A Resource Document for the Development of an Alternative Education Program for Disruptive Youth

Deborah Claunch
Eastern Illinois University
This research is a product of the graduate program in Educational Administration at Eastern Illinois University. Find out more about the program.

Recommended Citation
https://thekeep.eiu.edu/theses/1810

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
THESIS REPRODUCTION CERTIFICATE

TO: Graduate Degree Candidates (who have written formal theses)

SUBJECT: Permission to Reproduce Theses

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow these to be copied.

PLEASE SIGN ONE OF THE FOLLOWING STATEMENTS:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

______________________________  __________________________
Author's Signature                  Date

I respectfully request Booth Library of Eastern Illinois University NOT allow my thesis to be reproduced because:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

______________________________  11-18-97
Author's Signature                  Date
A Resource Document for the Development of an Alternative Education Program for Disruptive Youth

By
Deborah Claunch

FIELD EXPERIENCE
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF SPECIALIST IN EDUCATIONAL ADMINISTRATION IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY CHARLESTON, ILLINOIS

1997

THEREBY RECOMMEND THIS FIELD EXPERIENCE BE ACCEPTED AS FULFILLING THIS PART OF THE GRADUATE DEGREE CITED ABOVE

DATE / ADVISOR

DATE / DEPARTMENT HEAD
Abstract

This qualitative study developed a model for an alternative education program for disruptive students in grades 6 through 8 in Franklin and Williamson Counties in Southern Illinois. It was facilitated by the issuance of grant funds to the Regional Offices of Education by the Illinois State Board of Education under the Safe Schools Act of 1995.

The desire of the researcher was to develop a program that would lead to changes in behaviors, promote academic achievement, and return students to the regular school environment with fewer incidents of misbehavior. The outcomes of this qualitative study resulted in a comprehensive resource document that could be used in replicating the program. The objectives of this study included the development of four vital parts of the program: a philosophical statement, a program description, policies and procedures for implementation, and some instruments for evaluating student performance and stakeholder satisfaction with the program.

The first objective was the development of a formal, written philosophical statement that defined what is valued, the nature of the youth who participate, the nature of the staff, and the relationship between staff and students. This statement became the foundation for the design of other aspects of the program including the program description and the behavior management system.

The second objective of the study resulted in a comprehensive description of the program design as it related to eligibility criteria, admissions and release, instruction, staffing, and program objectives. The program’s objectives addressed five key variables: (a) variety of learning styles and intelligences, (b) school attendance and behavior, (c) behavior management training focusing on anger and aggression control, (d) encouragement of service learning participation, and (e) positive interactions between adults and students. A design for documenting the individualized planning for each student also resulted from the development of the procedures.
The fourth objective developed general policies for guiding the development of the program's procedures and activities. These policies focused primarily on discipline-related issues while the procedures section was developed to assist in the day-to-day implementation of the program and administration of the policies. Student dress, expectations for behavior, use of facilities, and conduct on the bus were among the issues addressed. However, the highlight of the section is the plan for a levels system that moves the students through the program from very directed behavior to self-managed behavior. Movement through the levels is determined by the student's ability and readiness to accept increased responsibilities. The highest level signifies the student's transfer of knowledge of behavioral and social skills to demonstration and exhibition of those skills. The skills are taught in daily group interaction sessions called Aggression Replacement Training using a four-part curriculum that teaches students through participation and practice. This curriculum includes empathy training, anger control training, social skills development, and personal responsibility education.

The fourth objective was to develop a method for evaluation. This objective produced forms that could be used for tracking daily behavior and assessing students' and other stakeholders' satisfaction with the program and perceptions of its effectiveness. An instrument was also developed for use in gathering data about the student's behavior following completion of the program.
Table of Contents

Chapter 1 Overview of the Problem ................................................................. 1
   Background .................................................................................................. 1
   Statement of the Problem ............................................................................. 1
   Objectives ..................................................................................................... 2
   Assumptions ................................................................................................. 3
   Limitations ..................................................................................................... 3
   Delimitations ................................................................................................. 3
   Definition of Terms ....................................................................................... 3
   Uniqueness of the Study ................................................................................ 5

Chapter 2 Rationale and Review of Related Literature and Research .............. 6
   Rationale......................................................................................................... 6
   Review of Related Literature and Research .................................................. 6
      Effective Alternative Programs ..................................................................... 6
      Handling Discipline Problems and Aggression ........................................... 10
      Behavior and Social Skills Development ................................................... 12

Chapter 3 Design of the Study ......................................................................... 15
   Objective 1: Development of a Philosophical Statement .............................. 15
   Objective 2: Development of the Program Description ................................. 16
   Objective 3: Development of Policies and Procedures Related to Implementation
      of the Program ............................................................................................ 17
   Objective 4: Development of the Program Evaluation Method ...................... 18

Chapter 4 Results ............................................................................................. 20
   Overview ....................................................................................................... 20
   Results of Objective 1 .................................................................................... 21
   Results of Objective 2 .................................................................................... 21
   Results of Objective 3 .................................................................................... 21
Chapter 1
Overview of the Problem

Background

In 1995 the Safe Schools Act was introduced in the Illinois General Assembly to create safer public schools. The legislation was proposed by Representative Rick Winkel of Champaign when he became concerned that his daughter’s teacher might be spending more instructional time in dealing with disruptive students than in teaching (Reep, 1995). The intent of the final wording of the legislation was to make public schools safer and more productive by providing alternative sites for students who were considered disruptive to the learning environment. The legislation created a system of alternative schools located within each of the state’s educational service regions (Regional Offices of Education).

By 1996 requests for proposals were available for the Regional Offices of Education and Intermediate Service Centers to plan for and develop educational opportunities for these students. Included in the category of disruptive youth were students in grades 6 through 12 who had been expelled from school, suspended more than once, involved with legal authorities for school-related acts, returning from juvenile detention facilities, and chronically disruptive. The program guidelines called for the ultimate goal of the program to be the return of the students to the regular education environment with fewer incidents of disruption.

The grants provided funding for planning and implementing the new programs. Programs were expected to have students enrolled within the first year. The planning stage could include development of the program, procurement of facilities, employment of staff, and installation of technology.

Statement of the Problem

The Regional Office of Education for Franklin and Williamson Counties in Southern Illinois desired to take an approach that would lead to changes in behavior, not
just isolation from the school environment. Otherwise, the students might return to the regular school setting creating the same disturbances. A steering committee recommended the development of a program for middle grade students (aged 12 through 15) because the need was perceived to be greater at that level. An alternative high school already existed, and it was felt that more success could be achieved in changing behavior in younger students. This program would be available to 17 districts in a two-county region. The author of this study was chosen to develop the program and serve as its director.

In planning a program, decisions had to be made about addressing many aspects of a student's life: academics, gangs, domestic circumstances, drug use, violence, and sex. The problem was to design a model for an alternative program for middle school disruptive youth in Franklin and Williamson Counties in Southern Illinois that would lead to change in behaviors, promote academic achievement, and return students to the regular school environment with fewer incidents of misbehavior.

Objectives

The objectives of this qualitative study were as follows:

1. To develop a philosophical statement about what is valued, the nature of the students and the staff, and the relationship of the staff to the students.

2. To develop a description of the program as it relates to desired outcomes, student to adult ratio, academics, and behavioral and social concepts.

3. To develop policies and procedures related to implementing the program.

4. To develop a method for evaluation of the program's objectives and outcomes.

The completion of these objectives resulted in a resource document that provides a model for establishing an alternative education program for disruptive students in grades 6 through 8 which is included in the appendices of this study.
Assumptions

At the outset of the development of the alternative education program for disruptive students, it was assumed that the students who were referred to the program would be of varying intelligence and levels of academic achievement. Likewise, it was assumed that students would come from all segments of society. It was also assumed that students who were currently enrolled in special education classes were not likely to be referred to the program because they were already appropriately placed. But most important was the assumption that most students referred to the program would be deficient in the prosocial skills that are necessary to interact successfully in school and society. Therefore, acquisition of these skills would supercede academic achievement.

Limitations

This study was limited to the development of a model program for students in grades 6 through 8 who would normally be enrolled in regular classrooms in Franklin and Williamson Counties of rural Southern Illinois.

Delimitations

This study did not seek to determine the appropriateness of the model for older or younger students or those in urban areas because it was not relevant to the case. Neither did this study seek to evaluate the success of the model due to time constraints. It is the belief of this researcher that programs of this type must be evaluated on how well changed behavior is sustained. A longitudinal study would be necessary to accomplish this.

Definition of Terms

For the purpose of this study, the following operational definitions were used:

Aggression. A behavior problem characterized by both physical and verbal actions such as fighting, disruptiveness, defiance of authority, destructiveness, quarrelsomeness, irresponsibility, high levels of attention-seeking, and low levels of guilt feelings (Goldstein & Glick, 1987).
Alternative school or alternative education. A non-traditional setting or educational environment, outside the traditional regular program, designed to facilitate the education of students.

At-risk student. Any student who, for any circumstance, is in danger of potentially dropping out of high school before receiving a diploma or for any reason is not likely to be successful in life.

Chronically disruptive student. A student who can be documented as habitually or repetitively misbehaving according to established discipline codes of a school.

Conduct disorder. A behavioral and emotional problem in youngsters and adolescents characterized by the repeated violation of the rights of others and by disregard of age-appropriate norms or rules (Phelan, 1993, p. 89). Expression of anger is the major problem. They are often aggressive, both physically and verbally (American Academy of Child and Adolescent Psychiatry [AACAP], 1992).

Disruptive student. A student who is eligible for suspension or expulsion under a school's discipline policy or one who disturbs the orderly flow of the instructional process or the learning environment.

Immaturity. A behavior problem marked by short attention span, clumsiness, preference for younger playmates, passivity, daydreaming, and incompetence (Goldstein & Glick, 1987, p. 4).

Prosocial skills. Those skills needed for effective personal and interpersonal lives.

Regular school. The educational institution in which a student is traditionally enrolled. For purposes of this study, the regular school may also be referred to as the referring school, the sending school, the regular learning environment, or the home school of the student.

Withdrawal. A behavior problem marked by feelings of distress, fear, anxiety, physical complaints, and open and expressed unhappiness, feelings of inferiority, self-
consciousness, hypersensitivity, seclusiveness, and timidity (Goldstein & Glick, 1987, p. 4).

**Uniqueness of the Study**

This study was unique because no similar program for disruptive middle school students was in existence at the time the program was developed. The alternative programs in the area were primarily serving high school dropouts and truancy problems.
Chapter 2
Rationale and Review of Related Literature and Research

Rationale

The goal of alternative education is to keep students from dropping out of school and to improve the learning atmosphere of classrooms by removing students who distract teachers and detract from other students’ education. The rationale for this study was to design a program that would engage students in learning and provide them with the skills needed for self-management of behavior and effective personal and interpersonal lives.

A renowned expert in the field of rehabilitating youth, Dr. Arnold Goldstein, who has researched and developed programs for juveniles since 1970, suggests that disruptive and disenchanted youths lack prosocial skills—social skills, planning skills, skills for dealing with feelings, skill alternatives to aggression, and skills for responding effectively to stress (Goldstein & Glick, 1987, p. 13). An effective program for these students would, therefore, need to incorporate training in these skills.

This qualitative study addressed the following four objectives:

1. To develop a philosophical statement about what is valued, the nature of the students and the staff, and the relationship of the staff to the students.
2. To develop a description of the program as it relates to desired outcomes, student to adult ratio, academics, and behavioral and social concepts.
3. To develop policies and procedures related to implementing the program.
4. To develop a method for evaluation of the program’s objectives and outcomes.

Review of Related Literature and Research

Effective Alternative Programs. Alternative schools have increased since the sixties when the first public alternative schools were established in the United States. Many of these alternative schools were established on progressive ideas of the times and the concepts of "free" schools for primarily white, middle-class students in small towns or suburbs (Wang & Reynolds, 1995). Those in the southern part of the United States
tended to reflect the civil rights emphasis of the time and were focused on providing poor and minority students the education previously denied them. There were also those established on the premise that it was possible to refashion the world and its institutions and build a new society (Raywid, 1981).

A desire to prevent school vandalism and violence, juvenile crime and delinquency, and high drop-out rates has spurred many initiatives for alternative programs in recent years. Martin Gold appears to have led the march for alternative programs for disruptive students and students with emotional problems (Van Brockbern, 1995). He believed that alternative schools have a capacity to prevent and reduce delinquency, independently of other institutions in their community (Gold, 1978, 1995; Gold & Mann, 1982; Van Brockbern, 1995).

Wang and Reynolds (Wang & Reynolds, 1995) found that public alternative schools are becoming increasingly investigated as viable options as educators try to make schools more responsive to the diverse needs of students. They describe three types of alternative programs according to their perceived purposes.

The first type is the ideological creations of the early 1960s whose intent was to make school engaging, challenging, and fulfilling for all students. Schools of this type are often referred to as schools of choice. They are programmatically similar to magnet schools in that they are related to particular themes or emphases.

The second type is programs to which students are remanded usually as a last chance prior to expulsion. These may include school-within-a-school programs such as in-school suspension and alternative classrooms. These programs are usually considered temporary options. Behavioral modification of the student is the focus of these programs rather than modification of curriculum or instructional strategy. The school in this study has students who have been "sentenced" to attend as a stipulation of probation or as an alternative to truancy problems.
The third type of alternatives is generally not designed as punishment and is more positive and compassionate in philosophy. These programs are designed for students who are presumed to need extra help, remediation, or rehabilitation—either academic or social/emotional. In theory, after successful completion of the prescribed program, a student will be able to return to the mainstream and continue in the regular program. Modifications to curriculum, attending to the individual needs of the students, and highly structured tasks are often hallmarks of these programs.

