

2023-24
Redding Achieve
Parent/Student Handbook



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TABLE OF CONTENTS

OUR VISION.....	1
OUR MISSION.....	1
WE VALUE.....	1
PROGRAM GOALS.....	1
GENERAL INFORMATION.....	2
PROGRAM ELEMENTS.....	2
INTENSE REPLACEMENT BEHAVIOR AND SOCIAL SKILL TRAINING.....	3
SOCIAL SKILLS:.....	4
ATTENDANCE.....	4
BACKPACKS.....	4
BUS OPERATIONS.....	5
CELL PHONES.....	5
COUNSELING.....	6
DISCIPLINE.....	6
POSITIVE BEHAVIOR INTERVENTION SYSTEM.....	7
CRISIS INTERVENTION.....	7
PARENT AUTHORIZATION FOR THE USE OF BEHAVIOR INTERVENTION PROCEDURES.....	8
DRESS CODE.....	9
GUM, CANDY, ETC.....	10
PRESENCE ON REDDING SCHOOL DISTRICT CAMPUSES.....	10
SEXUAL HARASSMENT.....	10
BULLYING.....	11
TRANSITION BACK TO SCHOOL OF RESIDENCE.....	12
LEVEL SYSTEM.....	12
LEVEL SYSTEM DESCRIPTION.....	13
POINTS.....	13
LEVEL POINT REQUIREMENTS.....	13
GRAD STATUS.....	14
LEVEL DELAY (OFF-LEVEL) & LEVEL DROPS/OFF-LEVEL.....	14
IN-HOUSE DETENTION.....	14
HOMEWORK/WORK COMPLETION.....	15
EFFECT OF ABSENCES/TARDIES ON LEVEL SYSTEM.....	15
GENERAL EXPECTATIONS.....	15

OUR VISION

Within a nurturing, safe environment, Redding Achieve staff will actively engage all students in the learning process, help students develop social and personal responsibility, and teach students to be critical thinkers, problem-solvers, and life-long learners.

OUR MISSION

We will create an environment where students and adults come together cooperatively to strive for academic achievement and social-emotional growth. Our school community encourages responsibility, promotes honesty and cooperation, creates a relationship-based culture and empowers students to have respect in order to achieve success today and in the future.

WE VALUE

- each individual
- development of the whole child
- tolerance and respect for others
- peaceful conflict resolution
- citizenship
- personal responsibility
- honesty
- respect for authority
- appreciation of cultural diversity
- a safe and nurturing environment
- family, staff, and community involvement
- continuous behavioral and academic improvement
- academic achievement
- high school, college, and career readiness

PROGRAM GOALS

- To provide an alternative instructional setting for students with significant behavior concerns
- To make positive changes in students facing challenges to ensure more success in the regular school setting and into adulthood
- To teach students problem-solving skills and strategies
- To provide students the ability to build trusting relationships with adults
- To provide students with sound instruction in state adopted curriculum for Language Arts, Math, Social Studies, and Science
- To provide research-based interventions specific to the academic learning needs of individual students
- To provide social-emotional support to students and promote positive peer interaction
- To provide counseling and intervention services for students and their families

- To provide support from ACHIEVE staff and district resource officer to assist students in attaining their goals

GENERAL INFORMATION

Redding Achieve consists of two classrooms serving students in grades K-8. The average daily attendance will not exceed 16 students per classroom. The Redding School District follows Education Code Section 48662 (b) in the priority of assigning students to the ACHIEVE classes in the following ways:

- The student is expelled from their home school for any reason
- The student is probation referred pursuant to Section 300 or 602 of the Welfare and Institutions Code
- Administrative placement
- The student is referred to ACHIEVE by a school attendance review board (SARB)
- Parent/Guardian “opt-in” student for social emotional learning

Common reasons used by SARB to identify candidates for a community day program:

- Student has a history of behaviors interfering with his/her learning or that of other students
- Behavior Support Plans have proven unsuccessful in changing behavior at home school
- Student has multiple suspensions from school
- Student has committed an expellable offense

SARB contracts are commonly written for a minimum of one year. Students will attend ACHIEVE until successful completion of the SARB contract, which may extend beyond the one-year minimum. Upon successful completion of the SARB contract, a transition meeting is held with the student’s school of residence in order to ensure successful re-entry into the general education program.

