

**2020 Vision**  
**School Safety and Alternative Placements Workgroup**

***SUMMARY OF RECOMMENDATIONS***

1. Create District-level Department of Student Support Services
  - 1a. Manage the Continuum of Alternatives to Reduce Barriers to Learning
  - 1b. On-line catalogue of FCPS district-wide Student Support Services and on-line access to student's Individual Success Plans
2. Implement Building-level Safe and Supportive School Plans
  - 2a. Proactive schoolwide instructional discipline plans
  - 2b. Effective classroom management skills for classroom staff
  - 2c. Social Competency and other prevention programs
3. Provide Universal Access to Mental Health Services
4. Renew, Revamp and Support School-Based Intervention Teams (e.g., SAT)
5. Provide a Continuum of services and placements for students with disabilities
6. Create Alternatives to Suspension
7. Create Developmental Kindergarten Classrooms
8. Expand Middle School Vocational/Technical programs
9. Create Highly-Structured Classrooms
10. Develop FCPS "Day Treatment" School w/Structured Behavioral Support
11. Research, Review and/or Redesign, and Support new and current Multiple Alternative Options

**2020 VISION: “Changing the Face of Education in Fayette County”**

**WORK GROUP: School Safety and Alternative Placements**

**FINAL REPORT**

**Recommendation 1**

Fayette County Public Schools will restructure its organizational framework to establish a **Department of Student Support Services**, which, while interdependent with other organizational areas, is considered a primary, essential, and stand-alone component of It’s About Kids Support Services (i.e, not subsumed under the Department of Student Achievement). Once Fayette County Public Schools has fully integrated a system of learning supports into its school improvement programs and practices, then the learning, achievement, and performance of **all** children and youth will improve so they can become self sufficient and successful members of the community and workforce.

The purpose of the Department of Student Support Services will be to provide a structure by which to support students who have barriers in their lives that interfere with their success in school. These barriers to learning may be internal to the student, such as learning or behavior problems, or may be external factors that create conditions that interfere with learning – poverty, poor classroom climate or school culture, short-term personal or family crises, mobility, etc. Research supports that these barriers to learning call for consistent, system-wide attention, which includes strong leadership, proactive teaming, organization, and accountability.

The charge of the Department of Student Support Services will be to oversee and coordinate a continuum of learning support programs and services, first taking full advantage of existing district resources by reducing fragmentation and aligning existing student support services; identifying tasks that can be combined, stopped and/or replaced; and then investing in only the most effective research-based practices. An additional charge of the Department of Student Support Services will be to develop and provide ongoing professional development and follow-up support to ensure that essential skills and understandings are in place for the effective implementation of student support programs and services. The Department of Student Support Services will also need to develop and implement an effective communication plan so that FCPS’s system of learning supports is visible and accessible to all stakeholders.

**Research Rationale for how this change will help kids:**

In addition to effective instruction, student achievement is improved and barriers to learning are alleviated by a coordinated system of learning supports that incorporates a full continuum of research-based programs and services which ensure safe, supportive, and inclusive environments. As a result of the national summit, *New Directions in Student Support*, in late 2002, and the subsequent three regional and eight statewide summits that have been convened to date, there is enhanced awareness that continued tinkering with the status quo will not meet the immense needs confronting schools as they strive to enable all children and adolescents to have an equal opportunity to succeed at school. There is deepening understanding that new directions must be bold, innovative, and comprehensive if the student support enterprise is no longer to be marginalized in school policy and practice.

Comprehensive district-wide systems of student support services have been significant agenda items in diverse states and localities across the country (e.g., Iowa, Washington, California, Hawaii, Oregon, Texas, Minnesota, Wisconsin). Hawaii enacted legislation for a Comprehensive Student Support System and the inclusion of a major focus on Student Support in their school improvement planning guide, California proposed legislation for a Comprehensive Pupil Learning Supports System, and the State Department of Education in Iowa in collaboration with other state agencies designed Iowa's Systems of Learning Supports.

Iowa's Department of Education recommends structuring the school districts by using a three-component organizational model that expands and can guide future school improvement efforts. (See attached Figure 1) Creating this three-component model means taking all the resources currently expended for learning supports and creating a comprehensive third component for enabling students to learn and teachers to teach. The components of the model are:

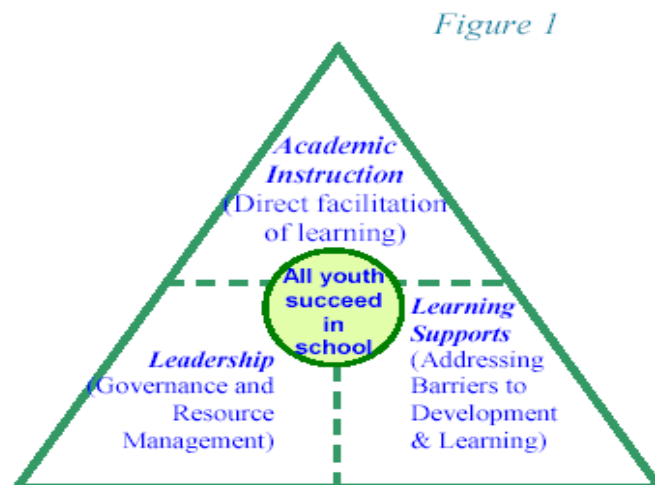
Academic Instruction Component: This component represents the people and functions directly related to delivery of academic instruction.