The second and third types focus primarily on students who are considered "at-risk." Although a true definition of at-risk seems to be difficult to ascertain, the one recurring element seems to be that the term refers to students whose academic achievement is unsatisfactory and interferes with further success, thus creating a cycle of failure that often ends with their dropping out of school (Wittenberg, 1988; Wylie & Hunter, 1994). Although many researchers have attempted to identify the characteristics of at-risk students, definitive work has been done recently by Frymier and associates for Phi Delta Kappa (Frymier & Gansneder, 1989; Frymier, 1992) in assessing and predicting risk among students. In this study of over 20,000 school-aged students, Frymier found that 55% came from homes with both mother and father present. Thirty-five percent came from non-traditional homes such as single-parent families or stepparent families. Another 10% came from unknown home situations. About 30% had attended three or more schools in the previous five years. Almost 5% lived in homes where English was not the primary language.

Frymier reported that 1 out of 7 of the students in his sample had been retained. One out of 7 had failed at least one course within a year prior to the study. One out of 6 was older than his classmates. One out of 15 had missed at least 21 days of school within the year prior to the study. One out of 18 had been suspended within the year. Four out of 10 did not take part in extracurricular activities.
Frymier discovered that about 12% of the students in his study had low self-esteem. One percent had attempted suicide. Two percent had been physically abused. Three percent had used drugs in the previous year, and 3% lived in a family where drugs were used. Five percent of the students had used alcohol within the year. One percent had been involved in a pregnancy.

Researchers have identified as many as 45 characteristics of at-risk students that have been grouped by Frymier into four categories: personal pain, academic failure, family socioeconomic situation, and family instability (Frymier, 1992). Slavin and Madden also included irregular school attendance as an important characteristic to be considered (Slavin & Madden, 1989). Most researchers seem to agree that these factors can, and should, be used, as early as third grade, to predict which students will later drop out of school (Manning & Baruth, 1995; Mayer, 1991; Russell, Lickteig, & Grandganett, 1995).

The research indicates that successful alternative school programs share common characteristics. The ten most commonly identified are as follows (Conant, 1992; Kadel, 1994; Lenge & Sletten, 1995; Wittenberg, 1988):

2. Appropriate program organization.
3. Proper selection of staff.
4. Team approach.
5. Unique or specific focus to the educational process.
7. Respected institutional role.
8. Administrator flexibility.
9. Community involvement.
10. Substance abuse awareness.
Generally, alternative schools differ from regular schools in their small size, informal atmosphere, and the degree of personal attention students receive (Ciccone, 1991). Research on alternative schools in Texas concluded that characteristics of alternative schools in the state were common characteristics which might be applicable to most alternative schools. These characteristics included: (a) a wide range of programs; (b) the referral and selection criteria are unique to each school; (c) near-capacity enrollment; (d) a high mobility rate among students; (e) demographic and academic characteristics vary from school to school; and (f) faculty and staff offer various levels of experience and training (Stevens, 1991).

Teachers in alternative schools can positively impact at-risk students' self-esteem through facilitative environmental characteristics such as trust, respect, and cooperation. The strategies of alternative schools that successfully keep students satisfied with the program and in school longer are building trust and self-esteem (Conant, 1992; Gold, 1995; Van Brockbern, 1995). A survey of 45 at-risk students enrolled in an alternative high school revealed that teachers appeared more concerned about students, were less authoritarian, allowed students more input into decision-making, treated students more fairly, and were more enthusiastic than teachers at traditional high schools previously attended by respondents (Griffin, 1994). Overall, the literature and research reveal that those who attend alternative schools are more satisfied and feel greater success in these environments than in their home schools (Adelman, 1992; Cox, 1995; Epstein, 1992; Gold, 1995; Griffin, 1993; Hayward & Tallmadge, 1995; Raywid, 1981).

Handling Discipline Problems and Aggression. Curwin and Mendler (1988, pp. 5-10) list several probable causes (both in-school and out-of-school) of increased aggressive behavior and discipline problems. Included in these are the increased violence of society, the impact of the media on children, the effects of a “throw-away” society that lacks emotional nourishment for children, lack of secure family environments, boredom
with school; a feeling of powerlessness in the face of authority, unclear rules and expectations, lack of acceptable outlets for feelings, and feelings of inadequacy.

Disruptive or out-of-control students often enjoy setting up power struggles. They are frequently from homes where parental conflict is the norm. Feelings of inferiority, inadequacy, and powerlessness often pervade their psyches. Thus, they hide these feelings in “destructive behaviors that make them feel in control” (Curwin & Mendler, 1988, p. 135). Because of their deep-rooted feelings of powerlessness, they resent authority. Their primary motivation seems to be belonging to a group and gaining peer recognition. They complain of unfair treatment and refuse to take responsibility for their actions. Teachers who use a mix of democracy and authority usually have more success with these students--allowing them to make decisions, assume responsibility, and accept the consequences for those decisions (Curwin & Mendler, 1988, p. 136). A discipline program which combines social contracts and conflict resolution skills, such as negotiating and mediating, also has positive effect in refocusing the behavior of these students by changing the locus of responsibility.

Curwin and Mendler (1988, p. 13-16) have also outlined 12 principles that can serve as the basis in developing effective discipline programs for classrooms:

1. Establish clear and specific rules and consequences.
2. Individualize instruction.
3. Listen to what students are thinking and feeling.
4. Use humor.
5. Vary the style of presentation.
6. Offer choices and present consequences.
7. Refuse to accept excuses.
8. Legitimize behavior you cannot stop.
9. Use hugs and touching in communicating.
10. Be responsible for yourself and allow students to take responsibility for themselves.

11. Realize and accept that you will not reach success with every student.

12. Start fresh every day.

**Behavioral and Social Skills Development.** A renowned expert in the field of rehabilitatıng youth, Dr. Arnold Goldstein, who has researched and developed programs for juveniles since 1970, bases his work on the belief that disruptive and disenchanted youths lack prosocial skills—social skills, planning skills, skills for dealing with feelings, skill alternatives to aggression, and skills for responding effectively to stress (Goldstein & Glick, 1987). An effective program for these students would, therefore, need to incorporate training in these skills.

Social skills deficits or problems can be viewed as errors in learning; therefore, the appropriate skills need to be taught directly and actively. Social skill lessons are best taught in groups of five to seven students and optimally should include competent peers as models (Goldstein & Glick, 1987, p. 40). It is important to prompt students to use newly learned skills throughout the day and across settings to promote maintenance and generalization. It is also important to reinforce students when they use new skills (Wexler, 1991, pp. 17-18).

Students need to be encouraged to increase independence in learning. Instructional strategies involving self-control, self-reinforcement, self-monitoring, self-management, problem-solving, and cognitive behavior modification focus primarily on teaching the skills necessary for taking responsibility and showing initiative in making decisions regarding their own instruction. These strategies, typically used in combinations that incorporate extrinsic reinforcement, have shown promise for enhancing student learning and independence (Wexler, 1991, p. 24).

It is essential that a curriculum for students with behavior problems includes skills that can directly improve the ultimate functioning of the student and the quality of his or
her life (Gottfredson, 1989). This includes skills such as those required to seek and access assistance, to be life-long independent learners, to respond to changes in the environment, to succeed in employment, to be adequately functioning adults and parents, and to achieve satisfying and productive lives (Gable, Laycock, Maroney, & Smith, 1991; Meyen, Vergason, & Whelan, 1988; Morgan & Johnson, 1988; Morgan & Reinhart, 1991). These students must learn that they are responsible for their actions, and that they must learn self-management strategies for dealing with their actions and reactions (Curwin & Mendler, 1988, p. 146).

Key elements in teaching prosocial skills include modeling and instruction of prosocial behavior; communicating positive expectations, attributes, and social labels; and reinforcing desired behavior (Good & Brophy, 1994; Brophy, 1996). It also depends on a teacher’s ability to employ effective counseling skills when seeking to develop positive relationships with individual students.

Modeling prosocial behavior is the most basic element for enhancing student socialization. Modeling, accompanied by verbalization of the self-talk that guides prosocial behavior, can become a very influential method of student socialization because it conveys the thinking and decision-making involved in acting for the common good.

Consistent projection of positive expectations, attributes, and social labels to students may have a significant impact on fostering self-esteem and increasing motivation toward exhibiting prosocial behaviors. Students who are consistently treated as if they are well-intentioned individuals who respect themselves and others and who desire to act responsibly, morally, and prosocially are more likely to develop these qualities than students who are treated as if they had the opposite inclinations.

Experts in the area of classroom and school discipline (Canter & Canter, 1993; Curwin & Mendler, 1988) have identified guides for teachers and administrators in dealing with discipline issues. Teachers need to be authoritative, rather than authoritarian or laissez-faire. Teachers and administrators have the right and the responsibility to exert
leadership and to exercise control, but they increase their chances of success if they are understanding and supportive of students, and if they make sure that students understand the reasons behind their demands. Focusing on desired behavior (stressing what to do rather than what not to do) and following up with cues and reminders are also effective in teaching discipline.

Basic socialization and counseling skills may also be needed in working with individual students. According to Brophy (1996) these basic skills include:

1. Developing personal relationships and reassuring them of your continued concern for their welfare.
2. Monitoring them closely, and, if necessary, intervening frequently but non-disruptively, to keep them engaged in academic activities during class.
3. Dealing with their problems in more sustained ways outside class time; handling conflicts calmly without becoming engaged in power struggles.
4. Questioning them in ways that are likely to motivate them to talk freely and supply needed information; using active listening, reflection, interpretation, and related techniques for drawing them out and helping them to develop better insights into themselves and their behavior.
5. Insisting that the students accept responsibility for controlling their own behavior while, at the same time, supportively helping them to do so.
6. Developing productive relationships with parents.
Chapter 3
Design of the Study

This qualitative study was designed to produce a model for an alternative education program for students in grades 6 through 8 in Franklin and Williamson Counties who were considered by their schools to be disruptive. The study resulted in a resource document that provides the structure for a model program. The objectives of this qualitative study were:

1. To develop a philosophical statement about what is valued, the nature of the students and the staff, and the relationship of the staff to the students.

2. To develop a description of the program as it relates to desired outcomes, student to adult ratio, academics, and behavioral and social concepts.

3. To develop policies and procedures related to implementing the program.

4. To develop a method for evaluation of the program.

Information and insights garnered from informal interviews and discussions with educators and other persons who work with youth, twenty years of personal experience, and readings on the subject of disruptive youth was crucial to the development of the model. This exploration focused on the factors that make alternative education effective, the nature of the students, factors outside of the school that affect students’ learning, and methods of managing problem behaviors. This helped build the foundation for the program’s philosophy and description. The model was developed in stages paralleling the study’s objectives.

Objective 1: Development of a Philosophical Statement

Guided by readings from Goldstein & Glick’s book, Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth (1987), and 20 years of teaching experience, the researcher, who would become the program’s administrator, set out to develop a comprehensive philosophical statement and description of the program. Goldstein’s work was important because he has spent most of his career in developing
effective programs for adolescents. Further input was sought from other persons who are involved with young people. Informal discussions and interviews were held with the director of an alternative high school for at-risk students, a principal of a school for behaviorally disordered students, members of the regional InTouch (drug, alcohol and substance use prevention) team, an administrator of the area’s Youth Services Bureau who facilitates wrap-around services for youth, a juvenile probation official, truancy counselors, and a few regular school administrators. The informal discussions held with these people served as a catalyst for the researcher’s development of a formal statement about what is valued, the nature of the students the program would serve, the nature of the staff who would work with them, and the relationship between the staff and the students.

This philosophical statement would become the foundation for the design of the program, the hiring of staff, and the development of all policies and procedures for implementation. The necessity of formalizing what was heretofore only vague beliefs literally forced the program’s development to take shape. Because it became a concrete, detailed, written discourse, every decision made afterwards had to reflect those statements and ideals.

Objective 2: Development of the Program Description

Because the program was to be funded by a grant, its design had to comply with the specified requisites. However, the applicants were allowed tremendous flexibility in most of the design. As stated above, the design was guided by the philosophical statement. Its only constraints were related to limitations of the grant terms and budgetary allocations. The program had to be designed to address the needs of students with problems as varied as repetitive classroom behaviors, violent physical aggression, alcohol and drug use, and juvenile offenses involving the legal authorities. It also had to address various learning abilities, student ages, and curricular variances among districts.

The challenge was to design the program so that these issues could be addressed while maintaining the philosophy. The program description needed to reflect the
philosophy, and describe who would be served and how they would be served. Goldstein and Glick (1987, p. 250) recommended that the opening section should be a description of the population which might include the ages of the students who would be appropriate, criteria for appropriateness of placement, the geographical areas from which they are referred, the demographic breakdown, and the academic profiles of the students.

The next step was to articulate the program's components and activities. This included resources and linkages to other services and agencies, recreational and academic activities, and "levels" methodology that systematically moved the student from entry through exit. Also of vital concern to this program was addressing safety and security, without which there would be no rehabilitation (Goldstein & Glick, 1987, p. 250). These safety and security issues involved potential student-student, student-staff, and student-community situations.

