

C.L.A.S.S Program

Comprehensive Learning
Alternative ServiceS

Overview & Comprehensive
Proposal

Developed By:

Dr. Sophia Jones-Redmond

Director of Special Services

June 17, 2013

OVERVIEW

Comprehensive Learning Alternative Services, C.L.A.S.S., is an RtI (Response to Intervention) Tier III intervention program. The C.L.A.S.S. Program provides a structured academic program for placement of students in grades kindergarten through 8, utilizing a unique 10-1 teacher to pupil ratio. The C.L.A.S.S. Program provides academic and behavioral modification support services to two categories of students, those with an Emotional Disability (ED) eligible as set-forth by an active Individual Educational Plan (IEP) and general education students with exhibited aggressive and/or disruptive behaviors.

The program for Emotionally Disabled students is a special education self-contained placement. The C.L.A.S.S. Program is designed to meet the educational needs of students experiencing chronic emotional behavioral difficulties, which affect their ability to benefit from educational opportunities available in their home schools. These students are typically withdrawn, impulsive, disruptive, oppositional, confrontational and often physically aggressive. They have difficulty with interpersonal relationships, and experience difficulty with their perceptions of reality. The C.L.A.S.S. program for the general education student is designed to provide time-limited placement for students whose disruptive behaviors tax their home school's ability to maintain an orderly and safe environment conducive to the educational process. These students would otherwise be excluded from school attendance. The program is both highly structured and nurturing. It provides the external behavioral controls required to insure an orderly and safe educational experience within a small and highly individualized setting.

The C.L.A.S.S. Program utilizes the same academics standards and curriculum established by the Harvey School District Board of Education, which is aligned with the Illinois State Standards. Students assigned to the C.L.A.S.S. Program maintain attendance and academic standing with their home school. Upon enrollment to the C.L.A.S.S. Program, intensive academic and behavior interventions are utilized to assist students with achieving maximum individualized success. Intensive interventions include: small group instruction, participation in a token economy system and successful participation in a social skills program.

Students, whether general education or special education are referred to the C.L.A.S.S. Program via the District's RtI (Response to Intervention) process, unless assigned to the C.L.A.S.S. Program by a Board of Education action. Students are assigned to C.L.A.S.S. after Tier 2 and Tier III interventions have failed. Schools enrolling students in the C.L.A.S.S. Program must provide documentation of interventions as mandated by the District RtI plan. The progress of students assigned to the C.L.A.S.S. program is monitored bi-weekly.

Once students have successfully completed the program requirements, they are required to sign behavioral contract with their returning schools. Failure to comply may constitute re-entry to the C.L.A.S.S. program.

Response to Intervention

RtI

RESPONSE TO INTERVENTION PROCESS

The Portfolio contains the following:

- Student Demographics (Completed by Building Principal)
- Medical Information (Completed by School Nurse)
- Educational Experiences (Completed by Classroom Teacher and School Secretary)
- Educational Experiences Contact Log (Completed by Classroom Teacher and Reading Coach)
- Behavior Concerns (Completed by Classroom Teacher)
- Behavior Concerns Social Worker Log (Completed by School Social Worker)
- Assessments (Completed by Classroom Teacher and Reading Coach)
- Tier Intervention Forms (Completed by Building RtI Team, Reading Coach, and Classroom Teacher)
- Intervention Plans (Completed by Building RtI Team, Reading Coach, Tutor/Interventionist, and Classroom Teacher)
- Other Pertinent Information (Completed by any concerned participant)

Duties of Response to Intervention Team

The Illinois State Board of Education mandates, the Response to Intervention (RtI) Problem Solving Model is a *General Education Initiative*. Thus, the RtI Team now has the responsibility for the “intervention meetings”, which used to be conducted by Special Services Teams. The Building RtI Team will meet to review data on each student in Tier III and make decisions about the effectiveness or ineffectiveness of current interventions. Prior to a decision regarding C.L.A.S.S. placement the school psychologist or social worker may conduct an eligibility screening upon obtaining parental consent. The final decision is made by the Director of Special Services, RtI Team and the school psychologist to place a general education student in the C.L.A.S.S. Program.

