

Alternative Academic Achievement Academy

Program Description

Positive Behavior Intervention Policy

Based upon a student's IEP incident status report, the IEP team determines if a behavior intervention plan is needed. BIP's are reviewed annually.

Behavior is the way we act and respond to people and to situations we encounter. Here at AAA Academy we want to achieve school wide, positive, consistent, behavior for our student population through proactive methods. These goals will be achieved by the type of language we use when dialoging with students, modeling appropriate behavior, and verbal praise. Our Academy has also adopted the Crisis Prevention Institute Model to provide the best care, welfare, safety and security for our students and staff during situations of intense behaviors.

We at AAA Academy expect our students to engage in positive interactions, mutual cooperation, peer mentoring and self monitoring as they encourage their peers to implement the behavior model. The overall expected performance of the students at AAA Academy can be reviewed in the Student Handbook. Illinois State Board of Education Rules and Regulations will also be incorporated into our behavior expectations. Expected behaviors will be complemented with acknowledgements, verbal praise and staff recognition. Parents, AAA staff, AAA administration, community municipalities and officials will all actively participate in the implementation of the behavior plan.

Parents may be contacted during the day when the student's behavior is consistently inappropriate, highly disruptive and intense. A decision to contact the parent is made by an administrator. In lieu of a telephone contact, a written description of each behavioral intervention, beginning with the least intrusive:

1. **Soft reprimands**-Teacher delivers brief re-directive statements to the student in a quiet voice audible to only the teacher and student.
2. **Reminders**-The teacher makes a brief statement in a calm, matter-of-fact manner that points out to the student that the behavior he/she is presently engaging in is not acceptable and needs to be corrected. Three verbal "Reminders" are used primarily for mild disruptive behaviors, and may not be used in a situation with verbal or physical aggression.
3. **Time-Out Area in the Classroom**-The student is moved to a quieter, less stimulating area of the classroom until he/she is ready to return to the open classroom environment. A quiet time or classroom time-out is usually no longer than five minutes and is given after three verbal reminders. However, staff discretion will determine when a classroom time-out is given.
4. **Responsibility**-Students are then asked to formulate a plan of action for the next time. Students are taught that for every action there is a re-action and consequences for our actions. They are taught to make more positive choices.

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Physical Restraints: While we are a non-violent intervention crisis facility and more verbal de-escalations are used than physical restraints, physical restraint may be necessary to restore and maintain a safe environment. As detailed in our student handbook and per Illinois Administrative Code (23 IAC 1.285, physical restraint shall be used only when the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm. All members of the AAA Academy Staff are CPI trained and certified and are required to use these strategies to determine if/when if physical restraint becomes necessary. This training includes: crisis de-escalation, restorative practices, identifying signs of distress during physical restraint and time out, trauma-informed practices, and behavior management practices. If a restraint becomes necessary at least 2 staff members and an administrator must be present. The administrator will monitor the restraint and ensure that times lines are adhered to and injuries to the student or staff are addressed. In addition, a written Incident Report must be completed. In addition, a school official must notify a parent within 24 hours; the same day, if possible. That report will include the standards of when a restraint can be used, information about their rights and the rights of the students including how to make a complaint to ISBE and assistance with filing the complaint. In addition, the parent will be informed that they may request a meeting with an administrator within 2 days. A written record of that notification and the parent's response will be documented with the incident report. A Restraint Review will be conducted after two separate incidents within a 30-day period. The faculty acknowledges that prone and supine restraint is only allowed for students whose BIP was in place prior Jan. 1, 2021 and is only allowed through the end of SY 21.

Isolated Time Out- AAA Academy does not allow or permit the use of isolated time out.