Another component of the program description is the role that staff development plays in the program. Because the program addresses unique student needs, it is essential that staff members acquire as much training as possible in implementing program components and understanding the characteristics of the adolescents who are enrolled in the program.

Objective 3: Development of Policies and Procedures Related to Implementing the Program.

The policies and procedures were developed with input from other school personnel, program staff members (two of whom were employed with grant funds to help with the planning and development), discussions with leaders of other programs, and sample materials acquired from various people and readings. Many samples were available from the world wide web. Some of the original writings were revised or refined by the researcher during the early implementation stages as a clearer picture evolved of what was needed and what would be most appropriate. These policies and
procedures would be presented in a handbook form that could be utilized by staff, students, and affiliated schools and agencies.

Objective 4: Development of the Program Evaluation Method

The purpose of developing an evaluation process was to gain practical information for future planning and decision-making. Several key variables directly related to the program for assessment were identified during the program description development. These variables included the development of the intermediate objectives and final outcomes of participation in the program, activities to be used in accomplishing these objectives, and methods for measuring the results. The objective was to develop a model for evaluation. The evaluation itself was not part of this study.

The method for evaluation was determined by the researcher to require a two-part approach: formative evaluation and outcome evaluation. The formative evaluation stage would provide information for program improvements and decision-making related to program and procedure design. Information for this evaluation would be gathered from program staff, students, and referring school personnel during program implementation when adjustments could be made and the results analyzed. Informal evaluation would take place in daily staff meetings where student problems and programmatic issues would be discussed and decisions made by the team on how to address them. Students' opinions and comments gained during informal discussions would also be used in this stage.

Information gathered in the summative stage of the evaluation process would be used to make judgments about how well the program accomplished its objectives—in essence, outcome evaluation. It would also be a two-part process. First, surveys of staff, students, parents, and referring school personnel would be used to determine the degree of satisfaction with the program and to ascertain its perceived strengths and deficiencies. The second part would involve gathering information about students' behavior after completion of the program and returning to the regular school environment. The information gathered in this stage should provide information on the program's ability to
achieve its primary goal of returning students to the regular school environment with fewer incidents of misbehavior or disruption.
Chapter 4
Results

Overview

This qualitative study was designed to produce a model for an alternative education program for students in grades 6 through 8 in Franklin and Williamson Counties who were considered by their schools to be disruptive. The study resulted in a resource document that provides the structure for a model program. The objectives of this qualitative study were:

1. To develop a philosophical statement about what is valued, the nature of the students and the staff, and the relationship of the staff to the students.
2. To develop a description of the program as it relates to desired outcomes, student to adult ratio, academics, and behavioral and social concepts.
3. To develop policies and procedures related to implementing the program.
4. To develop a method for evaluation of the program’s objectives and outcomes.

The outcomes of these objectives resulted in a comprehensive resource document that could be used in replicating the program. These documents are found in the appendices. The first step toward achieving the objectives, the development of the program description, its policies and procedures, and its evaluation was to identify the needs of students who would participate in the program. Based on information from existing research and a consensus of opinion of educators and others who work with disruptive and troubled youth, a list of perceived needs of students was developed by the researcher. These identified needs were used in the development of other program components. The list identified the following needs:

1. Better decision-making skills.
2. The ability to empathize.
3. Stopping reflexive and impulsive actions which result in anti-social behaviors.
4. Positive reinforcement in both social and academic settings.
5. Individualized educational programming.
6. Job readiness skills.
7. Regular supervision of academic and social activities.
8. Inclusion of family members in the educational process.
10. Assistance with and follow-up on re-entry into the regular school program.

Results of Objective 1

Objective 1 was to develop a philosophical statement. Appendix A presents a formal philosophical statement about what is valued, the nature of the students and the staff, and the relationship of the staff to the students. The philosophical statement became the foundation for all other components of the program design.

Results of Objective 2

The second objective of this study was to develop a program description as it relates to desired outcomes, student to adult ratio, academics, and behavioral and social concepts. Appendix B presents a narrative description of the program which includes:

1. Eligibility criteria
2. Admission procedure
3. Exit procedure
4. Goal of participation
5. Program objectives
6. Individualized Optional Education Plan (I.O.E.P.)
7. Program activities
8. Safety and security issues

Results of Objective 3

Objective 3 was the development of policies and procedures related to the implementation of the program. The policies are presented in Appendix C and the
procedures in Appendix D. The policies presented in Appendix C were primarily associated with discipline issues. They include:

1. Student conduct
2. Student rights
3. Student responsibilities
4. Types of offenses
5. Types of consequences for inappropriate behavior
6. Implementation

The procedures were intended to define the daily operations of the program and provide avenues for administering the policies. The procedures addressed the following topics:

1. Daily schedule
2. Building expectations for behavior
3. Transportation
4. Illegal substances and/or weapons
5. Grooming
6. Absences
7. Progress reports
8. Conferences and consulting with teachers
9. Tardiness
10. Health records
11. Lunches
12. Visitors
13. Grievance procedure
14. Illness or injury
15. Communicable diseases, parasites, etc.
16. Medications
17. Severe weather and emergency dismissals
18. Safety drills
19. Field trips
20. Use of restrooms
21. Homework and assignments
22. Use of library materials
23. Grading system
24. Curriculum information
25. Classroom expectations for behavior
26. Program rules
27. Levels system description
28. Conduct on buses
29. Parental responsibilities

Implementation of the program requires the use of several forms which are also presented in the appendices. Appendix E presents a brief form for administrators to submit to the program administrator for initial consultation about a student. This is followed by an Individualized Optional Education Plan (I.O.E.P.) form in Appendix F. This form specifies information about the student, his or her situation and the reason(s) for referral, background information, and the program’s plan for the student’s educational program while enrolled in the program and upon exiting the program.

Results of Objective 4

The fourth objective of the study, the development of a method for evaluation of the program, resulted in a plan for gathering and analyzing data on key variables of the program. The evaluation process was determined to require both an informal formative component for making program improvements and evaluating progress during implementation and a formal, summative component to determine how well the program met its objectives.
The informal process would be conducted in daily staff meetings where student behavior, student participation, and staff reactions could be discussed and analyzed. Daily checklists presented in Appendix G would be used to guide the discussions. These checklists rate student performance and behavior in five categories on a sliding scale of 0 to 3, with 0 being non-compliant and 3 being beyond minimal requirements. If students consistently score in the two unsatisfactory categories, the staff team can make recommendations for appropriate interventions and possible programmatic changes. Summaries and comparisons of these data can also be used for summative information regarding whether a student has made sufficient progress to return to the regular school environment.

A sample instrument for gathering data for the summative information from program personnel, referring school personnel, and other stakeholders is presented in Appendix H. It is an opinionnaire of perceptions about the strengths and deficiencies of the program as well as rating stakeholders' satisfaction with the program. It asks for information in two formats: a Likert-type scale, which rates the degree to which the respondent agrees or disagrees with a statement, and a short answer response format to questions. This survey would be administered to staff and other stakeholders near the end of a program year.

Appendix I presents an instrument for surveying participants on their perceptions of and satisfaction with the program. It also requests information about the program in Likert-type ratings and short answer format.

The instrument developed for evaluating the student's reintegration into the regular school setting is presented in Appendix J. It gathers information from the student, his or her school personnel, parents, and others who have a relevant involvement in the case about the student's success or difficulty in re-entering the regular setting.
The program administrator will analyze the information gained from these surveys and report the findings to appropriate persons. This information will also be used in making decisions regarding program planning and improvement.
Chapter 5
Summary, Findings, Conclusions, and Recommendations

Summary

The purpose of this study was to design a model for an alternative program for middle school-aged disruptive youth in Franklin and Williamson Counties in Southern Illinois that would lead to changes in behaviors, promote academic achievement, and return students to the regular school environment with fewer incidents of misbehavior. The outcomes of this qualitative study resulted in a comprehensive resource document that could be used in replicating the program. These documents are found in the appendices and were discussed in Chapter 4.

Findings

This study yielded valuable findings for the researcher. The first is that the community considers the program valuable and indicates a need for it. This assertion was evident in interviews and discussions with various community members and representatives of other agencies involved with this population.

Secondly, it was found that the program should also provide peripheral support programs and services that address some of the issues related to the students' out-of-school situations that have affected their schooling. These might include counseling services, family social services, alcohol and substance abuse counseling, and others.

The program should also include clearly defined discipline programs that combine democratic principles with authority and limits. The program must consistently hold students accountable while preserving dignity, and must lead students to self-management of their behaviors.

Conclusions

Today schools are too frequently the sites of violence and fear. Many students feel unsafe at school. Crime and violence are reportedly occurring in increasing proportions
throughout society and among younger groups of adolescents. The traditional role of the family as the developer of prosocial skills in children has changed significantly. There is a distinct need for alternative methods of educating students so that schools are safer places for all and so that disenfranchised and anti-social youth are provided with opportunities for changing behavior or learning new, positive approaches for living in our society. To be effective, an alternative program for disruptive youth must be more than just a detention facility; it must seek to provide the students with the skills and support needed to alter behaviors.

This model for the development of an effective alternative program provides future developers with a resource for replication of the program. The program is research-based, addresses specific needs of the target population and the school personnel who refer them, and is replicable at other age groups. The strength of the model lies in the formal, written philosophical statement and the development of specific, measurable program objectives and final outcomes which provide the framework for all other aspects of the program design.

The philosophical statement, the program description, and the policies and procedures were designed for inclusion in the program’s handbook as an expedient means of presenting them to students, parents, teachers, staff members, school administrators, and other agencies concerned with the target population. They describe daily routines, program expectations for student behavior, and the levels system for moving through the program which is the foundation of the discipline program. The merits of the levels system are in its itemization of the responsibilities of each student at each level, the privileges accorded the students, the consequences of non-compliance with the stated responsibilities and rules, and what is needed to advance to the next level. This puts the locus of responsibility on the student.

Recommendations
To complement this program model, it is recommended that strong linkages among many agencies and organizations that concern themselves with young adolescents be sought. Likewise, development of increased interactions between these agencies and organizations, the school and the home are strongly recommended.

Parental involvement and, often, parent education are keys to the success of the student in school and in the alternative setting. The alternative program should be designed to help parents learn to become more involved. The development of support groups, seminars, and training sessions for parents of students enrolled in the alternative program would greatly increase the chances for success of the program in changing behaviors in students.

The research indicates that the long-term success of program for behavior change hinges upon follow-up and reinforcement. It is recommended that program personnel provide a means for educating the participating schools about the program components and the students returning to their schools. Included in this would be training personnel to act as “transfer coaches” for returning students, providing support and reinforcement of the skills learned in the program.

The evaluation of the program needs careful attention because it provides other educators, parents, and community members with evidence of the program’s merit. It also provides valuable information for decision-making in planning and improvement. It is recommended that program administrators seek expert advice in planning for and implementing program evaluation strategies to lend credence and reliability to the information.

Staff development and training is an issue that must be addressed in any effective program. This model particularly requires that staff members receive specialized training in several aspects regarding discipline strategies, understanding the nature of the disruptive adolescent, individualizing to varied learning styles, conflict resolution, safety, gang awareness, confidentiality issues, and procedures for handling crises situations to
name a few. Provisions for professional growth and development as well as mentoring should be inherent in the design of the program.

A final recommendation is that a follow-up study might be pursued to evaluate the success of the program.
References


Appendix A

A Philosophical Statement

Beliefs

The following is a statement of beliefs of the program developers that provide the foundation for the program and its activities.

We believe that all persons have worth, dignity, and a right to respect.

We believe that success influences self-concept, and self-concept influences learning and behavior.

We believe that education makes it is possible for individuals to discover and endeavor to achieve to the limits of their capacities.

We believe that motivation is an effective means of getting an individual to learn, and that the teacher must strive to create within the individual a desire to know so that the individual, in turn, will feel pride in achievement.

We believe that behavior is learned and, therefore, can be un-learned.

We believe that education must help the student realize worth as an individual and should lead the student toward becoming a productive member of this society. Strong emphasis must be placed upon democratic values which are important for effective and satisfying personal and social life.

We believe that the role of the teacher in the educational process is to provide opportunities for the individual to achieve at the maximum level, to create a learning situation in which individual motivation for learning is the stimulus for achievement, and to promote, through teaching and example, the principles of the democratic way of life.

We believe that parents have definite responsibilities in the education of their children. They need to have confidence in the teachers, and they need to impart this confidence to the students. The parents may do this by cooperating to the fullest with the schools, by encouraging the student to give best efforts to daily school responsibilities, and by participating in school activities.
We believe that the student has many responsibilities in the educational program. Most important of these is attitude. The student must be encouraged to develop an attitude that the school is an institution of opportunity, staffed with teachers to help, with whom there must be cooperation and respect.

We believe that learning should extend beyond basic fundamentals. Learning to think, to control one's actions, to learn about acceptable peer relationships, and to develop the ability to discern right and wrong for oneself are integral parts of learning.

**Nature of Youth--General Characteristics**

The period between the ages of 12 and 19 has generally been referred to as the period of adolescence. This period of time, characterized by emotional turmoil and stress, comprises a developmental process in which youth move from the dependency and immaturity of studenthood toward the physical, psychological, and social maturity of adulthood.

Physiologically, this maturational process includes changes in size; changes in physiological structure; and changes in hormones and other chemical secretions that affect physiological growth, emotions, and behavior.

