

**Susquenita School District
Alternative Education for Disruptive
Youth Program
(SSD-AEDY)**



2021-2022
Student and Family
Handbook

Susquenita School District Alternative Education for Disruptive Youth Program (SSD-AEDY) Program Description

The Susquenita School District Alternative Education for Disruptive Youth Program is an educational and therapeutic program of the Susquenita School District. The program is designed to address individual student's academic needs while providing behavioral support and interventions. The ultimate goal is to prepare students to return to the regular school setting upon completion of the program when the student is ready for success. The program currently services students in grades 7-12. Students are referred by individual buildings within the Susquenita School District.

Core programming operates on the same schedule as Susquenita High School. Students receive programming through a combination of Internet-based courses and direct instruction provided by Susquenita High School staff. Each student's progress toward individual behavioral goals will be reviewed every 45 days by the SSD-AEDY committee.

A therapeutic component is provided to students through concepts of Affective Education and Trauma Informed Counseling. This component is a mandatory piece of the AEDY program. Each student will work with a counselor who will provide counseling on an individual and group basis, as determined by the individual student's needs.

Counselors are available throughout the day for immediate, urgent needs that may arise. In order for individual therapy to be successful, students must recognize and accept the issues that need to be addressed and be motivated to work toward positive change.

An important component of the program is the *whole family* approach. In assuming this approach, the child will have a higher success rate in becoming a responsible adult. It is important for families to contribute to their child's treatment and support the program. Staff will communicate with and work closely with the families to ensure they are a contributing part of the team. Families will become involved in treatment by maintaining accountability with the child through consistent communication with staff, implementing behavioral management methods to correct inappropriate behaviors, attending meetings, and supporting the behavioral goals of the individual student.

Vision Statement

It is the vision of the Susquenita AEDY Program to provide a supportive, structured learning environment for students. The AEDY program will assist students in recognizing that they have exhibited behaviors that have created barriers to their personal success both inside and outside of the school. We will motivate students to work independently and strive to excel in *academics, attendance, and behavior* and believe that every child has the right to be treated with fairness, dignity, and respect.

Students will be encouraged to recognize their strengths and weaknesses which will improve their self-identities. We will empower students to accept responsibility and accountability for their actions and to recognize the impact of their decisions on themselves, their families and their communities. We prepare

our students for re-entry into a traditional academic setting with the skills and conduct that will lead to productive citizenship.

Susquenita School District - AEDY - Multi-Tiered System of Supports

Susquenita School District AEDY will utilize the Positive Behavioral Interventions and Supports (PBIS) system as the basis for our Muti-Tiered System of Supports (MTSS) Framework. We will Utilize the BIMAS-2 as the core tool to assist with this process:

TIER I INTERVENTIONS

- Team Based Approach - The AEDY program will involve teachers, administrators, counselors, outside agencies, parents, and the student to help provide a comprehensive, personalized structure to best meet the academic, behavioral, and social and emotional needs of the student
- Academic Instruction through the CAOLA (CAIU15) program - CAOLA is an online coursework platform which is universally designed, differentiated, culturally and linguistically responsive and aligned to grade level content standards. This also allows students who may be credit deficient to accelerate their academic progress
- Universal Screening Tool - The AEDY program utilizes the BIMAS-2 for both common behavioral concerns (conduct, negative affect, cognition/attention) as well as adaptive behaviors (social/communication, academic functioning). This online tool has multiple rating forms for parents, teachers, students, and clinicians. The assessment will be used every 45 days to measure student progress.
- Annotated PaTTAN PBIS Evidenced-Based Tool - The PBIS tool will be used to develop Individual Student Plans which focus on positive reinforcement and replacement behaviors for behaviors detrimental to student growth. The BIMAS-2 contains a flex assessment option to create brief assessments tailored to individual student plans. These can be used for progress monitoring on a daily or weekly basis.
- Social and Emotional Development - Each student will receive 2.5 hours of counseling each week for every student in the AEDY Program. The counseling may take the form of group or individual counseling, depending upon the individual student needs, the data for which will be collected through the BIMAS-2.
- Behavioral Expectations - All AEDY Student general behavior revolve around the following four core areas: Safety, Responsibility, Respect for Staff, and Respect for Peers while in the AEDY Building, on District Transportation, or at Off Site Activities. The AEDY Teacher will review the results of the progress monitoring each day with the student. The AEDY teacher will address any behaviors which are in violation of the four core areas of the program. Should the behaviors continue, alterations to the Individual Student Plan will be reviewed as a team.