Incident Tracking- AAA Academy uses a digital incident reporting system that requires that all behavioral incidents be documented including those that may require physical restraint. Parents will receive a written copy of the incident report within 24 hours and ISBE will be notified within two school days through the SIS. The Director will be informed of all incidents and will maintain the documentation required when physical restraint is used. A quarterly report is made to the administrative team so that they may evaluate and review our physical restraint policies. An annual report is also provided to the Board of Directors. That report includes:

- the number of incidents involving the use of these interventions;
- Interventions attempted before restraint was used;
- the type of restraint that was employed;
- the location and duration of each incident;
- identification of the staff members who were involved;
- any injuries or property damage that occurred; and
- the timeliness of parental or guardian notification, timelines of agency notification, and administrative review.

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Suspensions-Under certain circumstances, a student's inappropriate behavior may result in a suspension from school or program activities.

- a. In School Reassignment (ISR) as it is referred to means a student is to come to school, but his course work is conducted in the ISR room. Students stay in the room for the school day and do their course work or other work as assigned. Credit may be given for the work if the student's teacher feels it is of high quality. ISR is an alternative to external suspension and students are normally assigned for no more than three days.
- b. External Suspensions are issued as a result of major infractions of school rules. Students on external suspension are not allowed to come to school, report to any classes, or attend any school activities for the time of the suspension. A student can be given external suspension from one to ten days.
- c. After ten day suspension, parents of students with an IEP will be notified of a manifestation review.

Police Contact-Police may be contacted at any time when the student's behavior constitutes a criminal act. The Administrators make the decision to contact the police and parents are informed immediately. This intervention will rarely occur. Section 10-22.6 of the Illinois School code states that gross disobedience or misconduct which may lead to suspension of a student shall include activities whether these activities take place in the school, and/or away from school property. Gross disobedience or misconduct, is determined by the severity of the offense. Local police departments may be informed and the student(s) may be taken to the local police station.

Bullying-AAA Academy does not tolerate bullying. Our anti-bullying policy is a separate document that has been submitted to ISBE pursuant to Illinois Statue 105 ILCS 5/27-23.7.

Bathroom Accidents or other Embarrassing Situations-In the case that a student has a bathroom accident or other embarrassing situation, a staff member will contact the main office in a subtle manor and request an administrator who bring the student to the office. Generally, we will be able to provide a change of clothes and return the student to the classroom. In all cases, every effort will be make to avoid embarrassing the student and provide counseling, if needed. An administer will contact the parent(s) to report the incident.

Visitors-We encourage visits from the staff of contracting School Districts as well as staff of ISBE. The visits may be scheduled and unscheduled. AAA Academy will adhere to the requirements in 105 ILCS 5/22-30 and 23 Illinois Administrative Code 1.540.

Medication Policy: If your child needs medication to be administered during the school day, the following procedures are to occur:

- Doctor's Note Prescribing Medication
- Parental Permission
- Medication must be in the original prescription bottle. The School Nurse is responsible for securing, maintaining, and distributing medication to students. In the absence of the nurse, an

administrator will administer the medications. Parents are responsible for providing AAA Academy with a current (annual) doctor's note if medication is to be administered in school.

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- Students are generally not allowed to carry or disburse prescription or non-prescription drugs. However, AAA Academy will acknowledge and comply with all requirements related to Statute 105 ILCS 5/10 regarding self administration.
- Parents are encouraged to never allow medication to run out or expire and please keep the administrator informed of any medical information you may have regarding your son/daughter.
- "All" medication is stored under lock and key in the main office.
- AAA Academy will acknowledge and comply with all requirements related to Statute 105 ILCS 5/10 regarding self administration and 225 ILC 65/50-75(b) regarding distribution of medications.
- AAA Academy has reviewed and will adhere to the requirements of Illinois Statute 105 ILCS 5/22-30 and 22 of the Illinois Administrative Code 1.540, including those regarding the administration of asthma medication, Epinephrine, and other emergency medications as provided in the statute.