The Response to Intervention Problem Solving Team at each building level will consist of:

- Building Principal
- Assistant Principal(s)
- Reading and/or Math Coach
- Reading Tutor/Interventionist
- A designated Regular Education Classroom Teacher (or teacher of the student being discussed)
- A designated Special Education Teacher
- A Parent (if meeting about a specific student)
- A School Social Worker (if needed)
- A School Psychologist (if needed for a Tier III student)
- A Speech Resource Member (if needed)

Placement Determination:

Degrees of seriousness range from *maladjustment behavioral issues* to *emotional disability*

- The student's behavior problems should be discussed with the local school social worker.
- If the social worker judges the student's issues as serious, she has some options.
 1. The student can receive social worker counseling/therapy.
 2. The teacher and/or parent can be asked to complete a behavior-screening inventory, such as the *Wrights*, for the child who is in Tier II for behavior.
 3. The teacher and/or parent can be asked to complete a diagnostic inventory for the child, such as the *BASC-2*, for the child who is in Tier III and is such an extreme adjustment problem (i.e. one of the most extreme cases in the school) that he/ she may exhibit an Emotional Disability.
 4. The student can be referred to an outside agency (at parent permission and expense) for counseling/ therapy.

- A student is required to receive *at least 6 weeks* of counseling/therapy services from either our school social worker or from an outside agency before he/she can be referred for assessment as *emotional disability*.
- For any individual being considered for referral to evaluation, the student's RTI Portfolio/Binder is completed.
- Discuss the concerns of the student with the social worker.
- The social worker observes the child's class.
- The social worker discusses the student with the school psychologist.
- If the psychologist judges there is a possibility of the specific child might meet the Federal, State, and local criteria for Emotional Disability, the case should be referred to the Case Manager.
- The Portfolio/Binder is discussed with and if complete, given to the Case Manager.
- Once the Case Manager approves the portfolio, a referral to the Special Services Team is made.

Intake/Exit Conferences

Intake/Exit conferences are held with the student, the student's parents, District RTI Facilitator, C.L.A.S.S. Program personnel and the home school principal (designee). A determination of placement and a plan is discussed at the meeting. During these meetings, the student, their parent(s) and the C.L.A.S.S. Program personnel sign a contract to determine the goals for the student while they are in the program or exiting the program. In order to leave the program, the student must demonstrate sustained improvement: behaviorally, academically and continuing to make good choices.

The student may be allowed to return to their home school at an appropriate time, such as at the beginning of a quarter or semester. Should the student prove unable to succeed in their home school, they will be returned to the C.L.A.S.S. Program for the remainder of the school year.

INTERVENTIONS

1. Token Economy System

Token economies are based on the principles of Applied Behavior Analysis (ABA) and emphasize the use of positive reinforcement to target behavior change. Token economies help students to visualize progress, accept and work for delayed reinforcement, learn to self-monitor, and learn to regulate behavior.

Students enrolled in the C.L.A.S.S Program may earn “Eagle Bucks” for behaviors that demonstrate positive behavior management. Points are earned by students and calculated by the classroom teacher. Examples how students may earn points are:

1. Working quietly while another student exhibits poor behavior.
2. Demonstrating good choices when not being observed.
3. Being on task. Students will be able to use the Eagle Bucks to purchase school supplies, snacks, gifts and certain free time activities. Each quarter, there will be an auction for a large item. Students may use their Eagle Bucks to bid on these items.

Students who successfully maintain the require days on the Level System will be considered for reintegration back to their home school building.

2. PBIS (Positive Behavior Interventions and Supports)

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach for establishing the behavioral supports and social culture that is needed for all students in a school to achieve social, emotional, and academic success. PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.

Four Elements of PBIS:

The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fits within existing school reform efforts. An interactive approach, PBIS includes opportunities to correct and improve four key elements focusing on systems, data, practices and outcomes.