- Data Analysis - Data collected through the BIMAS-2 system, as well as anecdotal information offered by the staff, will be reviewed on a monthly basis and will inform any changes to the Individual Student Plan. Any supports necessary to assist the student in the program will be considered.

TIER 2 INTERVENTIONS

- All TIER I Practices
- Increased instruction and practice with self-regulation and social skills
- Increased adult support
- Increased antecedent manipulations
- Increased precision to minimize rewards for problem behavior
- Increased access to academic supports

TIER 3 INTERVENTIONS

- All TIER I & II Practices
- Comprehensive function based assessment, including functional behavioral assessment
- Individualized plan of support that includes strategies for prevention, teacher, positive reinforcement, controlled reduction of natural rewards for problem behavior, and safety.
- Wraparound supports and culturally responsive, person centered planning that actively involves family and community supports and resource

SSD AEDY BEHAVIOR MATRIX

School Wide Expectations	Building Setting	Transportation/Vans	Online Classroom
Respect	<ul style="list-style-type: none"> - No profanity - Treat other like you want to be treated - No negative comments toward others - Stay in your assigned area 	<ul style="list-style-type: none"> - Keep hands and feet to yourself - No negative comments toward others 	<ul style="list-style-type: none"> - Raise hands on Zooms - Treat other like you want to be treated - No negative comments toward others
Responsibility	<ul style="list-style-type: none"> - Complete work assigned in timely manner - Give your best effort 	<ul style="list-style-type: none"> - Be on time for pick-ups - Keep hands and feet to yourself - Speak in calm and quiet tones 	<ul style="list-style-type: none"> - Work on assigned materials - Follow teacher directions - Give best effort
Safety	<ul style="list-style-type: none"> - Keep hands and feet to yourself - Treat other like you want to be treated - No negative comments toward others 	<ul style="list-style-type: none"> - Stay in seat the entire trip - Keep hands and feet to yourself - Treat others like you want to be treated - No negative comments toward others 	<ul style="list-style-type: none"> - Remain calm - No profanity - As permission

SHS SCHOOL WIDE BEHAVIORAL EXPECTATIONS- LEVEL I

Level I Infractions

Level I Infractions constitute a violation of rules and regulations or acts which impede orderly classroom procedures or interfere with orderly operation of the school.

<u>Examples (not exclusive)</u>	<u>Intervention(s)</u>	<u>Disciplinary options*</u>
<ul style="list-style-type: none"> • Bus misconduct • Cheating • Damage to property (unintentional) • Disrespect • Disruptive behavior • Improper use of District equipment, facilities, and/or resources • Indecent/obscene behavior • Late to class • Lying • Possession of laser device of any type, electronic device without permission of school staff • Presence in unauthorized area • Tardiness • Unacceptable clothing • Unacceptable language/Unsafe behavior • Use/possession of personal electronic or cellular equipment without permission of staff 	<ul style="list-style-type: none"> • Staff action • Referral to administration • Verification of offense • Notification to parent • Referral to School Counselor • Informal Hearing • Log of infraction • Staff action • Referral to administration • Verification of offense • Notification to parent • Referral to School Counselor • Informal Hearing • Log of infraction 	<ul style="list-style-type: none"> • Behavioral contract • Detention • Guidance/health services • Loss of make-up privilege and or credit • Parent contact • Rearrangement of seating • Restitution for damage (replacement/repair of damages property) • School/community service • Special Assignment • Suspension • Temporary removal from class • Verbal reprimand • Warning • Withdrawal of privileges

*The order of listed Disciplinary Actions is not ranked or sequential, nor is it to be considered an all-inclusive list. The type and duration of discipline are within the discretion of the Administration, based on the severity of the offense.