Psychologically, there is a desire for independence and development of one's identity. Adolescents exhibit an inflated sense of responsibility. They desire the privilege of decision-making like adults, but have not acquired the skills nor discipline necessary for effective and appropriate decision-making. Adolescents frequently question the authority and values of parents, teachers, and significant others, yet continue to have a strong need for adult approval. They tend to be idealistic and establish goals for themselves that are often unrealistic.

Socially, adolescents begin moving away from the family group and exhibit a strong need for peer recognition. The peer group becomes a powerful influence and affects adolescents' behavior and attitudes.
The Student Population

The students admitted to this alternative education program share all the characteristics attributed to the typical adolescent. Our youth have, in some way, been unsuccessful in school or in the community. Many have been deprived of appropriate direction, nurturing, encouragement, or guidance from significant adults. Many of them have been unable to develop the prosocial attitudes and values to be successful adults. Many of them have been exposed to poor role models and have been the victims of severe emotional deprivation during their early years. Our youth may be deficient in both academic skills and interpersonal relationship skills. Essentially, many are impulsive, lacking planning skills, decision-making skills, problem-solving skills, negotiating skills, and the ability to appropriately control and deal with anger and impulsivity. The result of these deficiencies has frequently been involvement in verbal and physical aggression, the acceptance of an antisocial value system, and even involvement in delinquent activities.

Despite the development of a negative value system, it is the belief of this alternative education program that youth admitted to this program can, with the proper interventions from staff, become productive citizens of their respective communities. Our staff members provide youth with a rehabilitative program that is structured, with controlled program standards and behavioral expectations.

Nature of Staff

Our mission is to return youth the regular learning environment as productive, functional and integrated citizens of society. Thus, the needs of the youth dictate the type of staff required to effect their positive change. It is imperative that the program’s staff be role models while working with the youth. Adolescents need staff whom they can emulate, who convey a genuine concern and caring, with unconditional positive regard and empathetic understanding. As positive role models, staff members must be ever cognizant of their interpersonal interactions with both youth and colleagues and exhibit an ability to appropriately handle conflict, decision-making, problem-solving, and
planning. In order to demonstrate a genuine concern for youth, staff must be warm and friendly, yet firm in holding youth accountable to expectations for their growth and development. Our staff members must be capable of achieving a balance between establishing close, personal relationships with youth and yet performing roles as adult authority figures. Because academics are the focus of the school, most of the staff are certified teachers, who are trained in working with the unique characteristics of these youth. All personnel receive staff development in conflict resolution, understanding the adolescent, behavior management, mediation and negotiation skills, and the ability to deal with students with diverse needs and learning styles.

Youth-to-Staff and Staff-to-Staff Interactions

Critical to the success of the program are the interactions between staff and youth. Maslow's hierarchy of needs is a theory in which the foundation for youth and development begins with the creation of a physically and psychologically safe and secure environment. Consequently, staff members must initially develop and continually sustain a physically safe (e.g., appropriate shelter, clean and safe environment) and psychologically safe (e.g., established norms of behavior, structured activity and routines, predictability in relationships) environment.

Once a safe, secure environment is established, it is equally crucial that staff are both capable and willing to differentiate their interactions and interventions with youth. While youth who enter this program are skill deficient (interpersonally and/or academically) and have failed to act responsibly, they are at different levels in terms of skill development. Staff members must individualize their interactions with the youth if a youth's potential is to be maximally affected.

The youth of this program are placed in this facility because they have made poor decisions and have acted irresponsibly in the school or the community. Staff members, if they are to be effective in their interactions, must be able to modify or change their own behavior depending on the situation and the youth involved. Staff members are
continually involved in both directive behavior (i.e., telling youth what to do, where to do it, etc.) as well as supportive behavior (i.e., listening to the youth and providing support, encouragement, and reinforcement). The professional staff person is adept at knowing when it is appropriate to be directive and when it is appropriate to be supportive, based on the situation and the maturity level of the youth involved. Initially, staff members will interact in a highly directive and in a low supportive manner with a youth who is unwilling or unable to act in a responsible manner. As the youth matures and demonstrates his/her ability and willingness to accept and fulfill his/her responsibilities, staff will gradually veer toward providing the youth with low directive and low supportive behavior. Thus youth are provided with an opportunity to demonstrate learned skills independently and responsibly.

As staff members engage in the serious occupation of being change agents, it must be recognized that their interactions and interventions with one another are as crucial to the rehabilitation process as their interventions and interactions with youth. To be successful in their mission, staff members must work cooperatively and supportively with one another as members of the program’s team as well as the community at large. Inherent in this team spirit are characteristics that all staff members need to possess:

1. **Involvement**: ability to develop and demonstrate a commitment to the students as well as to the program.

2. **Initiative**: willingness to accept responsibility and to contribute more than may be required even when it may seem risky or beyond one's role or function.

3. **Understanding of Self**: ability to possess a knowledge of one's own feelings, values, beliefs, abilities, limitations, and needs.

4. **Understanding of Others**: willingness to explore and listen to what others (co-workers) feel, believe, think, and need.
5. **Openness**: ability to say what is on one's mind; the ability and willingness to confront peers constructively to enhance job performance; a realistic appraisal of where one stands.

6. **Listening Ability**: willingness and ability to listen carefully to what others say and mean and to listen for necessary information and instructions; willingness to ask questions to assist better understanding of what one has heard.

7. **Use of Feedback**: ability to accept constructive criticism from others, learn from one's own experiences, and make changes that will improve job performance.

8. **Communication**: ability to share and receive information/data with co-workers and persons outside the school.

9. **Participation in Decision-Making**: willingness to take the time and energy to share in the decision-making process.

10. **Perseverance**: commitment to youth or staff with whom one is working; ability to work under stress without giving up.
References


Appendix B

Program Description

This program is alternative placement for students who create disruptions to the traditional learning environment either through gross misconduct that could lead to suspensions or expulsions, illegal acts, or habitual misbehavior. Its goal is to train or retrain behavior to the extent that a student completing the program can return to the regular school environment with reduced incidents of misbehavior.

Eligibility Criteria

Generally only about 1% of a school's total enrollment is eligible for admission to this alternative program. Eligible students are enrolled in grades 6 through 8 and do not exceed the age of 15. A student must be referred by his or her local school system through the adopted procedure. Students who are deemed very aggressive, violent, or habitually disruptive are generally considered eligible. Students who have been suspended from school more than twice or those who are being considered for expulsion are also eligible. Also, students who are involved with the legal authorities or are returning from detention facilities are candidates for this alternative program.

Students who are enrolled in special education programs, generally speaking, are considered to receive more appropriate services within their prescribed environment as described in their Individualized Educational Plans (I.E.P.'s), and, therefore, are generally not recommended for this program.

Eligible students come from all sectors of the local community and from all class backgrounds. Students also possess varying academic abilities and capabilities. They may be either male or female. Eligibility for this program is determined by the program administrator by one or more of the following criteria:

1. The student has been suspended at least twice for a period of 4 or more days for "gross misconduct" as defined in the referring school's discipline policy.

2. The student has been arrested by the police and/or remanded to juvenile or
criminal courts for school-related acts.

3. The student is eligible for reassignment pursuant to violation of school "zero tolerance" policies.

4. The student is returning from a juvenile corrections facility.

5. The student has been in misconduct that can be demonstrated as serious, repetitive, and/or cumulative.

6. The student has previously been remediated at least once by the school.

Other circumstances may be considered on an individual basis contingent upon space availability. Under no circumstances will students not meeting the prescribed criteria be admitted if it adversely affects the teacher-pupil ratio.

**Admission Procedure**

Students are accepted into the program at any time during the school year. The referring school will prepare a written referral form for submission to the alternative education program administrator who will determine whether the student is eligible to be considered for the program. The alternative education program administrator will convene a review team to review the student's case and determine his/her placement. The review team is minimally composed of one or more members of the program's staff, the student's parents/guardians, and the referring school's administrator and guidance counselor. The student may also be included in meetings. In applicable cases, the student's juvenile case worker and/or representatives of other agencies involved with the student are asked to attend.

Each student's case is reviewed and his or her needs are analyzed and an academic and behavioral plan, the Individual Optional Education Plan (I.O.E.P.), is developed. This plan outlines the anticipated outcomes of participation in the program and the objectives, activities, and support services that may be needed to achieve the outcomes. It also states the amount of time the student is expected to be in the program.
Exit Procedure

The student's review committee will meet at the end of the prescribed time of attendance of each student (as outlined in his/her I.O.E.P.), or, at the least, at the end of each semester of the school year, to consider the student's progress and to recommend action as to whether the student has made sufficient progress to return to the regular school. If a student attains the maximum age of fifteen and has not demonstrated sufficient progress to return to the regular school setting, other options, such as referral to the regional alternative high school program, may be recommended.

Goal of Participation in the Program

Students will return to the regular school environment with fewer incidents of disruptive behavior.

Program Objectives

1. Students will be educated in an active learning curriculum which appeals to a variety of learning styles and intelligences.

2. Students will show significant improvements in school attendance, teachers' behavior ratings, discipline referrals, parents' behavior ratings, and performance.

3. Students will learn and employ Aggression Replacement Training as a tool to control anger and achieve personal goals peacefully.

4. Students will be reintegrated into a positive relationship with adults and peers through service learning participation.

5. Students will be continually monitored by staff members using a staff-designed behavioral instrument which can be employed as a guide for returning students to the regular school environment.

The Individualized Optional Education Plan (I.O.E.P.)

Interventions and objectives for achieving the program outcomes have been developed and are utilized to write an Individualized Optional Education Plan (I.O.E.P.)
for each student following evaluation of the student's needs/deficiencies. The student's review team reviews the student's records, results of any psychological or educational assessments, discipline records, and other data that might be utilized in assessing the needs of the student including information from referring school personnel and outside agencies that may be involved in the student's case. Recommendations are made by program staff about what strategies and interventions should be included in the student's plan. This plan includes the student's academic plan as well as other specific behavioral objectives to be achieved, strategies, interventions, and trainings appropriate to the student's needs.

**Program Activities**

The program's curriculum takes a two-tiered approach: the behavioral/social component and the academic component. Because it is vital that students receive interventions that train them in developing appropriate behavior, the behavioral/social component is a modified version of Goldstein & Glick's Aggression Replacement Training (A.R.T.) (1987). It includes active participation in four areas: empathy training, anger control, social skills, and moral reasoning. Students practice the skills in the classroom through role-playing situations, then practice the skills again outside the classroom. Transfer of the skills to daily living is the ultimate goal of the program.

The second part of the program seeks to increase student academic performance. The educational program will allow all youth the opportunity to excel in academic and life/work skills. The educational program is staffed by qualified, competent, and caring professionals and paraprofessionals. Each student's needs are analyzed and an academic prescription plan, the Individual Optional Education Plan (I.O.E.P.), is developed.

The curriculum has been developed with input from community members, school teachers and counselors, special education teachers, youth service agencies, and personnel of other alternative education programs. The academic program is designed to include the fundamental learning areas of math, language arts, science, and social studies. These
courses have been developed in relation to the Illinois Academic Standards. Remediation, study skills instruction, and adapted assignments are prescribed, where appropriate, for those students with deficiencies. Courses of study may involve computer-assisted instruction, multi-media programs, or the integration of other subject areas.

The small teacher-pupil ratio (1:10 maximum; 1:6 ideally) will allow each student the opportunity to receive individual help that can seldom be offered in the regular school setting. Weekly progress checks are made during staff meetings. Reports are made to the referring school and the student's parents/guardians every three weeks.

Group sessions with staff guidance are held on a daily basis with emphasis on behavior management, conflict resolution strategies, empathy training, anger/aggression control, responsibility education, and building self-esteem. Individual sessions with staff members to consider future plans and to assess individual progress are held frequently.

Community resources are utilized whenever possible to provide additional instruction and assistance for students and their families. Agencies such as John A. Logan College, the National Coal Museum, the Franklin-Williamson Human Services Youth Services Bureau, the DASA/INTOUCH program, the Adolescent Health Center, and SIU-C Clinical Center may lend support where appropriate. The Franklin-Williamson Human Services Agency provides comprehensive "wrap-around" services to which all students are eligible. These services include, but are not limited to, ongoing classroom programming, social service referrals, and individual and family counseling.

Counseling is important to the success of many of the students with disruptive behaviors and other factors that affect their learning, such as drug and alcohol use by themselves or family members, violence in the family, or emotional problems. This alternative education program link students with counseling services when needed. A reciprocal agreement for sharing information about adolescents exists among the schools,
law enforcement, and the alternative education program. The primary objective of the
counseling program is to deal with crises and to assist youth to develop prosocial
methods of interacting with others so they become more functional as students and
citizens. Individual sessions are held with students as needed to deal with personal
issues.

Safety and Security Issues

Precautions have been taken to assure that the school facility is safe and secure.
Doors are locked from the outside. The main entrance is monitored at all times to control
access to the building. Students remain on the premises once they arrive until being
dismissed to designated means of transportation. Students who become ill are "signed
out" by a parent or guardian. The staff is trained in intervention strategies in crisis
situations and in identifying signs of drug and substance use and possession. A "zero
tolerance" policy against, drugs, alcohol, and weapons is adhered to, and arrangements
with local law enforcement have been made for intervention in instances of possession of
illegal drugs or weapons. Local schools and law enforcement agencies have developed a
reciprocal agreement for keeping both schools and law enforcement agencies informed of
difficulties with students. An isolation area is reserved for crisis situations.