STUDENT SEX EQUITY, SEX DISCRIMINATION, AND SEXUAL HARASSMENT/INTIMIDATION SUMMARY

POLICY STATEMENT: AAA Academy does not discriminate on the basis of sex in the provision of program. Activities, service, or benefits, and guarantees both sexes equal access to educational and extra-curricular programs and

activities. No students shall be subjected to sexual discrimination, harassment, intimidation or bias by an AAA Academy employee, by other students, or by the effect of any school policy or practice.

"Sex Bias" means the attribution of behaviors, abilities, interests, values and/or roles to a person or group of persons on the basis of sex.

"Sexual Harassment" includes student-to-student, student-to-staff, staff-to-student conduct. It means unwelcomed, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature.

"Sexual Intimidation" means any behavior, verbal or non-verbal, which has the effect of subjecting members of either sex to humiliation, embarrassment or discomfort because of their gender.

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Staff Training

AAA Academy maintains sign in sheets, agendas as well as CPDU information as it relates to training for members of our staff.

Staff training is an on-going process throughout the year. The dates and facilitators are distributed to each staff member as well as a copy accessible in the front office.

CPI Training:

Progress Monitoring Review:

Use of Data in Instruction:

Praxi Gradebook:

Praxi Attendance Training:

Google Docs:

Google Classroom Training:

Nurse Training:

Asthma/ Allergies

- Asthma Action Plan
- Eppi-Pen
- Blood Pressure Pathogens
- Bodily Fluid Clean- Up
- Special Medications

Curriculum Training:

Classroom Management:

Nearpod Training:

Reading Eggs/ Mathseeds Training:

Classroom Management:

Prodigy Math Assignment Training:

Easy CBM Response Analysis Training:

Student Engagement:

Readworks Training:

Danielson Frameworks Training:

Accommodation Sp. Ed. Students:

Co Teaching:

Smoking:

Signs are posted outside of the building notifying staff and visitors that smoking and weapons are prohibited in or around the school grounds.

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Related Services

AAA Academy provides comprehensive related services in accordance with student Individualized Education Plans as well as for the general student population. These services include:

Case Management AAA Academy provides case management to ensure compliance in carrying out and managing students with IEP's in collaboration with the districts our students come from. This service is provided by a team, including the special education teachers, the school counselor, and school social worker-counselor.

School Counseling AAA Academy provides a School Counseling program which is aligned with the ASCA National School model and is carried out by a Licensed Professional School Counselor. Services include:

- *Direct Student Services*, including a school counseling core curriculum aligned with Common Core Social Emotional Learning Standards, individual and small group counseling services, individual student planning, and responsive services.
- *Indirect Student Services*, including collaboration and consultation with teachers, administrative team, school staff, and parents/family members. Referrals for outside services.
- *Program Planning and School Support*, including program planning and evaluation of school counseling services.

Occupational Therapy AAA Academy provides occupational therapy, including assessments, consultation with teachers, and direct therapy to students in accordance with student IEP's, by a licensed occupational therapist.

Speech and Language Pathology Therapy AAA Academy provides speech and language pathology services, including assessments, consultation with teachers, and direct therapy to students in accordance with student IEP's, by a licensed speech pathologist.

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AAA Academy Outcomes Statement

How we measure data:

Academically, students are given beginning, middle, and end of the year benchmark assessments in reading and math using the EasyCBM progress monitoring assessment. We share this data with both the students and their parents. Teachers are asked to develop Intervention plans based on the results of these assessments each time they are given and based upon their IEP's.

In addition, parents and partner school districts are able to monitor their students' progress toward goals via reports on individual student growth that are issued after each benchmark.

Academic Goals

1. It is expected that, with all modifications and accommodations per their IEP's, that students scores improve 5% above grade level growth mean by the end of each year in reading comprehension depending on their beginning reading level according to EasyCBM benchmarks..
2. It is expected that beginning readers are able to achieve grade level letter and letter sound recognition by the end of 1st grade as measured by EasyCBM progress monitoring benchmarks.
3. It is expected that, with all modifications and accommodations per their IEP's, that students scores improve 5% above the grade level growth mean by the end of each year in math depending on their starting level.

