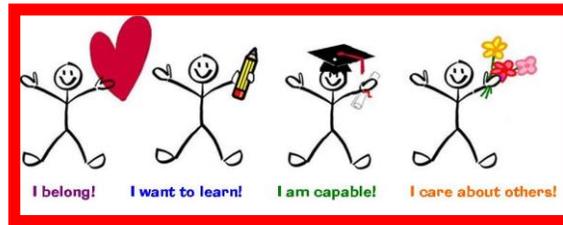




# GNETS of Oconee



## Description of School-Wide Positive Behavioral Interventions and Supports

### School Culture

At GNETS of Oconee, we continue to build on a positive school culture that supports both academic and social success. Our program is founded on the belief that positive relationships with students are essential in helping students grow and achieve. We believe that students need to have direct instruction and practice in social skills. We believe that students can best grow in an emotionally and physically safe environment.

### Early Identification and Prevention of Problem Behavior

- Students can tell you what is expected of them & give example of being acknowledged
- Positive adult-to-student interactions exceed negative
- Function based behavior support is foundation for addressing problem behavior.
- Data & team-based action planning & implementation.
- Administrators are active participants.
- Full continuum of behavior support is available to all students

### Common Approach to Discipline

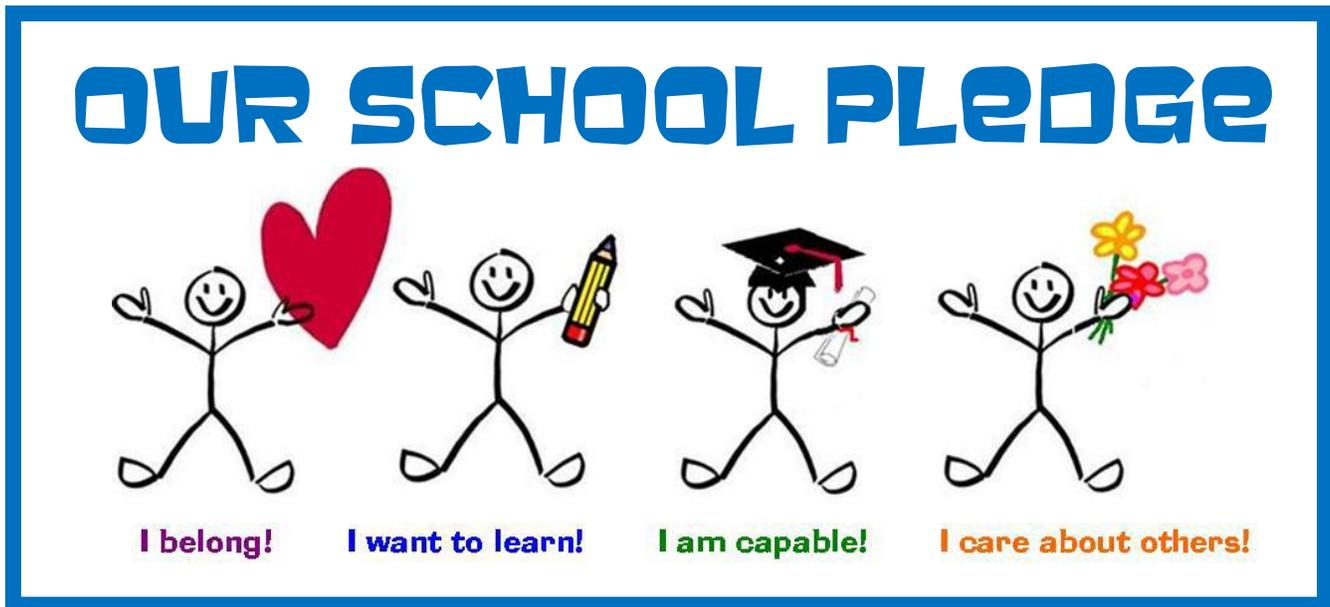
#### Encouraging Positive Behaviors



At GNETS of Oconee, the Formula for Success is:

# R<sup>2</sup>C = Respectful + Responsible + Caring

GNETS Schoolwide Expectations are: **“I am Respectful, I am Responsible, and I Care about Others.”**  
See GNETS of Oconee Expectations and Rules below. Teachers directly teach the expectations.