Professional Development

The uniqueness of the activities of this program and the special needs of the
students who participate require that staff members receive special training. Professional
development activities that program staff are required or encouraged to experience
include:

1. A.R.T. training
2. Computer and internet technology
3. Learning styles
4. Positive discipline
5. Understanding the adolescent
6. LAN wrap facilitator training
7. Conflict resolution training
8. Gang awareness
9. Stress management
10. Non-violent crisis intervention
Appendix C

Policies

These policies were developed to help guide program rules and procedures. The policies are consistent with those developed by local schools in the region this program serves. In some cases, phrasing has been adopted from local school district policies. All programs and procedures developed by administration and staff members will be developed in adherence to the intent of these policies.

Student Conduct.

Students shall conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested in all program employees; for the educational purposes underlying all school activities; and for the rights and welfare of other students.

All employees of the program shall share the responsibility for supervising the behavior of pupils and for seeing that they meet the standards of conduct which have been or may be established herein. In each instance in which an employee acts to help a pupil conduct himself properly, emphasis shall be placed upon the growth of the student in ability to discipline himself.

Behavior in the program shall be governed by these guidelines. Students will behave in such a manner as to:

1. Maintain a safe and clean environment.
2. Promote safety, courtesy, and proper manners.
3. Allow an interruption-free education of the individual or group.
4. Promote good health and high moral standards.
5. Allow everyone to use and enjoy the facilities.

We strive to build character by training students to think critically and logically, to accept democratic ideals of freedoms and responsibilities, to utilize conflict resolution
skills and anger management techniques, and to weigh consequences of actions. We believe that our students can learn to self-manage their behavior.

For the safety and well-being of our students and staff, we have created a few basic rules which you have just read. In another section is a list of behaviors that we consider to be violations of these basic rules.

Classroom teachers may also develop guidelines and consequences for behavior in their classrooms. Students shall be made aware of these guidelines and consequences.

All students shall be responsible for maintenance of the building and/or classroom rules and expectations. The rules and expectations shall be reviewed annually and amended where necessary.

All students shall receive a copy of the student handbook and policies at the time of enrollment. The policies, procedures, and rules shall be explained to all students on the first day of attendance, or at their initial enrollment. The program administrator is responsible for the manner in which the documents are explained to the students.

While the overall philosophy of the program is nonviolent de-escalation of conflicts that may lead to physical aggression, staff members may use physical restraint when necessary to prevent violent actions that may result in harm to students and/or staff members.

Student Rights.

1. Each student has the right to expect that all of his/her rights will be guarded as long as he/she exercises full responsibility.

2. Each student regardless of race, color, creed or religion, sex, legal marital status, national origin, or disabling condition, has the right to an opportunity for an education.

3. Each student has the right to learn, to petition, to participate in programs and activities and the rights of freedom of expression, assembly and privacy. However, the exercise of these rights shall not infringe on the rights of others and may not interfere with the orderly operation of a classroom.
4. Each student has the right to expect his/her property to be safe.

5. Each student has the right to be helped to learn self-control. No one will silently stand by and allow a student to abuse his/her rights.

6. Each student has the right to freedom from unreasonable search and seizures. The following guidelines shall apply to the searches of students, seizures of items in a student's possession, the search of program property assigned to a student, (including, but not limited to, lockers and desks), and the search of students' property located on the program's premises.

   a. There must be reasonable cause to believe that a student is in possession of, or has placed in program property assigned to him, or has placed in the student's property located on program premises, a substance or an article, the possession of which constitutes a crime or violation of law, a delinquent act or violation of policy, or evidence of a crime, violation of law, or

   b. There must be reason to believe that the student is using his locker or property in such a way as to endanger his own health or safety, or the health, safety and rights of other persons; or

   c. Pursuant to these procedures: In view of the escalating presence of weapons in schools, the administration may authorize the use of hand-held or walk through metal detectors to check, at random, a student's person or personal effects as follows:

      {1} A notice will be posted in a central location stating that weapons are not permitted on premises and that students may be required to submit to a random metal detector check(s).

      {2} When a program administrator decides to conduct a group metal detector check, the program administrator will select the class(es) to be checked at random by blindly drawing one or more classrooms from all of the classrooms within the building. The drawing shall be conducted in the presence of another adult.
Before conducting the metal detector checks, the participating administrator or law enforcement officer ("officer") will enter the classroom and explain the scanning process to students in the class, emphasizing that the checks are intended to maintain a safe environment.

An administrator or officer will check each student by visually searching the student's desk and then escorting the student with his personal effects into the hall to proceed with the metal detector. An adult will closely observe students at their desks to make sure that no objects are removed from pockets or personal effects.

Outside the classroom, the administrator or officer (in the presence of another adult) will ask the student to remove all metal-containing objects from the student's clothing and personal effects. The administrator or officer will then scan the student without touching the student's body and scan the outside of the student's personal effects. The metal detector scan of the student's person will be done by an adult who is the same sex as the student. If the student refuses to cooperate, the administrator or officer may proceed with the check in the presence of another adult.

If the metal detector is activated during the scanning of the student's effects, the administrator or officer will open the bag, purse, or other object causing the activation and look for weapons. If the metal detector is activated during the scanning of the student's person, the student will be given a second opportunity to remove any metal-containing object from his person. If the metal detector is again activated, a same-sex administrator or officer will conduct a pat-down search of the student's outer clothing in the area where the metal detector was activated. The pat-down search will be done in the presence of an adult witness. If the administrator or officer feels an object on the student's person, the student will be given an opportunity to remove the object. If the student refuses, the administrator or officer will escort the student into a private room and remove the object from the student in the presence of an adult witness of the same sex.
Nothing contained herein will be construed to limit the ability to use metal detectors to conduct searches of students when reasonable cause exists.

If a properly conducted search yields a weapon or any other illegal material, it shall be turned over to proper legal authorities for ultimate disposition.

7. Each student has the right to due process in disciplinary proceedings, and shall be informed fully about an alleged breach of conduct. The student shall always be treated with fundamental fairness and shall be provided an opportunity to respond to such charges. Finally, any permanent record that results from the student's actions or the consequences of those actions, shall clearly state whether the charges of misconduct were or were not substantiated.

8. Each student has certain rights when under interrogation by police.

   a. The program administrator shall permit police officers and identified representatives from the court on official business to serve students with arrest or search warrants and subpoenas.

   b. The program administrator shall permit police officers or identified representatives of the court on official business to interview students who are victims or witnesses of a crime or delinquent act or students who are involved in suspected child abuse cases. The program administrator or his designee shall document attempts to notify the student's parent prior to such interviews unless a family member is the alleged abuser. The program administrator or his designee, shall be present for such interviews only if requested by the student and the official conducting the interview. Interviews other than those specified elsewhere shall be conducted in the presence of the program administrator or his designee. Program personnel shall not be required to document parent contact prior to interviewing a victim or witness.

   c. When a law enforcement officer, or an identified representative of the court on official business, makes a request to interrogate a student who is not a victim or
witness of a crime or delinquent act or involved in a suspected child abuse case, the following steps shall be taken by the administrator, or his designee.

[1] The parent shall be called and notified of the request, and should give approval for the conference.

[2] If the parent objects to such questioning, the parent shall be asked to appear to remove the student or request the officer to make an arrangement with the parent for an appointment at the student's home.

[3] If the parent cannot be contacted, the officer shall be requested to make arrangements for questioning the student at a later date when the parents or their representative can be present, unless an emergency situation exists, in which case the student may be called to the administration office; and the program administrator, or his designee, shall supervise the conference. Factors to determine whether or not an emergency exists shall include, but shall not be limited to, the severity of the crime or delinquent act, the degree of danger to other persons or property caused by any delay in the investigation, and whether or not information about the matter being investigated is likely to become unreliable with the passage of time.

9. Each student has certain rights when a police officer or an identified representative of the court wishes to remove a student from the premises.

a. Should the officer request to take the student out of the building, he shall do so only with the consent of the parents or with a subpoena which requires the student to be a witness. If the officer desires to make an arrest, either with or without an arrest warrant, he shall be allowed to do so without objection by the administrator or teacher in charge. If a student is removed by an officer, the administrator shall endeavor to notify the parents prior to the student's removal from the school premises or as soon thereafter as possible.
b. If a police officer demonstrates to a program administrator or his representative that a child needs to be taken into protective custody, the officer shall be permitted to remove the student.

c. Should the officer request to take the student out of school, he should be permitted to do so under the aforementioned conditions and upon the condition that he sign a release order.

d. Release Orders shall be signed in triplicate, with the original being filed in the office of the director of program operations, a copy to the parents, and a copy retained in the school files.

Student Responsibilities

Each student enrolled in this alternative program is expected to fulfill the following responsibilities:

1. Each student has the responsibility to participate fully in the serious business of learning. The student shall report to school and to all scheduled classes regularly and on time, bring necessary school materials, remain in classes until excused, pay attention to instruction, complete assignments to the best of the student's ability, and request help when it is needed.

2. Each student has the responsibility to avoid any behavior that is detrimental to one's own or to other students' achievement of educational goals. Every student shall cooperate in maintaining order in the school and in the classroom, take care of books and other instructional materials and school property, and encourage a climate of learning. Lost, damaged, or destroyed instructional materials shall be paid for as prescribed by law and in accordance with the procedures established by the program's director. Failure of the student or his parent to pay for the amount assessed may result in no further issuance of instructional materials to the student.

3. Each student has the responsibility to respect the knowledge and authority of school personnel. Each student shall follow reasonable directions, use only acceptable
and courteous language, avoid actions that show contempt, and appeal decisions only through appropriate channels.

4. Each student has the responsibility to respect the rights and human dignity of fellow students. For example, students shall not engage in name-calling, fighting, or deliberate attempts to embarrass, intimidate or harm another student.

Types of Offenses

Following are several examples of the types of misbehavior which cannot be tolerated in an educational setting. While this list is not, and cannot be, inclusive, it should cover most of the violations which most commonly can occur.

1. **Creating Classroom Disturbances.** Any act which distracts from a teacher’s ability or opportunity to teach or students’ ability or opportunity to learn.

2. **Assault.** Assault is any attempt or threat to inflict injury upon another under such circumstances as denote at the time an intention to do it and the present ability to carry such intention into effect. No actual body contact is necessary.

3. **Battery.** Battery is the unlawful, intentional touching or application of force to another person, done in a rude, insolent or angry manner. Battery also includes touching or striking others with an object or weapon, throwing an object or substance at a person, and adulterating items to be consumed by others.

4. **Electronic Signaling Devices.** The possession, storing, or carrying of radio pagers, telephonic beepers, or similar devices is prohibited.

5. **The possession, storing or carrying of tape players, radios, cellular phones, or televisions, without the written permission of the school administrator, is prohibited.**

6. **Possession of Weapons or Other Dangerous Objects.** Prohibited are the carrying, using or storing of weapons or other dangerous objects (e.g., explosives or firecrackers) in a school building or on school grounds. Weapons are identified in three (3) categories:
a. **Weapons.** Included in this category are articles commonly used or designed to inflict bodily harm or to intimidate other persons (e.g., knuckles, knives, chains, clubs, mace, tear gas, pepper spray, etc.) NOTE: Possession or use of a gun is addressed in another section. Possession of any knife may warrant a disciplinary action up to and including expulsion.

b. **Articles used as weapons.** Included in this category are articles designed for other purposes that could easily be used to inflict bodily harm or intimidate other persons. Such articles include, but are not limited to, the following: belts, combs, pencils, files and compasses. A student acting in an aggressive or belligerent manner with any such article(s) shall be adjudged to be in possession of a weapon.

c. **Possession of facsimile guns/knives.** Possession of a facsimile of a gun or knife (toy, replica, etc.) without written permission of the program administrator on appropriate occasions (e.g., school play) or using the same in a threatening manner.

7. **Burglary.** Burglary is the entering of a building, vehicle, structure, or room with the intent to illegally take property or money or to engage in arson, vandalism, or some other violation of law or of this Code of Student Conduct.

8. **Theft, larceny.** Theft or larceny is the illegal taking of money or property, or the illegal possession of stolen money or property.

9. **Robbery.** Robbery is the taking of money or property from another by use of force or fear.

10. **Extortion, coercion, blackmail.** Such conduct includes the obtaining of money or property (something of value) from an unwilling person, or forcing a person to act through use of force or threat of the use of force.

11. **Arson.** Arson is the willful and malicious burning or attempt to burn any part of any building or any property owned or maintained by the Regional Superintendent’s Office.
12. **Vandalism or destruction of property**: Such conduct includes the destruction or defacing of property or records belonging to, rented by, or on loan to the school system; or property, including vehicles, of persons employed by the program or persons in attendance at the school or persons authorized to use school facilities.

13. **Acts or threats of or incitement to violence**. Such conduct includes words, acts or deeds that may threaten or incite others to violence or to do bodily harm to another person or that may intimidate another person through fear of his personal safety.

14. **Interference with or intimidation of school personnel**. Such conduct includes the preventing or attempting to prevent school personnel from engaging in their lawful duty through threats, violence, or harassment.

15. **Interference with the movement of or intimidation of students in and out of classes, between schools, or between home and assigned school**. Prohibited are any actions that prevent or delay scheduled transportation of students to and from an assigned school, or that prevent students from entering or leaving school at scheduled hours.