PROGRAM ELEMENTS

ACHIEVE consists of two classrooms: K-5 and 6-8. Each room has a credentialed teacher and part time instructional assistants. The program maintains a ratio of approximately one adult to every five students. Students on IEPs are typically served by their school of residence resource teacher on a consultation basis. Additionally, a district speech pathologist and a school psychologist are available to serve our students as needed.

The Redding School District employs a full-time resource officer from the Redding Police Department through a Safe Schools grant program. The resource officer visits the campus regularly, and is available to assist on an on-call basis as needed.

Upon enrollment in ACHIEVE, each student is assessed for current skill level in reading, writing, and math. Academic instruction is delivered by the use of state adopted curriculum consistent with that used in all Redding School District schools. In addition to English Language Arts and Math, students also receive instruction in social studies, science, social skills, anger management, and physical education.

A variety of technology is utilized in the classroom instructional program, including computers, internet access, Interactive “SMART” boards, and audio/video outputs. Our students participate in the same district and state mandated assessments required for all students in the Redding School District.

Students’ academic instruction is but a part of their daily learning. Social skills are highlighted throughout the day in a whole group, small group, and individual settings. Students’ behavioral progress is assessed daily through a point/level system. Students earn points each day, with points awarded for successful completion of specific behavioral expectations (Learning, Following Directions, Social Interaction, and Accepting Feedback) throughout multiple times each day. The number of points earned at the end of each day determines the student’s progression through the level system. This progress is monitored through an online tracking system.

At the end of the day students' points are totaled. Each student is assigned a level based on the total number of points earned that day. The level each student earns will define the privileges for the next day. At the end of every day, all students’ parents/care providers are called/texted and informed of the students’ progress and any incidents or issues are passed along. We develop home behavior contracts based on daily levels that carry rewards and consequences. These are very effective in helping to create a milieu environment where children get the same message at home and school. We keep all the behavior data in a database and report progress regularly.

Level 1 = Behavioral extreme. Little privileges, high level of supervision

Level 2 = A few privileges, increased level of supervision

Level 3 = All privileges no additional supervision, student store privilege

Level 4 = Extra privileges, extra freedom of movement

Level 5 = Transition plan starts to be discussed. High level privileges

INTENSE REPLACEMENT BEHAVIOR AND SOCIAL SKILL TRAINING

Students are presented with easy, simple to remember social skills and replacement behaviors that they learn and are expected to apply in all settings. After a crisis or during the process of ending a time-away or training session, a student is required to practice the replacement behavior and social skills that may have helped the student resolve the crisis without negative consequences.

SOCIAL SKILLS:

- Resolving conflict
- Accepting no
- Dealing with accusations
- Accepting consequences
- Avoiding trouble
- Responding to teasing
- Using self control
- Volunteering to help
- Dealing with your anger
- Showing understanding of another's feelings
- Recognizing others feelings
- Expressing your feelings
- Knowing your feelings
- Saying "Please, Thank you, Excuse me"
- Apologizing
- Playing a game
- Joining in to activities
- Following instructions
- Asking for help when appropriate
- Listening, paraphrase and clarifying understanding
- All staff consistently use encouragement, redirecting, proximity, prompting, directive statements, and direct intervention to implement the disciplinary system.

Daily Progress Reports (DPR) are sent home daily (this may be an email, text, or Dojo message to the parent). Teachers may include behavioral comments to facilitate home/school communication. Before a student is considered for "graduating" from ACHIEVE, he/she is required to maintain Level 3.5 - 4.0 behaviors for a minimum of 30 consecutive days. (6th-8th grade students will work through an alternate level system that culminates at Level 5, Day 30).

ATTENDANCE

Absences: If a student is ill, the parent must call the office (530-225-0406) to report the absence. A note verifying the absence must accompany the student upon return to school.

If a student becomes ill at school, staff will take his/her temperature to determine if a fever exists. Parents will be called only if a student has a fever and/or is too ill to stay at school.

BACKPACKS

Backpacks or any other type of bags/zippered binders are NOT allowed on ACHIEVE campus. Students will be provided a planner or folder for transporting homework and school

correspondence from school to home and back. Students will not need binders or any other type of school supply bags carried from home to school.

