with respect to surroundings, maintaining safety of self and others, no throwing objects, respect the personal space of others, and practice appropriate impulse control.
6. Students will meaningfully engage in academics by participating in class, accepting help from others, and working to improve areas of disability or weakness.
7. Students will actively participate in group therapy, maintain confidentiality, and demonstrate understanding of skills through activities and discussions.
8. Students will generalize learned skills to the general education setting and community.
9. Do we want to add something about participating in outreach programs?

Program Overview and Design

This program is designed specifically to be effective with students receiving services under an Individualized Education Program (IEP) that have an Emotional Impairment or other eligibility and that exhibit significant behavioral difficulties in school. Students in this program have had trouble being successful in school, mainly because they have extreme difficulty with emotional control, rational thinking, and/or struggle relating to others. They sometimes have a learned lack of acceptance, or disrespect of established authority and normal social rules.

This program runs throughout the day including lunch and activity/ recess time. Where students start and end their day will be based upon their needs. Some students will start and end their day in our classroom, while others will do so with their peers. Students will have access to the classroom and teachers throughout the day, with the goal of participating in the general school culture as much as possible.

Students are expected to participate in classroom assignments, discussions, and activities during all of their classes. They will receive instruction in all core subjects, social skills training programs, and academic support in their classes. Students will have opportunities to participate in enrichment classes as well.

At lunch time, staff members will bring lunch to the classroom or students may eat in the cafeteria based on their current level in the classroom level system.

Students will also have the opportunity to receive both group and individual therapy from our school social worker. This is a great resource for our students and should be utilized to the best of the student's ability. Students will also have the opportunity to participate in other social skills instruction with the classroom teacher as situations arise.

Students will also participate in volunteer opportunities to give back to our community.

Entry Procedure

Student is transferring in from another district in like programming, **OR** the student is referred from a local district through the consideration referral process as outlined in the MOISD Consideration Referral Processes and Procedures Guide.

Exit Criteria

Students must maintain a level 5 standing in the classroom level system for at least 4 weeks before they can be considered for transition into a less restrictive setting.

How it Works

Student progress in the program will be gauged by their progression through the level system.

If a student decides to break a rule, they are first **asked** what they should be doing. If they continue this behavior, they will be **reminded** what is expected of them. If this behavior still continues, they will be **given a consequence**, which is up to the teacher depending on the behavior. The school-wide action is for the student to be sent to the Responsible Thinking Center (RTC). This has proven ineffective for students in this program. Instead of RTC, students in the program will be sent to the classroom, in lieu of RTC. Students will be required to do the same thinking process and behavior plan, as if they were in RTC, just in the classroom. At this point the student will receive a score of 0 for that hour. If a student never gets to the third reminder, they will receive a score of $\frac{1}{2}$ or 1 point for that hour, at the teacher's discretion. *A sample daily point sheet is included.*

Points will be added up at the end of the day and divided by the total possible points, to give the students daily behavioral percentage. The Behavioral Goal will be taken from the student's IEP behavioral goals and objectives or from a Behavior Intervention Plan, whichever applies to the student's needs. This percentage is used to determine movement on the level system. *See the How to Move Up Levels section in this packet.*

On Monday mornings, staff members will add up points from the previous week and help students add the points into their checkbooks. Students can accumulate points to purchase privileges or rewards. These may only be spent during fun Friday activities and only when you are on at least level 3.

During Fun Friday activities, students who are on level 1 or 2 will have work to complete instead of participating.

How to Move Up Levels

- ◆ Students are only at level 0 when they have been issued a suspension from school and earned 65% or higher of their behavior points for the day during that time period. To move off level 0, suspension days have been served.
 - ◆ To move off Level 1, students must have a 60% or higher for 5 consecutive days.
 - ◆ To move off Level 2, students must have a 70% or higher for 5 consecutive days.
 - ◆ To move off Level 3, students must have a 80% or higher for 5 consecutive days.
 - ◆ To move off Level 4, students must have a 90% or higher for 5 consecutive days.
 - ◆ Students on level 5 are expected to maintain at 90% or higher.
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How to Move Down Levels

Doing any of the following will move you down at least one level. Whether a student is determined to be on level zero or how many levels they will drop down will be determined by the teacher and the student at a post incident conference.

- ◆ Leaving the classroom or building without permission
- ◆ Leaving your escort
- ◆ Removal from class
- ◆ Office discipline referral
- ◆ Physical aggression (ex: hitting, kicking, shoving)
- ◆ Physical or verbal threats towards others
- ◆ Excessive profanity after 3 warnings
- ◆ Property damage
- ◆ Lunch/recess discipline report

*An in-school suspension is level zero.

After any type of suspension, the student will return one level down from where they were when they were suspended.

How to Maintain Your Level

You must not go 2 consecutive days below the percentage of your current level.

Example: If you are on level 4, you needed to get 80% for 5 consecutive days to get there and 90% to move up to level 5. You need to get at least 80% to maintain because that is what you did to move onto level 4. If you go below 80% for two consecutive days, then you will be moved down to Level 3 and start that level over.