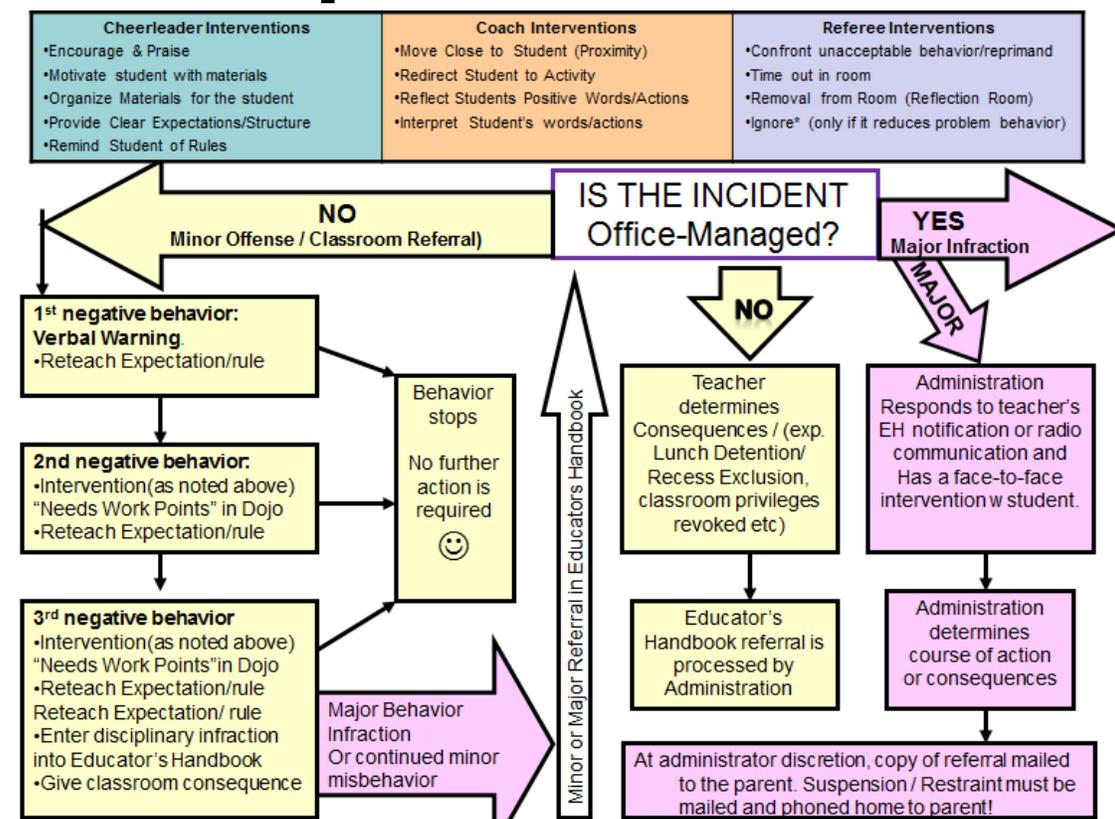
## Expectations and Rules

Expectations	I am Respectful	I am Responsible	I care about Others
<b>Classroom</b>	<ul style="list-style-type: none"> <li>⇒ I use kind language and quiet voice tone</li> <li>⇒ I wear my school uniform correctly</li> <li>⇒ I follow classroom procedures</li> </ul>	<ul style="list-style-type: none"> <li>⇒ I follow directions given by adults</li> <li>⇒ I complete assignments</li> <li>⇒ I use materials properly</li> </ul>	<ul style="list-style-type: none"> <li>⇒ I work cooperatively with others</li> <li>⇒ I help my peers</li> </ul>
<b>Hallway</b>	<ul style="list-style-type: none"> <li>⇒ I am quiet in the hall</li> <li>⇒ I keep hands and feet to myself</li> <li>⇒ I admire hallway displays</li> </ul>	<ul style="list-style-type: none"> <li>⇒ I stay in my assigned area</li> <li>⇒ I walk on the right side of hall</li> <li>⇒ I keep hallways neat and clean</li> </ul>	<ul style="list-style-type: none"> <li>⇒ I am nice to others</li> </ul>
<b>Restroom</b>	<ul style="list-style-type: none"> <li>⇒ I keep the restroom clean</li> <li>⇒ I keep my hands to myself</li> </ul>	<ul style="list-style-type: none"> <li>⇒ I use toilets/urinals correctly</li> <li>⇒ I flush ☺</li> <li>⇒ I adjust my uniform to dress code</li> </ul>	<ul style="list-style-type: none"> <li>⇒ I give others privacy</li> <li>⇒ I wash and dry my hands after use</li> </ul>
<b>Lunchroom</b>	<ul style="list-style-type: none"> <li>⇒ I stand quietly in line</li> <li>⇒ I speak in a soft voice when seated</li> <li>⇒ I use good manners</li> </ul>	<ul style="list-style-type: none"> <li>⇒ I clean up my area</li> <li>⇒ I bring all items and money needed for lunch</li> </ul>	<ul style="list-style-type: none"> <li>⇒ I keep my hands and feet to myself</li> <li>⇒ I am nice to others</li> </ul>