16. **Gambling**. Gambling is the participating in games of chance or skill for money or profit. Possession or use of playing cards is not permitted except with written permission of the program administrator.

17. **Trespassing**. Trespassing includes being in a school building or on school property at a site other than where the student is enrolled without properly secured authorization, or being in a school building or on school property after school hours at a site where the student is enrolled, without properly secured authorization. Trespassing also includes being in any school building or on any school property or attending any school sponsored activity other than this facility while suspended or expelled, without properly secured authorization.

18. **Defiance/insubordination**. Defiance/insubordination includes, but is not limited to, the refusal to respond or to carry out reasonable and lawful directions of authorized school personnel.
19. **Verbal abuse or profanity.** Such behavior includes, but is not limited to, profanity, name-calling, racial slurs, or derogatory statements addressed publicly to others.

20. **Failure to give, or the act of, falsifying identity.** This is the refusal to identify one's self or to give false identification.

21. **Leaving school grounds without permission.** The school is operated as a "closed campus," and a student must have proper permission from the program administrator, or his designee, before leaving.

22. **Possession of tobacco.** Student possession of tobacco products in school or on school property is prohibited.

23. **Sexual harassment.** Sexual harassment in the school system is unwanted sexual attention from anyone within the school system or at school related activities. Behaviors considered to be sexual harassment include, but are not limited to the following:

   a. spreading sexual gossip;
   b. unwanted sexual comments (whether intended to be serious or humorous);
   c. pressure for sexual activity;
   d. any unwanted physical contact of a sexual nature;
   e. making unwanted sexually suggestive telephone calls or writing unwanted suggestive letters;
   f. creating a hostile, offensive or intimidating environment based on, or related to, gender that has the purpose or effect of interfering with an individual's education;
   g. any offers of, or requests for, sexual favors or advances to secure favors or to avoid unfavorable conditions.

24. **Display of gang-related clothing, paraphernalia, symbols, gestures, drawings, etc., or verbal or non-verbal communication of such.** ("Gang" refers to two or more
individuals who associate with each other primarily for criminal, disruptive, and/or other activities prohibited by law and/or the program’s rules and regulations.)

25. **Bus conduct.** The school bus is considered an extension of the school. The rules of conduct which apply in the building or on school grounds also apply on the bus. The bus driver is expected to maintain a climate of safety on the bus. He/she has the authority to enforce the bus riders' rules and regulations. He/she is not to administer physical punishment. When a student refuses to obey the driver, the driver is to refer the case to the school administrator. (See guidelines for bus conduct in another section.)

26. **Other serious misconduct.** Prohibited are disruptive, improper or illegal actions, not listed in the foregoing, which are deemed by the administration to interfere with the education process.

**Types of Consequences for Inappropriate Behavior**

Listed below are examples of consequences which may be assigned by classroom teachers, administrators, and other employees.

1. Verbal reprimands.
2. Counseling.
3. Withdrawal of privileges.
4. Detention--during school hours or after school.
5. Notification to parents--may be by phone, in writing, or in person.
6. Conference with student.
7. Temporary removal from class. (It should be noted that any teacher has the right and may remove students from the classroom for disruptive behavior. Disruptive behavior is defined as any act which causes a teacher to stop what he or she is doing during the class to discipline a student).
8. Conflict resolution strategies--mediation or negotiation.
9. Office referral. (Cases referred to the office should be accompanied by written statement of problem and actions that have already been taken by referring adult).
10. Classroom reassignment. The program administrator may assign a student to an alternative classroom area under adult supervision for an indefinite period. Student may continue work and not lose credit.

11. Conference with parent by phone or in person.

12. In-school suspension. Student is isolated from other students and loses all privileges.

13. Restitution.


15. Referral to truancy officials.

16. Referral to appropriate legal authorities.

17. Short-term out of school suspension--1 to 3 days.

18. Referral to referring school for disciplinary action--extended suspension or expulsion.

**Implementation**

Teachers and administrators shall use necessary discretion in all discipline matters. Conflicts will be mediated or negotiated to facilitate resolution of the problem. While consistency in similar offenses is important, the age and maturity of the child and the repetitiveness of the behavior must also be taken into consideration in determination of appropriate interventions and penalties. It is considered nonproductive to continually assign the same consequence for the same or similar misbehavior, since the goal of the program is to affect improvement in the student's behavior and self-discipline.
References


Appendix D
Procedures

Daily Schedule

The school is open between the hours of 8:00 a.m. and 4:00 p.m. Lunch is from 11:45 until 12:15. Each student’s schedule is individualized to his or her needs within a required minimum of 5 hours of instructional time.

Building Expectations

The following is a list of expectations for the behavior of all students throughout the building and elsewhere on the premises.

1. Students will wear identification tags which indicate their current level of progress. These must be picked up and turned in to the front desk daily.
2. Students will remove hats, jackets, and coats upon entering the building.
3. Students will not use or possess beepers, pagers, and cellular phones on school property.
4. Students will not smoke, chew tobacco, use or possess drugs or weapons.
5. Students will cooperate with and show respect to all staff members and visitors.
6. A parent/legal guardian will report all absences or they are unexcused.
7. Students will not fight, use foul language, or verbally or physically abuse others.
8. Students will remain under the supervision of an adult. (If a student leaves the building without permission, he/she will not be permitted to return to class that day. He/she will report to the office upon re-entry. The absence will be treated as unexcused.)
9. Students will dress appropriately for school in a manner which displays their willingness to be accepted in the community. Students do not display gang-related clothing, symbols, language, or gestures.
Transportation

Transportation is arranged through the referring school. A network of bus routes has been established and should be accessible to most students. All rules must be observed or privileges will be revoked.

Parents may be required by the referring school to provide transportation. Each case is handled individually.

Bus riding is a privilege. Any misconduct on the bus will be dealt with immediately. Students must obey the bus driver at all times for the safety of all. Suspension of bus privileges may result from misconduct. (See bus conduct guidelines in another section.)

Students must be at the designated bus stop on time. Buses will not wait for anyone.

The bus is not for personal transportation. Students may not depart the bus at any stop other than their designated bus stop. (See more specific bus conduct guidelines in another section)

Illegal Substances and Weapons

The program has a zero tolerance policy against drugs, alcohol, tobacco products, and weapons. Students are subject to search and seizure procedure. Possession or use of any of these items can lead to immediate reporting to the police. (See more information in the discipline policy.)

Grooming

“Personal grooming reflects one’s attitude toward life and respect for oneself and others.”

While our staff supports a student’s right to express his/her individuality through dress and hairstyle, we must first consider the safety of students and the importance of maintaining a learning environment that has minimal distractions. Therefore, we have developed guidelines that help to minimize distractions and optimize safety for all.
Students are expected to be clean and appropriately dressed. Clothing that is distracting, unsafe, or in poor taste for a classroom is not permitted. Clothing or other items that represent gangs or drugs and alcohol use are not allowed. Students will be asked to remove the items or change clothing if they choose to ignore this rule. Decisions regarding what creates a distraction in the classroom must be left to the discretion of program personnel who will determine the appropriate action to take with the student. All dress and grooming shall conform to rules relating to health and safety, and all such rules shall be enforced.

These guidelines for dress and grooming should help students in their selection of clothing appropriate for school:

1. Student dress and grooming shall be neat and clean.
2. Shoes shall be worn; items such as “flip-flops” and “thongs” are considered unsafe for play; gym shoes should be worn for play.
3. No midriff-length shirts or blouses should be worn as outer garments.
4. No see-through or mesh garments shall be worn without proper undergarments. Shorts may be worn if they are at least mid-thigh length. Spandex-type materials should not be worn unless they are under regular clothing.
5. No clothing or tattoo shall be worn which displays profanity, violence, sexually suggestive phrases, gang related symbols, alcohol, tobacco, drugs, or advertisements for such products or other phrases or symbols which are inconsistent with educational atmosphere.
6. Hats or sunglasses shall not be worn inside school buildings during regular school hours unless required by a physician or authorized by school administration.
7. Chains are prohibited.
8. Backpacks are not needed and, therefore, not allowed.
9. Jackets and coats will not be worn in the classroom.
If the school program administrator determines that a student's fashion, clothing, hairstyle or hair color is disruptive to the school environment or educational process, the program administrator may require the student to immediately change or return home to eliminate that item of fashion which is the source of such disruption.

Absences

The parent or legal guardian of the student must report an absence to the office as soon as possible. Parents will be notified that the student is not present if the school is not contacted by 9:30 a.m. Voice messages may be left on the answering machine if there is no answer at the school.

If no phone is available, the parent/guardian should send a written explanation of the absence including the date(s) of the absence, specific reason or nature of illness, and parent/guardian signature when the student returns to school. Failure to do this will result in the absence being unexcused, and the student will lose credit for the time missed.

Appointments with dentists, doctors, or other health professionals should be scheduled outside of school hours when possible, but when it is necessary, the student's teacher should be notified in advance.

Teachers or office personnel should be notified when a student is to be taken from school during the school day. The parent/guardian must sign the student out in the office.

Progress Reports

Daily progress reports are made for each student by the staff. Students advance or regress to levels based on these reports and staff recommendations. Privileges are issued or withdrawn as a result of placement in levels. (See more information in a later section.)

Student progress reports will be sent to the home, the referring school, and any legal agencies involved in the student’s case at midterm or more frequently. Parents may be asked to sign this report and return it. A conference may be requested by the teacher at this time. (Parents, please try to comply with this request as interventions for improvement may be established in time to improve before grade cards are sent home.)
Parents may request a conference about the student’s behavior or academic progress at any time.

At the end of the student’s designated term of involvement, a meeting of the student’s IOEP review team will be called to discuss the student’s progress and make recommendations for future action.

**Conferences and Contacting Teachers**

Parents are encouraged to communicate with school personnel and visit the school when possible. However, teachers cannot be taken from the classroom except in an emergency. If you wish to talk with a teacher or make an appointment for a conference, please call the office and arrange for the teacher to return your call at the first convenient time.

**Tardiness**

Tardiness creates a disruption to instructional time. While it cannot always be prevented, we discourage repeated occurrences. If lateness to school occurs more than twice in a month, the administrator may send a letter to the parent/guardian requesting a conference.

**Lunches**

We maintain a closed campus, so lunches are provided by the local school district and delivered to the school. Students may bring a sack lunch from home (refrigeration is available). We believe that PROPER DIET IS VITAL TO HEALTH AND LEARNING, therefore, we will strongly encourage students to eat a healthy lunch. The cost of the lunch is $1.50 per day, payable weekly. A notice of the amount that is owed will be sent out on Fridays to be paid on the following Monday.

Eligible students qualify for free and reduced lunches if they qualified in their referring schools. If the student (or a brother or sister) has been approved at another school, he/she is eligible here. The home school can forward the information if it is available. (See the program administrator for details.)
Health Records

All students must have appropriate, up-to-date health records on file at the referring school.

Visitors

All visitors entering the school building should report to the school office via the visitors’ entrance before entering any classroom.

Students who are not enrolled in the program are not permitted to visit for any part of the day unless chaperoned by a responsible adult.

Grievance Procedure

Occasionally problems arise. Communication between school and home is essential to resolving these problems. When such a problem arises, these steps should be followed in trying to come to a resolution:

1. Call the office and arrange a conference with the teacher involved. If this conference is not satisfactory. . .

2. Report the problem to the program administrator (program director) who will attempt to mediate the problem. If this is not satisfactory. . .

3. The problem will then be presented to the Regional Superintendent of Schools.

Illness or Injury at School

If a student becomes ill during the day, the office or the student's teacher will notify the parent/guardian. The student will remain with office personnel until the parent arrives to pick him/her up. The parent/guardian or designated representative must sign the student out in the office. (Designated representatives are identified on the student’s enrollment form.)

If a student is injured while at school, the appropriate emergency procedures will be taken.
Communicable Diseases, Parasites, Etc.

Students who are suspected of having a communicable disease or are infested with a parasite will be sent home from school. Students sent home with a parasite such as pediculosis (head lice) are required to have a release from the Bi-County Health Department before being readmitted to school.

Medications

Students who are taking daily medication during school hours must have a written statement from the parent/guardian. This statement should include the type of medication to be taken and the time and dosage to be given. The medication and statement should be given to the student’s teacher or the program administrator.

Students are not permitted to carry any medication on their persons. Tylenol is available, if needed, for those who have a signed release for use on file.

Severe Weather and Emergency Dismissals

School closings due to severe weather will be announced on local radio and TV stations. If students need to be dismissed from school early in an emergency, parents will be notified as soon as possible. Appropriate adult supervision will be provided until each student is in proper care.

Safety Drills

Fire, tornado, and earthquake drills will be conducted occasionally to prepare students and staff for emergency procedures. Emergency routes for evacuation are posted in each room.

Field Trips

Teachers will occasionally arrange educational or cultural field trips or outings to support the curriculum or to motivate student interest. A field trip is a privilege that can be withdrawn by the teacher or administrator if necessary. A student must obtain written permission to travel by bus or private car for any field trip. Students who have lost the
privilege to attend or have failed to bring written permission will remain at school with appropriate supervision. Students must be at Level 3 or 4 to attend field trips.

Use of Restrooms

Students are permitted to go to the restrooms as needed but must obtain permission from an adult supervisor to leave the room.