BUS OPERATIONS

Transportation is provided to students residing in the Redding School District who are enrolled at ACHIEVE. Transportation typically takes from two to five days to arrange for students new to the program. The bus driver may require that students sit in assigned seats. Our students are held to the same bus rules as all students in the Redding School District.

Bus Rules:

- Students shall board the bus in an orderly manner, take assigned seats, and shall not change seats while the bus is moving.
- Students shall keep all parts of the body inside the bus and keep the aisle and exits clear.
- Students shall not fight, push, throw objects, or participate in loud or unruly conduct on the bus.
- State law requires that students who must cross the roadway shall be escorted by the bus driver in front of the bus.
- Students shall not get off the bus at any stop other than their regular bus stop.
- Students shall not eat or drink on the bus and shall not bring harmful objects such as glass, knives, etc., or animals onto the bus.

Consequences for failing to follow bus rules (See School Board Policy 3541.35):

- First Citation: Discipline Alert-verbal warning
- Second Citation: Two day suspension of bus privileges
- Third Citation: Five day to one month suspension of bus privileges
- Fourth Citation: One month or to the end of year suspension of bus privileges
- Severe Infraction: Minimum one week suspension of bus privileges

*If a student misses three UNVERIFIED consecutive days of riding the bus, transportation will automatically drop them from the route. If your child is ill and will not be riding the bus to school, please call the school and the transportation department at (530) 646-3000.

NOTE: Students attending Redding Achieve are required to either ride our bus or be transported by parent. Students are NOT allowed to walk or ride bicycles to school. Skateboards are NOT allowed on school grounds.

CELL PHONES

Cell phones must be turned in upon arrival. The teacher will return the cell phone at the end of the day. Per Education Code 51512 “No electronic, listening or recording devices may be used by any person in a classroom without the teachers’ and principal’s permission.”

COUNSELING

ACHIEVE offers counseling services through various community agencies, including Victor Community Support Services, Remi Vista, Dunamis, and Northern Valley Catholic Social Services Agency. We have a partnership with North American Mental Health Services for our “partnership” (that is those families with MediCal insurance) students to receive counseling here, on campus, one day a week. Students without MediCal may participate with signed parent permission utilizing our contract with Dunamis (please fill out a form in the registration packet). Parents may request a counseling referral form at the office at any time. When possible, we also employ a counseling intern who may be available to provide counseling to students and families free of charge.

DISCIPLINE

Discipline and responsibility for one’s own actions are essential to the development of each person and to the creation of a successful school and work environment. Our students are held to the same standards as general education students and are expected to display good citizenship and cooperation with peers and adults at all times. The level system is designed to be positive by rewarding and providing incentives to students who act responsibly. Behavioral expectations are posted in each classroom, and staff is dedicated to making sure each classroom is a safe place for students to learn. Therefore, when circumstances dictate, ACHIEVE personnel and Redding School District Resource Police Officer work together to investigate and to solve problems.

The following infractions are a violation of the SARB contract which may result in suspension or change of placement:

- Injury & Fighting
- Weapons
- Drugs
- Fake Drugs
- Drug Paraphernalia
- Robbery or Extortion
- Property Damage
- Theft
- Stolen Property
- Sexual/Racial Harassment/ Bullying
- Obscenity/Profanity
- Tobacco
- Electronic Devices
- Class Disruption due to Defiance of School Authority

POSITIVE BEHAVIOR INTERVENTION SYSTEM

Redding Achieve applies the principles of “Best Practices” to develop positive behavioral support systems. We use a team approach to communicate fair, firm, consistent, predictable sets of expectations that all students can follow. We maintain professional commitment to each individual student’s success. We employ a variety of techniques and strategies that provide structure to guide and support students in learning to use new and more effective behaviors (Target and Replacement behaviors are identified for each student.) Students develop self-control and skills to enable them to meet their own needs appropriately. We promote learning success and we expect and encourage appropriate behavior.