<b>Recess/ Outside</b>	<ul style="list-style-type: none"> <li>⇒ I use encouraging and kind words</li> <li>⇒ I accept feedback without arguing or complaining</li> </ul>	<ul style="list-style-type: none"> <li>⇒ I follow directions given by adults</li> <li>⇒ I share and use equipment appropriately</li> <li>⇒ I stay in my designated area</li> </ul>	<ul style="list-style-type: none"> <li>⇒ I take turns and cooperate</li> <li>⇒ I play fairly</li> <li>⇒ I include others</li> <li>⇒ I use my hands and feet appropriately</li> </ul>



- Behavior Progress Monitoring** – Student positive behaviors are reinforced using Classroom DOJO, an online behavior management tool where teachers award points to students for **positive behaviors** demonstrated in the classroom. If a student is exhibiting inappropriate behaviors, the appropriate behavior is retaught and the student is given the opportunity to self-correct. **Needs Work** points can be given if the student continues to exhibit inappropriate behaviors. Reports of student behaviors can be extracted to show the percentage of positive behaviors demonstrated and the percentages are tied into our incentives for positive behaviors. For example, students at 80% or above are considered on “green” level and are awarded certain privileges. Classroom DOJO also has the ability to communicate directly with parents so our parents can see what their child’s day was like before the student comes home from school! The parent can directly communicate with the teacher or director at any time.
- Discipline Flow Chart** – helps insure that appropriate behavior supports are in place for students who demonstrate inappropriate or challenging behaviors. Students are first given a warning and taught the expectation/ rule. If the behavior continues, “Needs Work” points given through classroom DOJO and so on (see Discipline Flow Chart below). Students with major incidents will be referred to an administrator for consequences which will vary depending on the incident (lunch detention, call to parent, behavioral contract, role-plays and social skills teaching are some examples).