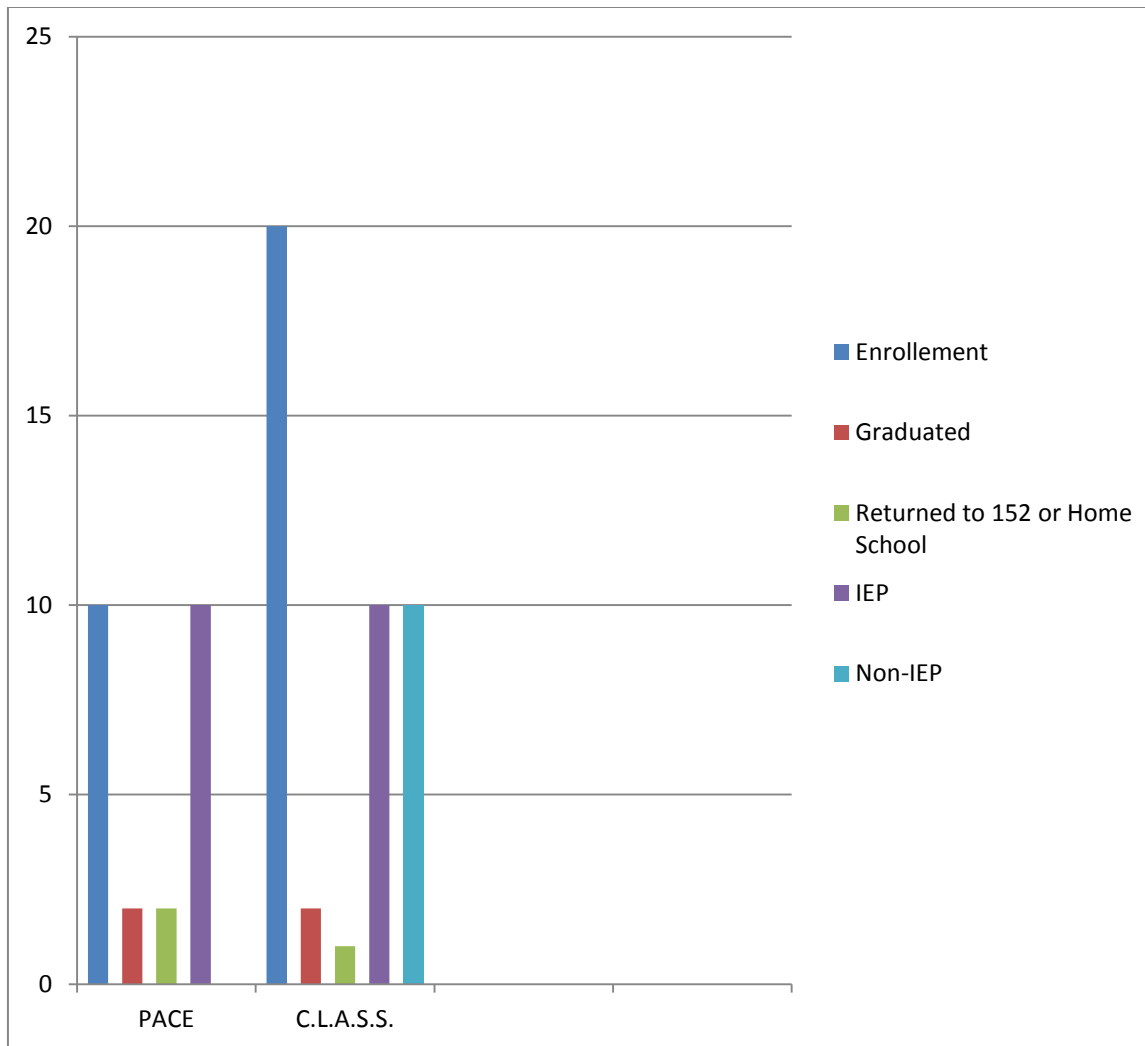
- **Outcomes:** academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- **Practices:** Curricula, instruction, interventions, and strategies that are evidence-based.
- **Data:** information that is used to identify status, need for change, and effects of interventions.
- **Systems:** supports that are needed to enable the accurate and durable implementation of the practices of PBS.