The restrooms are NOT play areas. Students should always wash their hands before leaving the restroom and do their best to keep the area tidy and safe.

Homework and Assignments

Students are responsible for homework and school materials. Completing homework in a timely manner at home helps develop good study habits and reinforces concepts learned in class. Parents should encourage students to organize their time and materials so that everything is ready for school in the mornings. Students will not use the telephone to have parents bring forgotten things.

Students who have been absent are responsible for making up work missed. Appropriate time will be given for make-up assignments.

Students are responsible for the care of materials and books and can be required to pay for damages or loss of materials and equipment.

Use of the Library

Students are invited to use the library. The classroom teacher is responsible for check-out procedures. Students are responsible for the books they borrow.

Grading System

Grading procedures are individualized to the student’s and the referring school’s needs. In most cases, final grades will be reported as either pass or fail rather than A, B, C... unless otherwise specified in the student’s I.O.E.P.

Curriculum

The daily program consists of two components: academic learning and behavior learning. Core academic subjects--Language Arts, Math, Science, and Social Studies--
are individualized on computers using the Advanced Learning System with supplemental text material and written assignments. Health education is taught in a class entitled Healthy Living which uses the **Totally Awesome Health** curriculum. This class includes units on mental and emotional health, violence prevention, safety, substance use abuse education, as well as family living.

Prosocial behavior skills are taught daily using the Aggression Replacement Training (A.R.T.) model and the P.E.A.C.E. curriculum (a modified A.R.T. program developed by the Ferguson-Florrissant School District in Missouri). This curriculum includes anger/aggression control, empathy training, self-esteem building, character education, and prosocial skills. Students also learn to be responsible citizens through the P.R.E.P. program of responsibility education.

**Classroom Expectations**

The following is a list of expectations for student behavior in the classroom:

1. Our students wait at the front desk for a staff member to escort them to class.
2. Our students hang up jackets, hats, and coats upon entering the classroom.
3. Our students bring necessary materials (including homework)--and only necessary materials--to class.
4. Our students remain in their seats unless directed otherwise by a staff member.
5. Our students remain on-task and complete assignments.
6. Our students participate positively in group sessions and role-playing.
7. Our students sit straight in seats with feet on floor and head up. They do not lean back on two legs of the chair.
8. Our students raise their hands and wait to be called on before speaking.
9. Our students use respectful language.
10. Our students clean up after themselves.
11. Our students wait to be dismissed.
Program Rules

While in the program, you are expected to comply with the following rules in all areas of your life, both in and out of school. The program rules were developed in accordance with program policy, but they are also those essential to life as well as school. Following these rules will make the rest of your life more successful.

1. Life and School Rule Number One: Your actions must maintain a safe environment for yourself and others.

   Reason: Safety is a basic human need, and we want to encourage students to practice safety in all environments.

   NO: Hitting, kicking, stabbing, pulling chairs from under others, having or using a weapon, gesturing, physical threats, leaning on 2 legs of a chair.

   INSTEAD: Keep hands to yourself; walk, don’t run; sit with feet on floor.

2. Life and School Rule Number Two: Your words must be appropriate.

   Reason: We should help and encourage one another and make everyone feel respected and comfortable. Proper verbal communication can help prevent misunderstandings, quarrels, and fights.

   NO: Name calling, cussing, disrespectful comments, sarcasm, shouting, getting in someone’s face.

   INSTEAD: Call people by their names, use normal volume and tone of voice when speaking, listen, wait your turn to speak.

3. Life and School Rule Number Three: Behave in a manner which is appropriate for being in public. Show manners.

   Reason: Success in school, at home, and in life often hinges on one’s ability to behave in a manner which is socially acceptable.

   NO: Nose-picking, passing gas, burping, kissing, sexually touching yourself or another.
INSTEAD: Instead keep hands to self; use a tissue when needed; say please, thank you, and excuse me; avoid sexually suggestive language.

4. **Life and School Rule Number Four:** Behave in a way that allows others to communicate and learn.

   **Reason:** Disruptions interfere with people’s ability to communicate and, at school, their ability to learn.

   **NO:** Calling out answers, interrupting a lesson, being off-task, inappropriate comments or actions, interrupting conversations.

   **INSTEAD:** Raise your hand and wait until called upon, enter and leave a room quietly, stay on the subject, stay on task.

5. **Life and School Rule Number Five:** Interact positively with adults and peers.

   **Reason:** Peace is acquired by working toward understanding others’ views and becoming more tolerant of those who disagree with us.

   **NO:** Continuing to voice an opinion after both sides have expressed their ideas and understand each other’s point of view.

   **INSTEAD:** When both people have expressed their ideas and understand each other, drop the subject or do something else. Shake hands and agree to disagree.

6. **Life and School Rule Number Six:** In life and at school act responsibly.

   **Reason:** You empower yourself and give yourself more freedom when you take responsibility for your actions. Blaming what you do on others makes you a victim and takes away your power.

   **NO:** Blaming others for your actions, refusing to do assigned tasks, refusing to comply with rules, refusing to comply with authority, being a victim.

   **INSTEAD:** Weigh the consequences of your actions, choose the appropriate way to act, accept the blame when you choose the wrong action, and accept the consequences of the action. Empower yourself by not letting others determine your course of action.
Levels System

We use a levels system as part of our behavior program to teach students to self-manage behavior. It is designed to motivate students to change the behaviors which created problems for them in their home schools.

The system consists of four levels. The first level is probationary and the most restrictive. It is designed to orient students to the system. Every student entering the program begins at Level 1. There are no privileges at Level 1, students are closely monitored and movement is restricted. Level 4 is the least restrictive and least directive. Students who achieve this level are able to self-manage behavior and have transferred the skills taught in A.R.T. to daily living.

Every student entering the program begins at Level 1. The student advances to the next level by earning sufficient points each day and demonstrating all required responsibilities for that level. In addition to these requirements, the student must also receive positive recommendations from a majority of the program staff members who have observed the students practicing the prosocial skills learned in class. Any student who achieves a given level and then fails to fulfill the responsibilities of that level will return to a previous level for at least one week until he/she is able to resume the responsibilities and privileges of the level. Placements and/or re-placements are determined by staff members during staff meetings.

Level 1 Responsibilities and Privileges

Responsibilities

1. Learn the program, bus, building, and classroom rules and procedures.

2. Pass test on rules and procedures.

3. Remain under staff supervision at all times.

4. Respond respectfully to staff requests.

5. Eat lunch at assigned seat; read silently.
6. Clean up table at the end of class and after lunch.

7. Achieve 95% compliance on student expectations for:
   - Entering and leaving building
   - Entering and leaving classrooms
   - Academic work
   - Group participation
   - Teacher-talks
   - Lunch
   - Bus
   - Transitions

8. Achieve 95% compliance on expectations for Skill Rehearsal.

9. Achieve 95% compliance for Anger Control.

10. Wear identification tag.

**Privileges**

- Seating in regular classroom

**Requirements for Moving to Level 2**

- Earn a “Satisfactory Day” rating for 5 consecutive days

**Consequence for Non-Compliance**

- Seating in isolated area

**Level 2 Responsibilities and Privileges**

**Responsibilities**

1. Transfer authority.

2. Remain under staff supervision at all times.
3. Respond respectfully to staff requests.

4. Eat lunch at table with others at Level 2.

5. Clean up table at the end of class and after lunch.

6. Achieve 95% compliance on student expectations for:
   - Entering and leaving building
   - Entering and leaving classrooms
   - Academic work
   - Group participation
   - Teacher-talks
   - Lunch
   - Bus
   - Transitions

7. Achieve 95% compliance on expectations for Skill Rehearsal.

8. Achieve 95% compliance for Anger Control.


**Privileges**

- Seating in regular classroom
- Appropriate conversation during lunch with adults
- Appropriate conversation during lunch with classmates who are at Level 2 and above

**Requirements for Moving to Level 3**

- Earn a “Satisfactory Day” rating for 5 consecutive days
- Recommendation of staff members
Complete an application for advancing to Level 3

Consequences for Non-Compliance

Bump-Back to Level 2/Day 1

Bump-Back to Level 1

Seating in isolated area

Level 3 Responsibilities and Privileges

Responsibilities

1. Transfer authority.

2. Remain under staff supervision at all times.

3. Respond respectfully to staff requests.

4. Eat lunch at table with others at Level 2.

5. Clean up table at the end of class and after lunch.

6. Achieve 95% compliance on student expectations for:

   Entering and leaving building

   Entering and leaving classrooms

   Academic work

   Group participation

   Teacher-talks

   Lunch

   Bus

   Transitions

7. Achieve 95% compliance on expectations for Skill Rehearsal.

8. Achieve 95% compliance for Anger Control.
10. Clean up after Free Time.
11. Put away P.E. materials
12. Model positive participation in ART sessions
13. Demonstrate consistent use of the HEARS steps
14. Begin to resolve conflicts in a socially acceptable manner

Privileges

Seating in regular classroom
Appropriate conversation during lunch with adults
Appropriate conversation during lunch with classmates who are at Level 2 and above
Free Time (15 minutes) playing games after lunch
Physical Activity (20 minutes)
Serve as a peer mediator in conflict resolution
Eligibility for field trips and special events

Requirements for Moving to Level 4

Earn a “Satisfactory Day” rating for 5 consecutive days
Recommendation of staff members

Consequences for Non-Compliance

Bump-Back to Level 3/Day 1, 2, 3, or 4
Bump-Back to Level 2/Day 1, 2, 3, or 4
Bump-Back to Level 1/Day 1, 2, 3, or 4
Seating in isolated area
Level 4 Responsibilities and Privileges

Responsibilities

1. Transfer authority.

2. Remain under staff supervision at all times.

3. Respond respectfully to staff requests.

4. Eat lunch at table with others at Levels 2, 3, or 4.

5. Clean up table at the end of class and after lunch.

6. Achieve 95% compliance on student expectations for:
   - Entering and leaving building
   - Teacher-talks
   - Entering and leaving classrooms
   - Lunch
   - Academic work
   - Bus
   - Group participation
   - Transitions

7. Achieve 95% compliance on expectations for Skill Rehearsal.

8. Achieve 95% compliance for Anger Control.


10. Clean up after Free Time.

11. Follow directions the first time.

12. Comply with adult’s request within the time limit given.

13. Assume service responsibilities.
14. Consistently model positive participation in ART group sessions

15. Demonstrate mastery of the HEARS steps.

16. Continue to demonstrate the ART skills.

17. Continue to resolve conflicts in a socially appropriate manner.

**Privileges**

- Seating in regular classroom
- Appropriate conversation during lunch with adults
- Appropriate conversation during lunch with classmates who are at Level 2 and above
- Free Time (15 minutes) playing games after lunch or internet time
- Physical Activity (20 minutes)
- Eligibility for field trips and special events
- Service learning: teaching/office assistant; peer tutoring, community service

**Consequences for Non-Compliance**

- Bump-Back to Level 3/Day 1, 2, 3, or 4
- Bump-Back to Level 2/Day 1, 2, 3, or 4
- Bump-Back to Level 1/Day 1, 2, 3, or 4
- Seating in isolated area

**Conduct on School Buses**

This alternative program does not provide transportation for students. Cooperating school districts have made arrangements to assist students and parents. Students who ride the buses are expected to obey the rules established by the districts who operate the buses. No misconduct will be tolerated.

The following is a typical bus discipline policy that is used by the program in association with the districts involved.
The primary objective of the school bus is to transport students to and from assigned schools in the safest possible manner. All bus students should assume they are being video-taped while riding a bus. These tapes may be used for disciplinary purposes. It is hoped that parents will realize the need for strict adherence to these rules:

1. Standards of Conduct:
   a. The bus driver is in full charge of the bus and students. Students shall obey the driver.
   b. The driver shall assign students' seats to promote order on the bus. An approved seating chart shall be on file in the school office.
   c. Students shall stand off the roadway while awaiting the bus. Parents should be responsible for their children's behavior prior to arrival of the bus and after departure from the bus.
   d. Misconduct at the bus stop that is observed or confirmed by an admission of guilt upon investigation will be handled the same as misconduct on the bus.
   e. Students shall keep their seats at all times while the bus is moving.
   f. No portion of the students' bodies shall be outside the bus windows at any time.
   g. The student shall cross the roadway (5) five steps in front of the bus and shall wait for the driver's signal before crossing.
   h. Students shall not engage in conversations with the driver while the bus is in motion.
   i. Student conduct on the bus shall be the same as in a formal classroom setting.
   j. Students are not permitted to eat, drink, or smoke on the bus.
   k. Students must be at the bus stop on time, as the bus will not wait for those who are tardy.
1. Students are not permitted to take on the bus reptiles, bugs, animals, or marine life, dead or alive, without prior written approval of the program administrator, or his designee.

m. Students shall ride only their assigned bus and shall not board or depart the bus at any other stop other than their regular stops. Emergency changes shall be approved by the program administrator, or his designee.

n. Students shall be absolutely quiet when the dome lights are on.

o. Students may not carry on the bus band instruments which interfere with the seating and safety of others.

p. Students shall not throw any items out of bus windows. Parents, as well as students, will be held responsible for damage caused by violation of this policy.

q. Students shall give their proper name upon request from the driver.

r. No signs may be displayed from the bus.

s. Parents, as well as their children, shall be held responsible for any vandalism attributed by their children and restitution shall be required.

t. No obscene language or gestures will be tolerated either at the bus stops or on the bus.

u. No tape players, radios, cellular phones or televisions will be permitted without the written permission of the program administrator.