# Discipline Flow Chart



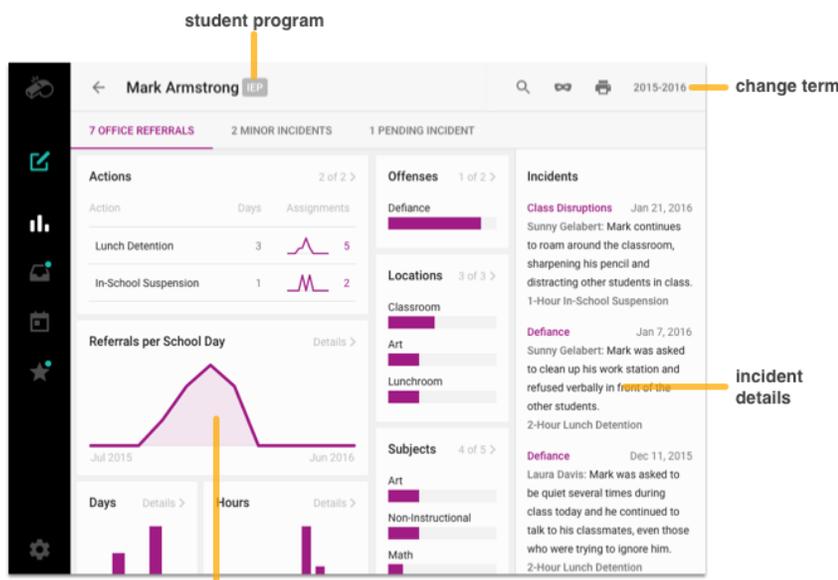
- **Encouraging Positive Behaviors** – GNETS of Oconee has several positive opportunities to encourage appropriate behaviors as outlined below:

Activity	Details
<b>Awards Ceremony</b>	Held monthly to honor students making academic and behavioral progress. Students earn treats following the awards ceremony in addition to certificates.
<b>Student of the Month</b>	The student of the month is honored at the Awards Ceremony and also with a “Student of the Month” Luncheon held with the Director. Certificates will have a narrative from the teacher about the student’s specific traits
<b>Student of the Week</b>	Features student’s picture on classroom bulletin boards for every class. Classroom will have incentives that go along with student of the week.
<b>100% Club</b>	Students demonstrating <b>extraordinary</b> behaviors of 100% positive behavioral average for the day will be in the 100% club for a random daily or weekly drawing of special treats or activities. (Tangible items such as Ice pops, chips, novelty items, etc) or non-tangibles such as a walk with a preferred staff member, extra computer time, arts and crafts, etc).
<b>Courage Club</b>	Bi-Monthly courage clubs are held on designated Fridays where students will get to sign up for various clubs such as chess club, outdoor games, board games, movie club, spa club, exercise club, sewing club, arts and crafts etc. Courage club is also based on the positive behavioral point averages for that week.
<b>PBIS Activities</b>	Every month we will have a special “PBIS Activity” students can earn to promote positive behaviors. Examples include the Horse Dreams Youth Ranch (field trip), cook-out, Movie/Popcorn, School dances, Special lunches, etc.



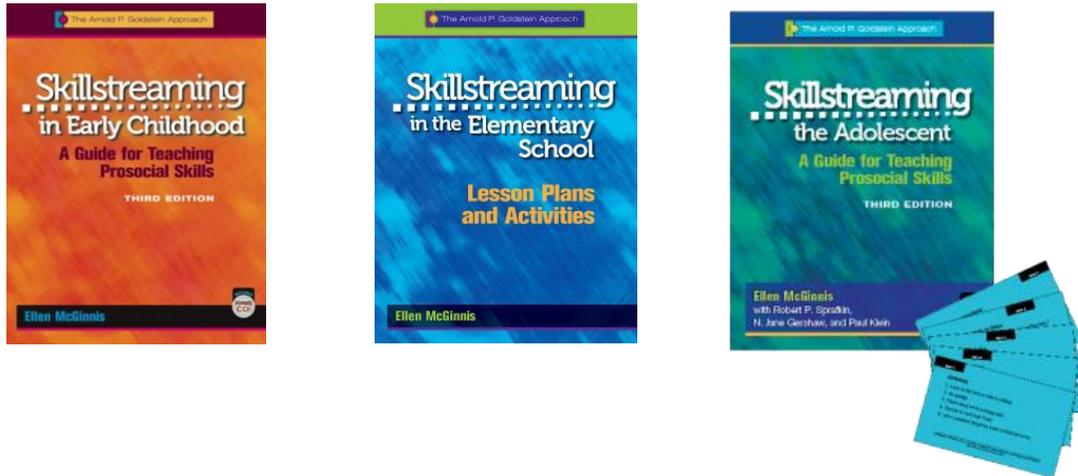
### Discouraging Rule Violating Behaviors