“Highlights”

2012/13 School Year

HIGHLIGHTS At A GLANCE

- C.L.A.S.S Program opened October 25, 2012
- Hired 2 full-time certified teachers October 2012
- Implemented the RtI process district-wide September 2012
- Update RtI procedures for behavior interventions
- Provided the following staff development opportunities:
 - AimsWeb training (September 2012)
 - Easy IEP (October 2012)
 - Discovery Education (September 2012)
 - DIBELS (October 2012)
 - Read 180 and System 44 (April 2013)
- Weekly Enrichment Services:
 - Social Developmental Counseling – Social Worker
 - Speech Pathology – Speech Paraprofessional
 - Art – Teacher**
 - Spanish – Teacher**
 - Gym – Teacher**(**Stipend)
- Interventions:
 - Implemented abbreviated version of PBIS
 - Full implementation of a Token Economy



PACE Program Enrollment:

- August 2012: 11students
- June 2013: 10students

August 2013: 6 students

- 2 graduated
- 2 returned to HSD 152
- Decrease of 5 students
- \$156,354.00 cost savings

HSD 152 C.L.A.S.S Enrollment:

- October 2012: 2students
- June 2013: 20students
- * 10 with IEP/10 non-IEP

August 2013: 17students

- 2 graduated
- 1 returned to Home School

Cost...

PACE Program:

\$161.44 per day x 180 days per year = \$29,059.20

Harvey School District 152:

\$66.42 per day x 180 days per year = \$11,955.11*

Cost Savings:

\$95.02 per day per student

\$17,104.09 per year per student

* Information obtained from Financial Audit 2012

Goal(s):

Long/Short Term

GOALS

- **Short Term:**

- Move two students currently enrolled at PACE to the C.L.A.S.S program (one student during summer school and one in August 2013).
- Transition one additional classroom from Brooks to C.L.A.S.S Program
- Keep our students within the District by providing an immediate alternative placement for behaviorally challenged students
- Implement PBIS district-wide to improve school climate and structure
- Apply for Alternative Learning Opportunities Program (ALOP) funding

- **Long-Term:**

- Reduce the number of out-of-district placements by 15% per year over a five-year term.
- Provide an alternative placement for other districts
- Continued approval of Alternative Learning Opportunities Program (ALOP) funding

Other Documents

C.L.A.S.S. DAILY SCHEDULE

7:30 - 8:15	Transportation
8:15 - 8:30	Arrival/Breakfast
8:30 - 8:45	Morning Check-in Procedures/Creed
8:45 - 9:45	Math
9:50 - 11:20	Read 180/System 44
11:25 – 11:55	Lunch
12:00-12:30	Science
12:30 - 1:10	PE/Art/Spanish
1:15 - 1:45	Social Studies
1:45 - 2:25	Social Emotional Development
2:30	Dismissal

Student/Parent/Teacher Contract

Date: _____

I will do my best academically/behaviorally and will follow the rules set forth by the C.L.A.S.S. program. I will accept personal responsibility for my actions and I am aware of the consequences for breaking the rules. If I know a subject well, I will assist my fellow classmates in an appropriate manner.

Student Signature:

Date:

I will do my best to help and support my son/daughter academically and will abide by the rules set forth by the C.L.A.S.S program. I am aware of the consequences if he/ she break these rules. By signing this sheet I acknowledge receipt of the Program Handbook.

Parent Signature:

Date:

I agree to enforce and support these rules to insure that you and other students in the program are in a safe and supportive learning environment.

Teacher Signature

Date:

C.L.A.S.S. Program Creed

We are the citizens of C.L.A.S.S.

We believe

We are bound for greatness

We are exceptional, not because we say so

But because we work hard at it

We will not falter when faced with obstacles

We will remain dedicated, committed and focused

We will never fail because we never give up

Making no excuses

Choosing to live honestly, nonviolently, and honorably

Respecting ourselves and others

Accountable for our own future

Responsible for our families, community, and the world

We believe in ourselves and each other

We are C.L.A.S.S.