Our system includes:

- Intense staff/student ratio to ensure close monitoring and support
- Crisis intervention
- Ongoing staff development
- Teaching school behavior expectations
- Positive reinforcement through a points and level privilege system that provides:
 - Regular feedback
 - Positive reinforcement through verbal praise and social rewards
 - Social skills instruction
 - Positive, proactive discipline

CRISIS INTERVENTION

At Redding Achieve we practice early intervention. Our goal is to give students the tools to respond appropriately prior to becoming escalated. When an individual starts to escalate, we take the following steps:

- Make eye contact or gesture that you need to talk with the student. Try to talk to the student aside from peers.
- Use soft or low volume directives using positive language. Avoid embarrassing or targeting the student. Remind the student of appropriate social skills (Target and Replacement behavior)
- Use personal proximity. Get closer.
- Use positive comments and expectations.
- Make polite requests, don’t order the student. Give direction in positive language, again.
- Move away a little and give a short delay to allow compliance.
- If escalation continues then staff will encourage the student to take a break or “time out” away from the group/class.

At Redding Achieve, we may periodically isolate a student for the following purposes:

- To give the student time to calm down before behavior escalates out of control,

- To give the student an opportunity to train with a replacement behavior without an audience and to reset before entering back into the classroom,
- To isolate a student to protect people or property if a student is having escalated behaviors, threatening, or being so disruptive that others cannot work.

These are the steps our staff follows in sending a student to time out or training time.

- Present student with a choice of discontinuing inappropriate behavior, showing replacement behavior and remaining in class or taking a voluntary time out in which to regain control.
- Ask for compliance
- Move away a little if possible
- Allow time for compliance and appropriate replacement behavior

PARENT AUTHORIZATION FOR THE USE OF BEHAVIOR INTERVENTION PROCEDURES

It is important that parents/guardians and students are aware and understand Redding Achieve's behavior system, crisis intervention procedures, and handbook prior to enrolling their student. In order for us to help students learn behaviors that will enable them to be successful in school and life, we need your support as students go through the often difficult process of change. *Parent and school collaboration is proven to have the greatest positive change in student behavior and academic success, therefore we encourage open communication between you and your child's teacher.* As part of our enrollment paperwork, parents/guardians will be asked to sign an authorization for the use of behavior intervention procedures.

We offer many positive and reinforcing activities, opportunities, and structure for students at school. These are not enough by themselves to change learned negative behaviors. We also need to respond immediately to inappropriate behaviors with clear, consistent, predictable, natural and logical consequences that will tend to remove the incentive for a student to continue the negative behavior. The important procedures that we want to make sure that you are aware of are consequences and crisis intervention procedures that are designed to remove the incentives for inappropriate behaviors.

Behavior intervention services and crisis intervention pursuant to positive behavior intervention regulations. All behaviors have a function. Analyze the function of behaviors that don't work and teach replacement behaviors that work for the students. Reinforce positive behaviors while removing incentives for the inappropriate behaviors. Finally, work to generalize those behaviors to transition students back to their home school district.

Our Behavior Intervention Procedures include the following:

- Freedom comes with responsibility: Freedoms and rewards are contingent upon appropriate behavior. Activities like student stores, preferred seating, first to go to break

or lunch, preferred activities, and other rewards are contingent upon appropriate behavior and the school level system.

- Negative or expense points: Students who break rules will earn fewer points on the level system depending upon the severity of the rule infraction. Violation of rules results in lower levels, fewer privileges, and higher levels of supervision.
- Time out: Students who disrupt the class or refuse to comply with staff direction will be given the opportunity to comply.
- Increased levels of supervision for students with the most intense needs. Students are placed on higher levels of supervision when their safety and the safety of others indicate a need for closer supervision. Higher levels of supervision are removed when students demonstrate responsible, safe, appropriate behavior.
- Crisis intervention, including physical, hands-on interventions. When a student's behavior becomes disruptive or dangerous intervene immediately with the lowest level of behavior intervention appropriate. Using positive, proactive discipline, ask for and encourage better choices, reminding the student that there are better ways to get what they want. If the behavior continues isolate the student by asking the student to train their replacement behavior. Positive reinforcement and reminders of their reinforcers are used.
 - Identify the behavior that got them training time or time out
 - Identify their responsibility, and consequences they received
 - Make a value judgment
 - Develop a plan
 - Practice the social skills needed next time
- AWOL. Students who attempt to AWOL, or leave campus without permission, often place the community and themselves at risk. We will attempt to contact you if this happens. In addition, we will do one or more of the following:
 - Stop the student and place him/her under a higher level of supervision.
 - Parent or authorized adult will be called to intervene or pick up student
 - Notify the police and other appropriate agencies. Staff will keep student in sight, and will call school Resource Officer for support if the student is not responding to staff encouragement to return to campus