The Discipline Flow Chart outlines the procedures for handling rule violations. When a student is written up with a minor or major referral, the data goes into Educator’s Handbook. Data is collected and reviewed school-wide on a bi-monthly basis with the PBIS Leadership Team. Through use of both Classroom DOJO and Educators Handbook, we can identify students in need of services, pinpoint where and when challenging behavior is most likely to occur, select and measure response to targeted interventions and communicate effectively with parents and others.



## Social Skills Instruction

Skillstreaming is the evidence-based model we use for social skills instruction. One of the major components of our program is to teach social skills to our students. Teaching these essential social skills to our students using the Skillstreaming program helps students actually see the skill, practice and role-play the skills, get feedback and generalize it so that they will use the skill outside of GNETS (home, community, and at their homeschool).



*Skillstreaming* employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents.

Character Education – we focus on one character word per month:

- **Responsibility**  
Being accountable in word and deed. Having a sense of duty to fulfill tasks with reliability, dependability and commitment.
- **Perseverance**  
Pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with failure.
- **Caring**  
Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.
- **Self-discipline**  
Demonstrating hard work controlling your emotions, words, actions, impulses and desires. Giving your best in all situations.
- **Citizenship**  
Being law abiding and involved in service to school, community and country.
- **Honesty**  
Telling the truth, admitting wrongdoing. Being trustworthy and acting with integrity.
- **Courage**  
Doing the right thing in face of difficulty and following your conscience instead of the crowd.
- **Fairness**  
Practicing justice, equity and equality. Cooperating with one another. Recognizing the uniqueness and value of each individual within our diverse society.

- **Respect**  
Showing high regard for an authority, other people, self and country. Treating others as you would want to be treated. Understanding that all people have value as human beings.
- **Integrity**  
A firm adherence to a code of especially moral or artistic values. Being honest, trustworthy and incorruptible.

## GNETS Student Rights and Responsibilities

Each student has the right to:

- be treated with kindness and caring
- learn without interruptions
- have their positive behavior recognized
- go through every day free of “put-downs” and verbal abuse
- the safe-keeping of his/her belongings
- be protected from physical harm from others
- know what is expected of them at all times in every area of the school
- have their concerns heard
- have cultural differences respected

Each student has the responsibility to:

- attend school regularly
- behave appropriately in school, on the buses, and at school activities
- treat others with dignity, worth, and respect
- make an honest effort to learn
- treat others as he/she would like to be treated
- act and speak so that the feelings of others are not hurt
- follow the rules, regulations, and directions
- respect school property and the property of others

## Summary

In summary, GNETS of Oconee is a school where the culture is a warm, friendly, and open atmosphere. Students and staff are recognized for their positive contributions. Expectations, rules and procedures are directly taught to students so that they know exactly what is expected of them. Discipline is fair and follows a continuum of support so that students always have the opportunity to make better decisions. Staff and students develop positive relationships and social skills are taught regularly. The school day is scheduled so that there is maximum time for instruction. Walk-through observations are regularly conducted by peers and administrators to give feedback to students as well as staff. Students exhibiting emotional crisis are treated at all times with respect and dignity. Staff remain professional and calm, with the ever present goal of helping the student develop appropriate social skills. Parents are supportive and teachers regularly communicate on the progress of their students.

At GNETS we STRIVE!

**S**TRENGTHS-BASED

**T**ECHNIQUES TO

**R**ESTORE

**I**NDPENDENCE

**V**IRTUE, AND

**E**XCELLENCE