Behaviorally, we have developed a behavioral rubric for each grade level from K-8. We issue Behavioral Status Reports to parents and students each quarter that are aligned with this rubric. An electronic tracking system is in place to record all behavioral incidents. We expect inappropriate behaviors to be reduced in frequency, duration, and intensity by the end of the year. If needed, a behavioral intervention plan is implemented for Tier Three students will help students reduce reported incidents and ensure school safety.

Behavioral Goals

1. Individual students are expected to reduce the number of incident reports by 5% per quarter.
2. Schoolwide numbers of incident report are expected to decline by 5% per quarter.

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Curriculum and Learning Strategies

Our reading and math curriculum is based on the Engage NY curriculum. We supplement using a number of online curriculum tools to help us to differentiate instruction and provide intervention and meet each student where they are in order to accelerate learning. There programs include:

Primary Grades

Reading Eggs
Teach Your Monster to Read
Xtramath
Math Prodigy

Middle/Upper Grades

Read Works
Read Theory
Newsela
Commonlit
Actively Learn
No Red Ink
Xtramath
Math Prodigy
Kahoot
CK12

In addition, we have provided our students with a 1-1 device ratio and often use Nearpod as a curriculum delivery and differentiation tool. Our student regularly use technology to access curriculum, share their learning with one another, and publish their products with a wider audience using the Google Apps Suite of apps.

Our students also learn through performance experience. We have assemblies several times a year where students improve their listening and speaking achievement by via the performing arts such as dance and music as well as theatre arts. Each quarter, students create and present learning projects and portfolios as part of a school-wide learning gallery.

Parents are also able to access their students' academic and social achievements via their daily planner and a parent grade portal.

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The AAA Academy is a non-for-profit 14-7.02 private therapeutic day school. AAA Academy serves the needs of students ages 5 through 15 with emotional, behavioral, learning disabilities and other health impairments as well as those considered to be at-risk. AAA Academy provides a structured academic program for placement of students in grades K through 8, utilizing a unique 5-1 teacher to pupil ratio. AAA Academy's concept of reducing class size goes along with a belief that to communicate one on one with students increases the chance of reaching them. AAA Academy was created with the idea and principle belief that "ALL CHILDREN ARE WORTH SAVING". This belief allows us to provide alternative placements to students with different needs, while allowing them to obtain needed academic achievement. Students experiencing difficulty in the traditional school environment are placed with AAA Academy because of our fundamental belief that all children can learn.

AAA Academy's Programs include the following components:

Program for Emotionally Disturbed Students:

The program for Emotionally Disturbed students is a special education self-contained placement. The 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 young people tend to be withdrawn, impulsive, disruptive, oppositional, confrontational and often physically aggressive. They have difficulty with interpersonal relationships, experience reality in an idiosyncratic manner and in general are cautious in their approach to the world. They take an aggressive approach to the world and are either unable or unwilling to allow staff to help them de-escalate without physical assistance.

Behavioral Components

Behavior at AAA Academy is managed in a fair, firm and consistent manner. A broad range of behavioral interventions, individual and group, crisis counseling, individualized academic programs, small class size, parent training and support provides opportunities for the student to gain the skills needed to return to their school. However, the overriding objective of programming at AAA Academy is to provide an environment, which stimulates development in all areas. AAA Academy utilizes a school-wide system for managing behaviors.

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Transitional Process

AAA Academy understands students who are enrolled at The Academy must be given the tools and skills necessary to return to their home school. Therefore The Academy often places a large amount of importance not only on academics but, on independence, decision making skills, self reliance, negotiating with peers, working cooperatively as well as leadership skills. These are important life-skills that will ensure their future success in schooling and beyond.

Once it has been established that the above goals have been met by the student; a meeting with the placing school district, parent and AAA Academy takes place to discuss the transitioning process back to the student's home school.

When an attainable process has been agreed upon, the transition process will begin. A meeting will be called with the student to discuss their progress and the expectation during this process.