Behaviors by Level

Level 1

- ◆ Disruptive to self and others
- ◆ Verbally or physically abusive to others
- ◆ Willful or extreme property damage
- ◆ Persistent non-compliance
- ◆ Immature behavior
- ◆ Unprepared

Level 2

- ◆ Interacts positively with others
- ◆ Respects others rights and feelings
- ◆ Accepts responsibility for behavior
- ◆ Starts school work independently
- ◆ Volunteers in class

Level 3

- ◆ Resists negative peer pressure
- ◆ Shows acceptable behavior during activities
- ◆ Self motivated
- ◆ Can follow staff directions without argument
- ◆ Uses unstructured time wisely
- ◆ Plus all Level 2 Expected Behaviors

Level 4

- ◆ Responsible for behavior during unsupervised times
- ◆ Talk with staff about problems
- ◆ Owns up to own behavior
- ◆ Resists other negative peer pressure
- ◆ Plus all Level 2 and 3 Expected Behaviors

Level 5

- ◆ Has reasonable control of all emotions
- ◆ Can be trusted in other less restrictive classes without EXCEL staff
- ◆ Maintains all Level 2, 3, and 4 Expected Behaviors

Rewards and Restrictions by Level

Level 0 – Used during suspensions only

- ◆ May not leave the classroom except to go to the bathroom, must be escorted by staff at all times.
- ◆ Will not participate in Fun Friday for that week and will do work instead
- ◆ Staff will choose standard lunch for you and bring it back to the room (no extras)
- ◆ May not purchase classroom food items
- ◆ May use free time at seat to read, write, or draw only
- ◆ Supervised use of an electronic device for school purposes only

Level 1

- ◆ Must be escorted by staff at all times (to class, bathroom, drinking fountain, etc)
- ◆ Will not participate in Fun Friday and will do work instead
- ◆ Staff will choose standard lunch for you and bring it back to the room (no extras)
- ◆ Will eat lunch in the classroom 5 days per week and work during recess
- ◆ May not purchase classroom food items
- ◆ May use free time at seat to read, write, or draw only

Level 2

- ◆ Must be escorted by staff at all times (to class, bathroom, drinking fountain, etc)
- ◆ Will not participate in Fun Friday and will do work instead
- ◆ Will eat lunch in the classroom 3 days per week and work during recess
- ◆ May eat lunch in the cafeteria 2 days per week and participate in recess
- ◆ Can purchase classroom food items at teacher designated time

Level 3

- ◆ Will go to class without an escort
- ◆ Will eat lunch in the classroom 2 days per week and work during recess
- ◆ May eat lunch in the cafeteria 3 days per week and participate in recess
- ◆ May choose your own lunch and may choose extras
- ◆ Can purchase classroom food items at teacher designated time
- ◆ May participate in Fun Friday and purchase from the classroom store

Level 4

- ◆ Will eat lunch in the classroom 1 day per week and work during recess
- ◆ May eat lunch in the cafeteria 4 days/ per week and participate in recess
- ◆ Can purchase classroom food items at teacher designated time
- ◆ May participate in Fun Friday and purchase from the classroom store

Level 5

- ◆ May eat in the cafeteria every day and participate in recess
- ◆ Can purchase classroom food items at teacher designated time
- ◆ May participate in Fun Friday and purchase from the classroom store

Restorative Justice

As a part of our program we will be practicing restorative justice. Restorative justice (RJ) is an approach to handling behavior and misconduct that focuses on healing the hurt, rather than on punishment. RJ assumes that misconduct harms several involved including the offender, victim, and the broader community. Instead of focusing on punishment, RJ attempts to heal the harm caused by requiring the offender to remain in the community and be accountable for their actions. Restorative justice is based upon the principles of respect, community, accountability, healing, and empathy.

Restorative Justice can turn the discipline process into a learning opportunity and help build strong, lasting relationships between students, school staff, families, and members of the community. Rather than suspension or expulsion, which can negatively affect students' learning, RJ keeps students in the educational setting, holding them responsible as members of their school community. While suspension may still be used as a disciplinary tool, restorative justice will always be considered before suspension occurs.

When a student commits a misconduct, or causes harm, they will be asked to reflect upon the affects of their actions using a reflection sheet. The student may determine how to heal the harm caused with the help of a teacher, or they may do so as part of a larger group including the victim, offender, parents, and a member of the school community. The extent of involvement will depend upon the extent of the harm caused, and the willingness of the victim to participate.

MOISD Emotionally Impaired Program – Daily Point Sheet (SAMPLE)

Student: _____

Week of: _____

Individual Goal: _____

1 point: _____ ½ point: _____ 0 points: _____

	Monday		Tuesday		Wednesday		Thursday		Friday	
	On task	Indv. goal	On task goal	Indv.	On task	Indv. goal	On task goal	Indv.	On task	Indv. Goal
Social Studies/ Science										
Writing										
Reading										
Math										
Special										
RTI Time										
Lunch Recess										
Afternoon Recess										
Total Points Daily %	____/16 = ____%		____/16 = ____%		____/16 = ____%		____/16 = ____%		____/16 = ____%	

Level 0: In school suspension

Level 1: 60% or higher for 5 consecutive days

Level 2: 70% or higher for 5 consecutive days

Level 3: 80% or higher for 5 consecutive days

Level 4: 90% or higher for 5 consecutive days

Level 5: Maintain 90% or higher for 5 consecutive days