

East High Positive Behavior Plan Report

Positive Behavior Specialist:

Date discussed with SIC: 5/23/2022

Date discussed with SCC: 5/9/2022

Date report was completed: 4/4/2022

Name of Program:	Level of Implementation:	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
	Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19			
1. 1. BEAST Framework and Matrix	Fully	Teachers/staff used the beast matrix and framework to guide student behavior.	Always looking to tweak and keep current.	Focuses on students' positive behavior. Gives clear guidelines for unacceptable behavior.
2. Connections	Fully	ALL students had a Connections teacher that was held twice weekly for 25 minutes. SEL lessons.	Moving to 45 minutes once a week.	SEL lessons. One more trusted adult to help students.

3. Individual and group counseling/social work services	Fully	ALL students met with their counselor. Has access to Mental Health Counselor.	Keep a full-time mental health counselor.	Ono-on-one counseling. Some students see the Mental Health Counselor just for this reason.
4. Bullying and Harassment Prevention	Fully	School tip line was utilized successfully.	Ensure school tip line is front of mind for ALL students.	Students can ask for help or anonymously report friends they are concerned about.
5. Techniques for Tough Times	Fully	Optional class that empowers students to resist peer pressure, think through choices and consequences, and feel capable to say no.	Look at the need for a 9 th grade only class.	Gives students specific tools to utilize to ensure they can walk away from unhealthy situations.
6. Hope Squad	Fully	Peer-to-peer suicide prevention program.	Advertise the program more.	Peer-to-peer mentoring to keep kids safe.
7. Restorative Circles/Practices/Youth Court: East Edition	Partial	Groups and training have started.	Keep building.	Utilizing restorative practices in the school wide approach to behavior and interpersonal relationships supports students through increasing students social-emotional

				abilities, builds the community within the school, and strengths the social and human capitol in school buildings (Passarella, 2017).
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References

Morrison, B. E., & Vaandering, D. (2012). Restorative Justice: Pedagogy, Praxis, and Discipline. *Journal of School Violence*, 11(2), 138–155. <https://doi.org/10.1080/15388220.2011.653322>

Passarella, A. (2017, May). Restorative Practices in Schools. Retrieved 2020, from <https://edpolicy.education.jhu.edu/wp-content/uploads/2017/05/OSI-RestorativePracticemastheadFINAL-1.pdf>