

Behavior and Emotional Support Team
Colene Hoose

BEST Program Handbook

2022-2023

School Hours
7:45-2:30

Behavior and Emotional Support Team

BEST Program Handbook

Benefits of a Self-contained Program

- Social belonging- sense of belonging
- Intensive direct academic instruction at student's level
- Direct social skills/instruction
- Specially designed, controlled environment
- Pace of instruction adjusted to student academic level
- Direct instruction on independent functioning, adaptive skills

Social Skills

The BEST Program utilizes the following Illinois' Social/Emotional Learning Standards to guide social skills instruction in the classroom.

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Daily Routines

Lockers

Each student will have their own locker cubby in the commons or classroom. Once the coats and backpacks are hung up, locker usage is limited at the discretion of the teacher. No "outer wear" such as coats, hats, gloves, scarves, etc. can be worn inside the building. Electronic games, cd players, toys, and like materials are not allowed during the school day. Under special circumstances your child's teacher will let you know that it is okay for students to bring certain items on special days.

Academics

Academics will be individualized to best meet student needs. For this reason, students will be placed into an academic group in one of the 4 BEST classrooms, or the general education classroom. This will allow for each student to work at a level that is a "perfect fit". In each classroom, students will follow rigorous Unit 5 curriculum similar to their general education peers. Students are expected to complete assignments in order to achieve to the best of their abilities. If assignments are not completed on time, students will complete work for homework, and/or during free time. The same expectation for homework completion holds true. Again, if students come to school without assigned homework complete students will complete the work during free time.

In order for students to achieve their personal best, it is expected that students will participate in academic lessons. Involvement in lessons presented by teachers is an integral part of learning. Students may take short calming breaks with the expectation that they will return and complete their work.

Breakfast

Colene Hoose Elementary School does have a breakfast program. Breakfast will be eaten in classrooms.

Lunch

In some cases, students may eat lunch in their classroom to allow for social skills to be taught and practiced in this setting. Students may be asked to leave the group, or may require an alternative setting if disrespectful behavior occurs.

Before or after lunch is a recess period. Students may have recess with their grade level or they may have recess with only the BEST class depending upon their behavioral needs.

Bus Information

Student busing information can be found using the Infinite Campus Parent Portal. Students will be picked up and dropped off at the BEST bus lane.

If student behaviors on the bus are reported to teachers, students may receive a classroom consequence and the incident will be noted on daily point sheets. Multiple unsafe bus behaviors may result in a student's suspension from the bus. If major behavioral outbursts/concerns are occurring at the end of the school day, BEST staff will determine if students are able to ride the bus home for safety reasons. Parents will be contacted to pick up their child.

Behavior Supports

1. Students will be encouraged to access calming space in the classroom as needed.
2. If disruptive and challenging behaviors continue, students may need to calm in a separate designated space.
3. Staff may offer walks, breaks, or other calming activities to support the student.
4. There may be times when students may require a more restrictive approach to managing their behavior. Restrictive interventions will be used in cases in which the student may harm himself/herself or others. Restrictive interventions may include Nonviolent Crisis Intervention procedures including physical intervention or a calming room. Teachers and paraprofessionals in the program have been trained in administering restrictive interventions in a safe manner using Crisis Prevention Intervention. In the cases in which restrictive interventions are used, an Emergency Behavioral Intervention Report will be completed and a guardian will be notified.
5. When a child is suicidal, homicidal, making threatening statements, displaying threatening behavior, self-harm, or other crisis situations, a call to the crisis team (SASS) may be made for an evaluation for additional support.
6. If it is an immediate crisis and safety is compromised staff may contact 911 and ask for EMS (Normal Fire Rescue) for a psychological evaluation.

Leaving the School/Grounds (Elopement)

When a student leaves the school building without permission, staff will make every attempt to help them return to their expected area. If the student does not return to the classroom under the guidance of BEST staff, the office will be notified. When the student leaves the school campus/grounds without permission, school staff will continue to encourage the student to return to his/her designated area. The School Resource Officer (SRO) or the police department will be called.

When 911 is called, the Normal police will support the BEST staff and your child to return to school. However, if the child is to run into traffic or near something that may cause harm (dog, water, etc.) they will assist to stop the child. They may notify EMS (Normal Fire & Rescue) if additional support is needed. Parents will be notified if police are called to assist their child.

*An Early Notification form is being included in the handbook. This is a document provided by and returned to the Normal Police Department. This information alerts first responders to your student's needs if a call is made. Return this document to your child's teacher.

Behavior Management System

Classroom Expectations

1. Follow directions.
2. Stay in your assigned area.
3. Speak respectfully to peers and adults.
4. Keep hands, feet, and objects to yourself.
5. Try your best.

Level System

Students will follow a structured and consistent classroom behavior system that is designed to increase appropriate behavior and decrease inappropriate behavior. Students move through levels as they show consistent behavior control. The behavior systems are grade and age appropriate and incorporate Social Emotional Learning (SEL) standards.

The level system is based on the concepts of having a Growth Mindset. Each level is reflective of the effort put forth and the challenges each student was willing to take on throughout the day. It focuses on working through challenges by using self management strategies for positive outcomes.

Positive Reinforcement Program

As part of our positive reinforcement program students will have an opportunity to earn classroom rewards throughout the day. Each classroom teacher will establish a system designed for the appropriate grade levels.

Planned community outings may occur throughout the school year. When outings occur it is expected that students demonstrate considerate manners when in the community setting. It is also expected that students will maintain safe behavior when in the community. School staff will determine whether or not students are able to participate in leaving the school building on a planned trip based upon student behavior choices and attitude exhibited on the day of the outing. Limitations upon outings may also result based upon the student's IEP.

Data Collection

Behavior data is collected at consistent intervals throughout the day to track progress on students' individual IEP goals. This data will be reported on goal updates at trimester and at your child's Annual IEP Review. This data may also be reviewed with your classroom teacher upon request.

Data is also collected throughout the day on academic and social behaviors. Students will "earn their day" by displaying appropriate behavior and quality work completion throughout the school day.

Restorative Practices

Teachers will be using Restorative Practices daily to help students understand the impact of their choices and mend relationships with those peers or adults they may have impacted. This may look like conferences with students, class meetings, and circles.

Each day in the BEST program is a new day and we will work together to help your child be successful.

Parent/Staff Communication

Staff hours are 7:25-3:30pm following the school calendar. If you contact a staff member outside of the school calendar and hours, your concern will be addressed as soon as possible within the staff hours. In the event of an emergency, please contact 911, 211 (PATH), and leave a message (it is okay to leave a message on the attendance line) at Hoose (309)557-4414.

Parents/Guardians:

- ***Please read and review the handbook with your student.***
- ***Sign and return this page to BEST teachers when finished.***

I, _____ have read and agree to follow the behavior management plan.

Student Signature: _____

Date: _____

I, _____ the parent/guardian of _____ have read and agree to follow the behavior management plan.

Parent/Guardian Signature: _____

Date: _____