2. Administrative Action:

Parents of students whose conduct during school transportation has been deemed unsatisfactory shall be notified. The resulting disciplinary action may be any one of the following, as deemed appropriate, by the administrator.

a. A written warning or an alternative action if warranted.

b. Lost bus riding privilege for three (3) days.

c. Lost bus riding privilege for five (5) days.

d. Lost bus riding privilege for ten (10) days.
e. Loss of bus riding privilege for remainder of enrollment in program.

Parental Responsibilities

In order for the program to achieve its goals and objectives for students, there must be cooperation between the alternative program and the home. Therefore, although this handbook applies primarily to students, parents/guardians need to recognize their responsibilities to their children and to the school and community.

You, as parents, can foster your child’s success by . . .

1. Demonstrating a positive attitude toward your child's education by showing interest in your child's work;

2. Getting to know the program, its staff, curriculum, programs and activities; and attending parent-teacher conferences;

3. Informing program personnel of your current telephone number, home address, work telephone number, and emergency contact number;

4. Understanding and supporting what is in this handbook and discussing it with your child;

5. Teaching your child to dress neatly, to be clean and well groomed, and to wear clothing that is proper for school;

6. Making sure your child attends - on time - every day;

7. Keeping your child at home when you know your child is really ill or has a contagious disease; and having your child immunized, consistent with Illinois law and school board policies;

8. Notifying the program administration as soon as possible of your child's absence from school and the reasons for such absence.
9. Advising the program administration immediately of anything which may affect your child's ability to learn, or to attend regularly, and to update this information as soon as possible if there is any change;

10. Teaching your child - by word and example - respect for law, for the authority in the school, and for the rights and property of others;

11. Working with school personnel to solve any disciplinary and academic problems.

12. Reporting a change of address to the program administrator within five (5) school days of the occurrence.

13. In the case of divorce or separation, both parents shall have full rights to participate in the child(ren)'s school activities. Parents or guardians of students who have court orders that limit or prevent access to school records or the child(ren) shall provide a certified copy of such document to school officials. The non-residential parent shall not remove the child from school without the knowledge and consent of the residential parent unless the school is furnished with a certified copy of a court order that specifically permits the non-residential parent to remove the child from school.

14. Attend conferences, workshops and/or parent evenings arranged by school personnel
References


Appendix E

Alternative Program Referral Form

Name of person making this referral ____________________________

School/District name _________________________________________

Name of student being referred ________________________________

Birthdate: ___________ Grade _______ Home phone # _____________

Home address ____________________________________________ City ___________

Name of parent/guardian ______________________________________

Daytime phone # ________________ Other: ___________________________________

Does student have an existing IEP? Yes No

U.S. Constitution: Passed Failed Not taken Not required

Ill. Constitution: Passed Failed Not taken Not required

Reason for this referral:

_____ Expulsion/pending expulsion for __________ (amt of time)

_____ Suspension for gross misconduct

Has this student been suspended previously for this reason? Yes No

How many times has this student been suspended from school? _______

_____ Returning from a juvenile detention facility

_____ Misconduct that can be documented as repetitive/cumulative

_____ Other: (specify) ____________________________________________

Does the reason for this referral involve the use of __ weapons __ drugs/alcohol

Are legal authorities involved in this case? Yes No

Has the student been enrolled in this program previously? Yes No

Does this student also exhibit academic/learning problems? Yes No

This student’s school attendance habits are: ___ Very good ___ Fair ___ Poor

Signature of district official____________________________________ Date ___________

Signature of parent/guardian____________________________________ Date ___________

(This signature denotes that the parent/guardian has been informed of this referral.)
Appendix F

Individualized Optional Education Plan (I.O.E.P.)

Part A. Student Biographical Information

Student Name                      Date of Birth:

Address:

Age:               Grade:               Soc. Sec. No.:

Home Telephone:

Parent/Guardian Name:

Address:

Telephone: Home     Work     Other

Other person(s) who will take responsibility for student in an emergency:

Telephone

Telephone

Telephone

Medical Concerns:

Transportation Arrangements:

Legal or Probationary Orders:

Other Pertinent Information:
Referral Date: 
Exit Review Date: 

Reason for referral:
- ☐ Pre-expulsion
- ☐ Transition from juvenile correction facility
- ☐ Chronically disruptive
- ☐ Has been suspended ____ times for gross misconduct
- ☐ Has been arrested by the police and/or remanded to juvenile or criminal courts for school-related acts
- ☐ Expelled, but re-entered into district on condition of attendance in alternative program
- ☐ Has been in misconduct that can be demonstrated as serious, repetitive, and or cumulative
- ☐ Violation of district’s “zero tolerance” policies, specifically __________________

Agency/Service Linkage                  Contact Person                  Phone

Current educational program: Grade level: GPA:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Current grade</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English comp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature/Rdg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Constitution tests: U.S.: ___ passed ___ failed ___ not taken
Illinois: ___ passed ___ failed ___ not taken
___ Not required at this level

Academic History: (Attach copy from student records)

Standardized Testing: (Attach copy from student records)

School Attendance: Excellent Good Poor
Goals (check all that apply):
- Student will return to the regular education environment with decreased incidents of behavioral problems.
- Student will achieve increased mastery of the core level academic curriculum.
- Student will attend school regularly with fewer absences.
- Student’s knowledge and awareness of issues which may affect academic success will increase.
- Other: 

Objectives:
- Students will be educated in an active learning curriculum which appeals to a variety of learning styles and intelligences.
- Students will show significant improvements in school attendance, teachers’ behavior ratings, discipline referrals, parents’ behavior ratings, and performance.
- Students will learn and employ Aggression Replacement Training as a tool to control anger and achieve personal goals peacefully.
- Students will be reintegrated into a positive relationship with adults and peers through service learning participation.
- Students will be continually monitored by staff members using a staff-designed behavioral instrument which can be employed as a guide for returning students to the regular school environment.

Other Recommended Interventions:
- Self-Esteem Building
- Conflict Resolution Skills
- Aggression Replacement Training
- Study Skills
- Life Skills
- Substance Abuse Interventions
- Social Worker
- Counseling (Group-Family-Individual)
- Agency Referrals
- Other: 

Recommended time of participation in program: ____ weeks  Begin Date: ______
Tentative Exit Review Date: ________
Review Team
Signatures of participants in the development of this IOEP:

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship/Position/Title/Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Changes or Additions to IOEP (Optional)

Change 1:

Rationale:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Change 2:

Rationale:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summative Information:

☐ Returned to the home school.
☐ Returned to regular school due to attaining age 16.
☐ Student was expelled from home school.
☐ Student was taken into legal custody.
☐ Student graduated 8th grade and enrolled in high school.
☐ Student was chronically truant while enrolled in program.
☐ Student was referred back to home school for disciplinary action.

Staff member signature: ___________________________ Date: ________________

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Exit Conference Report

Student Name __________________________ Date ____________________

Home School/District ____________________________

Enrollment period ___________________________

1. Exit Statement: ____________________________________________________________

2. Present during the exit conference were:
   [ ] Student
   [ ] Alternative school staff
   [ ] Parent/guardian
   [ ] Other: ____________________________
   [ ] Home school official
   [ ] Other: ____________________________

3. Academic performance of student during enrollment:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Description of conduct of student during enrollment (attach appropriate documentation/reports):
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. Behavioral interventions during enrollment:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

6. Summary of recommendation of the team:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

7. Needed Interventions: (School, community, and agency services recommended for successful progress in the regular school environment.)
   a. Instruction: [ ] Yes [ ] No
   Statement: ____________________________________________________________
   ____________________________________________________________
b. Behavioral Intervention: [ ] Yes  [ ] No
   Statement: __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   c. Linkage with other agencies/services: ____________________________
      __________________________________________________________
      __________________________________________________________
      __________________________________________________________

   Review Team

   Signatures of participants in the development of this IOEP:

   Name       Relationship/Position/Title/Agency
   _____________________________
   _____________________________
   _____________________________
   _____________________________
   _____________________________
References

Hamilton-Jefferson Regional Office of Education. Individualized optional education plan. Unpublished manuscript.

Williamson County Special Education District. Individualized education plan. Unpublished manuscript.
Appendix G

Daily Point Sheet

Name ______________________

Date _____________ Level ______

<table>
<thead>
<tr>
<th>Point Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Non-Compliant (Refused/failed to perform or participate)</td>
</tr>
<tr>
<td>1</td>
<td>Needs Improvement (Needed reminders or warnings)</td>
</tr>
<tr>
<td>2</td>
<td>Satisfactory (Performed/participated as required)</td>
</tr>
<tr>
<td>3</td>
<td>Excellent (Exceeded minimum requirements)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period: 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows rules and directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared &amp; on-task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Totals

Possible Points ______ %

Rating: 0-25% Non-Compliant
26-50% Needs Improvement
51-75% Satisfactory
76-100% Excellent

Teacher Signature ____________________________

Student Signature ____________________________ (optional)

*Please make anecdotal comments on the back.*
Appendix H

Program Participant Satisfaction Survey

Date ____________  Male or Female

Part 1 instructions: Read each statement in the list below and circle a number to indicate how much you agree or disagree with the statement.

<table>
<thead>
<tr>
<th>Code:</th>
<th>1 Strongly Disagree</th>
<th>2 Disagree Somewhat</th>
<th>3 Neutral Not Sure</th>
<th>4 Agree Somewhat</th>
<th>5 Strongly Agree</th>
</tr>
</thead>
</table>

1. The program activities I participated in were interesting. 1 2 3 4 5
2. The information I shared in the program was kept confidential by the staff. 1 2 3 4 5
3. The information I shared with other students was kept confidential. 1 2 3 4 5
4. The program staff know what they are talking about. 1 2 3 4 5
5. The program staff showed they cared about me personally. 1 2 3 4 5
6. The program staff are good at what they do. 1 2 3 4 5
7. The program helped me to achieve my goals. 1 2 3 4 5
8. I benefited from the program. 1 2 3 4 5
9. Overall, I am glad I participated in the program. 1 2 3 4 5
10. If I had a friend with a similar problem, I would refer him or her to the program. 1 2 3 4 5
11. The program is a positive influence. 1 2 3 4 5
12. The A.R.T. training sessions were helpful. 1 2 3 4 5
13. I have transferred many of the skills learned in group sessions to my everyday life. 1 2 3 4 5
14. Participation in this program will help me be more successful at my regular school. 1 2 3 4 5
Part 2 instructions: Write an answer to each question below, expressing your most honest opinions.

1. What do you think are the best parts of this program?

2. What do you think are the worst parts of this program?

3. What is one way that this program could be improved?

4. In what ways have you benefited from this program?
Appendix I

Staff & Other Stakeholder Satisfaction Survey

Which category applies to you?
Check one: __ Staff member __ School Administrator __ Parent __ Counselor

__ Other (please identify title): ____________________

Part 1 instructions: Read each statement below and circle a number to indicate how much you agree or disagree with the statement.

<table>
<thead>
<tr>
<th>Code:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Somewhat</td>
<td>Neutral</td>
<td>Not Sure</td>
</tr>
</tbody>
</table>

1. The program seems to be helping students who participate in it. 1 2 3 4 5
2. When a student is referred to a program, he/she gets help in a timely fashion. 1 2 3 4 5
3. The program staff are knowledgeable. 1 2 3 4 5
4. The program staff are skilled. 1 2 3 4 5
5. The staff demonstrate concern and interest in the students. 1 2 3 4 5
6. The staff is interested in my perspective and responsive to my concerns. 1 2 3 4 5
7. I clearly understand the purpose of the program. 1 2 3 4 5
8. I clearly understand what appropriate reasons are for making a referral. 1 2 3 4 5
9. I clearly understand the nature of the services provided by the program. 1 2 3 4 5
10. The program staff do a good job of training and educating school officials, parents, and other stakeholders about the program. 1 2 3 4 5
11. The program staff do a good job of working with other community resources. 1 2 3 4 5
12. Overall, my contacts with the program have been positive. 1 2 3 4 5
13. If a student had a behavior-related problem, I would recommend the program as a place to get help. 1 2 3 4 5
14. The program is a positive influence on the education community. 1 2 3 4 5
Part 2 instructions: Write an answer to each question below, expressing your most honest opinions.

1. Have you ever referred a student to this program?  ___ Yes  ___ No

2. Briefly describe what involvement, if any, you have had with this program.

3. What do you think are the best parts of this program?

4. What do you think are the worst parts of this program?

4. What is one way that this program could be improved?

5. What are some benefits of the program?
Appendix J

Transition Report

Student Name_________________________ Date________

Post-Program Report Statement: __________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Information for this report was obtained from the following sources:
[ ] Interview with home school personnel.
[ ] Interview with student.
[ ] Interview with parent/guardian.
[ ] Interview with others involved in the case. Specify: _______________________

Home and family adjustment: 3 2 1 0
   Excellent  Good  Fair  Poor

Comments:

School adjustment: 3 2 1 0
   Excellent  Good  Fair  Poor

Comments:

Peer adjustment: 3 2 1 0
   Excellent  Good  Fair  Poor

Comments:

(If applicable)
Legal adjustment: 3 2 1 0
   Excellent  Good  Fair  Poor

Comments:

Signature of reporter __________________________ Date________
Reference