ACADEMICS

Students in the program will receive their core academic subjects and at least one elective course through an Internet-based curriculum model. Appropriate courses are selected to meet student needs. The on-site teacher will collaborate with the subject area teacher to support students as needed in their academic courses. Students will be required to keep a notebook for each course that is monitored on campus. Students will need to show proof of lesson completion (for example – notes, outline, etc.) prior to taking an exam.

Direct instruction will be provided in additional classes in Physical Education/Health, Affective Education, and Mathematics and/or Language Arts/English. Elective credit will be awarded for successful completion of these courses.

The AEDY program will utilize the same grading system as Susquenita High School which is as follows:

A	93-100
B	85-92
C	77-84
D	70-76
F	Below 70

ATTENDANCE

Regular attendance is necessary to be successful in any school environment, including the AEDY program.

- The student is responsible to have their parent or guardian call in all absences to the High School Main Office.
- Upon returning to school students must bring a written excuse from a parent or guardian. Students are given 3 school days to produce an acceptable written excuse, otherwise the absence is considered unexcused/unlawful.
- If a student is truant, staff will contact the appropriate agencies (probation, children and youth services, District Justice, etc.).
- If a student is tardy without a **valid** excuse, they will earn zeros on the behavior chart during time missed and may not make up missed work due during this time period.

SEARCHES

Students may be searched by AEDY administration upon entering the building when reasonable suspicion exists. Should reasonable suspicion exist, the following procedures will be followed for AEDY Student Searches:

- Building Administration will conduct all searches, in the presence of gender specified counselors, nurses, and or teachers.
- Depending upon the nature of the reasonable suspicion, the Building Administration may request the presence of the Susquenita Security Guard, or in emergent issues, may request the PA State Police to be involved.
- Building Administrators will not execute strip searches.
- Students will be required to empty pockets and submit book bags for search.
- Parents/Guardians will be notified as soon as possible after a search, regardless of whether or not the search produces contraband.

Students found with inappropriate objects or materials will face consequences in addition to the item(s) immediately being confiscated by staff. Items that are not handed to AEDY staff upon arrival will be

confiscated and students will receive consequences in accordance with Susquenita School District Policy.

DRESS CODE

All Susquenita School District Dress Code Policy Requirements Apply

- Remove hats and sunglasses when entering the building
- Wear clothing that fits properly and covers all undergarments
- Clothing should be modest
- Sweaters or sweatshirts are permitted upon staff approval
- Staff reserves the right to determine if the student's clothing or appearance is appropriate
- Backpacks and large purses must be kept at the student's desk at all time and clearly visible to AEDY staff
- Personal items and electronic devices must be turned in to AEDY staff at the beginning of every day. Items will be secured in a locked cabinet.

MEDICAL POLICY

Any student medications must go through the nurse. No other medication is allowed on the premises. Students in possession of medication will receive consequences in accordance with District policy. Medication will be administered by the School nurse. All medical problems/issues will be brought to the attention of the nurse or trained staff.

LUNCH ACCOUNTS

All students are required by Susquenita School District to keep lunch accounts current. No purchases of ala carte items will be permitted if a student's meal account is delinquent.

COUNSELING

Each student will participate in Counseling, in regular group and individual sessions with trained personnel as appropriate.

Goals of the counseling program

- Increase student's self-confidence and self-esteem
- Intensify student's responsible thinking
- Enhance responsibility for one's actions and self-discipline
- Successfully communicate with others
- Improve academic standings
- Deal with frustrations appropriately

- Develop leadership skills and moral thinking
- Respect authority figures
- Learn to respect the opinions of others
- Understand the importance of teamwork
- Strengthen relations between students and families

Expectations:

- Attend and participate in individual and group therapy sessions.
- Work on individual issues in a safe, respectful and responsible manner.
- Respect the growth of others in the program and support other students as they progress.

Please read, sign below and return to Susquenita AEDY Program

By my signature below, I acknowledge that I have received, read, understand, and agree to the terms set forth in the SSD-AEDY Program Student Handbook.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____