DRESS CODE

As clothing trends change and adapt during the school year, the administration reserves the right to impose new dress code guidelines not noted at the time of this printing. Clothing, apparel, or hairstyles worn to school are to be in good taste, be modest, not be disruptive to the educational climate, and not be a health or safety concern to students, staff or parents. Students who violate the dress code will be asked to change into approved clothing as available in the office. If no appropriate clothing is available, parents will be called to bring appropriate attire.

The following are NOT allowed:

- No short shorts or short skirts (no shorter than mid-thigh)
- No revealing tops that show undergarments
- No spandex of any kind
- No military boots (steel-toed type)
- No sagging pants that show underwear. Pants must stay up at the waist.
- Appropriate winter hats may be worn outside on cold days
- No clothing that advertises drugs, tobacco, alcohol, sex or violence of any type
- No clothing or footwear that is derisive or symbolic of gang affiliation
- No writing on one's body or personal items
- No spiked jewelry or chains

GUM, CANDY, ETC.

Gum is NOT allowed in the classroom. Candy is at the discretion of the classroom teacher. Please do not send any candy to school.

PRESENCE ON REDDING SCHOOL DISTRICT CAMPUSES

Students placed at Redding Achieve by the SARB Board are prohibited from being present on any other Redding School District campus, at any time and for any reason, until such time as they have fulfilled the conditions of the SARB contract. The exception is prior approval by campus administration.

SEXUAL HARASSMENT

See RSD Board Policy (BP 5145.7 and AR 5145.7) for further details.

Any student who engages in sexual harassment may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment of a student may be subject to disciplinary action up to and including dismissal.

Prohibited sexual harassment (Ed. Code 212.5) includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or other decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or other school performance, or of creating an intimidating, hostile or offensive educational environment.

4. Submission to or rejection of the conduct by an individual is used as the basis for any decision affecting the individual regarding benefits and services through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

BULLYING

Board Policy

Bullying is any unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

(Board Policy 5131)

TRANSITION BACK TO SCHOOL OF RESIDENCE

- The ACHIEVE program's primary goal is to assist students in learning appropriate classroom behavior so that they may return to and be successful in the general education environment. Once a student has progressed successfully through the level system and maintained Level 5 status for a minimum of 15 days, transition planning will begin (Grades 6th-8th - must achieve a Level 5 , Day 30). A meeting will be scheduled with our staff, parents, students, and staff from the receiving school in order to develop a transition plan and to determine a date for transition back to the general education classroom. A behavior support plan, and/ or a behavioral contract, may accompany the student to the general education classroom with revisions made by the receiving school as needed.
- Students transitioning back to a comprehensive school are expected to attend school every day that school is in session and maintain at least a 90% attendance rate, complete all assignments, not have any referrals or suspensions and follow all school rules and procedures.
- If the student is not successful in his/her transition to the receiving school, the student may be returned to the ACHIEVE classroom as appropriate to continue to work on behavior skills.
- Students are not forced to transition. A team meeting will be held to determine the best option for each student. ½ day transitions are an option to insure successful transition.

LEVEL SYSTEM

Details can be elaborated on by contacting your student's teacher.

LEVEL SYSTEM DESCRIPTION

There are five levels in the CDS program. The first and fifth levels represent behavioral extremes. Each level has its own set of responsibilities and privileges. Level One consists of basic behavioral expectations and privileges and Level Five consists of responsibilities and privileges that have a greater emphasis on communication, respect, and responsibility.

Each level consists of the goals of the previous level and new goals of the new level. A student makes his or her day on a level and moves up a day if he/she earns a certain percentage of his/her points. Each level gives students the possibility of earning up to 100 points daily. If students fail to earn the required percentage of points for their level, they stay on their current day. Students enter the program on Level Two, Day One.