The student's educational day is divided between their home school (half day at each facility) and AAA Academy. The transition process is usually no longer than one quarter of the school year.

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PRIVACY, DIGNITY AND CONFIDENTIALITY POLICY

AAA Academy recognizes and respects the rights of every individual, child, and staff member. AAA Academy understands the importance of confidentiality and is committed to the principles of privacy as described below.

AAA Academy recognizes its statutory obligations and will maintain the confidentiality of all individuals and will not release information about any person without first obtaining written consent from the person's guardian. The exceptions to this rule would be where information is required by medical or emergency services to ensure the safety and wellbeing of a service user where he/she is unable to give consent and the guardian is unable to be contacted. Information may also be disclosed against the person's wishes if legislation requires such information, if information is subpoenaed for court proceedings, or in matter of overriding public interest such as a service user telling a staff member that a regular visitor is assaulting him/her. While the service user should be consulted about the issue, it is clearly important that the information be made available.

AAA Academy only shares confidential information with student's parents, their home districts, and as required by law. Upon enrollment, each parent is informed in writing that we only share confidential information with their home school district. This information is used for case collaboration and asks parents to grant permission for AAA Academy to share confidential information with the home district. Parents are also informed of their right to inspect any copy of school records as well as to challenge and/or restrict any portions of their child's records as they designate. AAA Academy does not collect any personal information on our website as it is for informational purposes only.

AAA Academy believes it is part of our responsibility to provide, orderly and harmonious environment in which respect for the dignity and worth of every member of the school community is recognized and promoted. The AAA Academy believes that all employees, parent/guardians and students are entitled to be treated and are obligated to treat others with courtesy, fairness and decency. Only through the commitment and ongoing attention of each of us to a safe, caring and supportive atmosphere can we expect to achieve our objective of enabling all our students to become capable and responsible lifelong learners.

AAA Academy services students that have special needs as well as students that have had difficulties coping in their home schools for various reasons. We service a wide range of diverse learners. This diversity, however, underscores the importance of sensitivity to the backgrounds, feelings, and concerns of students and community members and of meeting the moral imperative of an equal opportunity society free of prejudice and discrimination.

Behavior by any member of the AAA Academy staff which insults, degrades, harasses or stereotypes any other person on the basis of race, gender, handicap, physical condition, socioeconomic background, ethnic or national origin, or religion is unacceptable.

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Unique Instructional Approaches for DD, SLD, and OHI

At AAA Academy, our instructional approach varies for developmentally disabled, have specific disabilities, or other health impairments varies depending on the individual student. Of course, we use the student's IEP as our guide as we develop our special programs for these students. They may include:

- AAA Academy is a fully accessible facility
- Additional instructional cues in the classroom
- Access to technology that includes additional supports such as text to speech, speech to text, and other instructional aides
- Computer aided instructional programs that allow students to progress at their own pace and include additional visual enhancements
- Classrooms have posted clear daily schedules, behavioral expectations/feedback, and visual anchor charts
- Countdown timers that include visual cues for remaining time
- Modified movement expectations for physical education
- Classroom jobs for students that rotate weekly
- Increased speaking and listening opportunities both in the classroom and school-wide
- Reduced student/teacher ratio
- Regular fluency testing and progress monitoring to ensure appropriate interventions
- Reading programs that include extensions into functional activities
- Increased read aloud opportunities where students are read to by adults
- Physical, cognitive, and social therapies coordinated with student's home districts
- Co-Teaching training for all staff to ensure that each student's needs are being addressed appropriately
- More frequent learning breaks to help students stay focused during instructional time
- Differentiated instructional tools so students can receive instructional tasks that ensure alignment between instructional intensity and ability
- Scaffolded instruction that includes images, objects, letters, and words
- Additional data collection points to better assess progress toward set goals
- Increased opportunities for guided review of topics
- Intensive instructional program that includes 1-on-1 student/teacher ratio