Students will work on individual “Reward Contracts” with staff to address targeted specific behaviors. The magnitude of the reward a student may earn and type of behavior necessary is dependent upon the level he or she is currently on. A Level Five student may work on a three-week contract focused on helping behavior with a reward commensurate with that level. A Level One student may work on a three-day contract focused on swearing with a reward commensurate with that level. Reward contracts will be used to supplement the existing point and level system to target an individual behavior that is tied to the student’s personal behavior goals.

POINTS

Each student has the same general targets on the point sheet. These targets are defined differently on the top of the point sheet depending on the expectation of the level. For example, a general goal is respect of self and others. On Level One, this could be described as refraining from physical confrontations, while on Level Three, the same target may be defined as avoiding verbal confrontations.

Each level is a gradual refinement of the target behavior, thus, the behavioral expectations of each level include the expectations of the previous level. Because each level has a higher expectation as to the percentage of points earned, a student’s level should be apparent by his behavior and measurable on the point sheet.

LEVEL POINT REQUIREMENTS

Level One: Students must earn 60% of their points. After earning their points for one day they can move up to the next level.

Level Two: Students must earn 70% of their points. Five points-earned days are required to move up a level.

Level Three: Students must earn 80% of their points. Ten points-earned days are required to move up a level.

Level Four: Students must earn 85% of their points. Students must earn their points for 20 days to move up to Level Five. Planning for mainstreaming may begin at this level.

Level Five: Students must earn 90% of their points. After 30 days on this level, a student has demonstrated the ability to maintain appropriate behavior and is ready for transition to the general education program.

GRAD STATUS

Any student who obtains the final day of Level Five is ready to be “Grad Status.” This means the student receives all the privileges of Level Five while being expected to monitor his/her points. Grad Status students should also have a defined mentorship role within the classroom. If a student on Grad Status has a difficult time behaviorally, a Level Delay may be used.

LEVEL DELAY (OFF-LEVEL) & LEVEL DROPS/OFF-LEVEL

Certain severe behaviors will automatically result in either a level delay or a level drop. When a student receives a “Level Drop,” he/she goes down one level and to the day that most closely approximates the previous day level. The following behaviors will result in a Level Delay or a Level Drop:

- Physical aggression including spitting
- Any unsafe behavior
- Running away from staff / jumping the fence
- Swearing or other inappropriate language or comments

IN-HOUSE DETENTION

Certain behaviors result in “In-house Detention.” The length of the detention will be determined by staff based on the behavior infraction. In-house Detention is when a student is isolated from peers and required to work on academics. The following behaviors will result in In-house Detention:

- Assaulting staff or peers (verbally or physically). Note: Students will be disciplined per education code (i.e. suspension), and the police may be called if warranted. Upon return to school, the student will spend time in In-house Detention before returning to his or her assigned desk.
- Running away from staff
- Stealing
- Any behavior requiring restraint

Note: Students who receive an In-house Detention will automatically drop one level and will be placed on the day equal to the level they were dropped from. Students in violation of their SARB contract will be subject to re-referral to the SARB Board.

Students must have grade appropriate work to complete while in detention. If work is completed and there is no disruption, students may earn points.

HOMEWORK/WORK COMPLETION

Work Completion is an essential part of our curriculum and we encourage students to begin learning to follow through with assignments. Work completion is an expectation of all students, and is reflected in the level system once a student reaches level three. Students are asked to return completed work on assigned days each week. A one day drop on the student's current level may occur for every two days of missing work.

EFFECT OF ABSENCES/TARDIES ON LEVEL SYSTEM

Students who are not present in the classroom are not earning points on the Level System. Students will not be penalized for absences, and will begin earning points as soon as they are again present in the classroom. Students who arrive late to school will begin receiving points for the time increment during which they arrive. Note: IT IS NOT POSSIBLE TO BEGIN EARNING POINTS UNTIL THE STUDENT IS PRESENT IN THE CLASSROOM.

GENERAL EXPECTATIONS

1. Students will demonstrate safe appropriate behavior; no physically or verbally assaultive behavior toward others.
2. Students will follow directions and demonstrate on-task behavior.
3. Students will use good language, no swearing or racial comments.
4. Students will stay in assigned seats.
5. Students will respect the personal space and property of others.