Leadership Component: The Leadership Component encompasses those people and functions responsible for the governance and management of the human, material, and financial resources in the education system.

Learning Supports Component: A wide array of education personnel work with families and community partners to ensure that students succeed in school. Their efforts support classroom teachers and instruction by promoting healthy development and working to alleviate barriers that interfere with learning and teaching.

Regardless of what each component is labeled, the key point is that all three are necessary, complementary, and overlapping.

*(Developing Our Youth: Fulfilling a Promise, Investing in Iowa's Future. Enhancing Iowa's Systems of Supports for Learning and Development. Iowa Department of Education. Fall, 2004)*



Implementation Steps for Recommendation 1	Person Responsible for Completing Steps	Possible Resources?	Start Date	End Date
<p>Authorize creation of Department of Student Support Services. Staff with one Director and at least 5 Student Support Coordinators, who will manage/oversee feeder pattern * Student Support Resource teams.</p> <p><i>*Schools in the same catchment areas often have a number of shared concerns; some programs and personnel can be shared by several neighboring schools, thereby minimizing redundancy and reducing cost. Multi-site resource team can help ensure cohesive and vertical alignment of student support services across high schools and their feeder middle and elementary schools; schools in the feeder pattern often interact with students from the same family. Multi-school teams are also especially attractive to community agencies that often do not have the time or personnel to make independent arrangements with every school.</i></p>	<p>Superintendent FCPS Human Resources</p>	<p>New Directions in Student Support/School Mental Health Project/Center for Mental Health in Schools UCLA Dept. of Psychology (Adelman &amp; Taylor)</p>	<p>Spring 06</p>	
<p>Map and analyze current departments whose primary charge is to reduce barriers to learning; reorganize departments to report to Student Support Services to improve effectiveness and cost efficiency.</p>	<p>Superintendent FCPS Human Resources</p>		<p>Spring 06</p>	
<p>Map and analyze current student support resources; reorganize to improve effectiveness and cost efficiency.</p>	<p>Director and staff of Student Support Services</p>		<p>Fall 06</p>	
<p>Analyze current FCPS and school-based policies and procedures that might be contributing to school failure and plan for implementing alternatives that would reduce barriers to learning. Will also initiate, review, and support all alternative programs, schools, and other options.</p>	<p>Director and staff of Student Support Services</p>	<p>See Recommendation 1a</p>	<p>Fall 06</p>	
<p>Establish an Ombudsperson or Student/Family Advocate position which is visible and accessible to the public</p>	<p>Superintendent FCPS Human Resources Director and staff of Student Support Services</p>	<p>See Recommendation 1a</p>	<p>Fall 06</p>	
<p>Develop Professional Development Plan/Cycle for all FCPS staff, particularly Administrators</p>	<p>Director and staff of Student Support Services</p>		<p>Fall 06</p>	

<b>Implementation Steps for Recommendation 1</b>	<b>Person Responsible for Completing Steps</b>	<b>Possible Resources?</b>	<b>Start Date</b>	<b>End Date</b>
On-line Communication Plan for all stakeholders	Director and staff of Student Support Services	See Recommendation 1b Technology Department	Fall 06	
Institutionalization of Department				

## Recommendation 1a: Continuum of Alternatives to Reduce Barriers to Learning

### Specific Recommendation:

- A) Establish a process and the accompanying resources by which students at risk for (or experiencing) school failure are identified and given access to a range of options (or a continuum of alternatives) that have not traditionally been offered, **and**
- B) Analyze current policies and procedures that might be contributing to school failure and a plan for implementing alternatives that would reduce barriers to learning, including but not limited to:
  - A case manager (School psychologist? Social worker? ) for every middle and high school and/or every 300 elementary students, responsible for a “plan for success” for each student with regularly scheduled follow-up
  - Engaging and differentiated instruction
  - Alternatives to suspension
  - Academic rotation
  - Remedial electives
  - Night school with flexible hours
  - Multiple scheduling options, including the ability to restart courses midyear if the student is already beyond earning a passing grade (currently a student in this situation has to continue attending the class for the duration of the semester with no hope of passing, and then wait until the next school year (or summer school) to repeat it
    - Online course options
    - Computer based instruction
    - Credit recovery
    - Expanded EBCE or vocational options
    - Independent study
  - An ombudsperson or student/family advocate

**Recommendation 1b**

**Specific Recommendation:** That FCPS academic and behavioral support services infrastructure include an on-line system cataloguing support services available as well as individual success plans and progress notes for students receiving services.

The on-line catalogue would include descriptions of support services, as well as criteria and procedures for accessing services.

The on-line individual success plans would be password protected for privacy, and allow parents, teachers, staff and support providers to have an overview of support services and plans proscribed for a child, as well as progress and other notes enabling a coordinated response in addressing the child's needs.

**Research Rationale for how this change will help kids:** In addition to the research issues noted in Recommendation #1, this approach would contrast positively to the current environment in which parents, teachers, support providers and school administrators may not know of existing, available resources, may not know that a child is receiving services from a particular source, or may not be able to coordinate plans or follow-up when multiple support providers are involved with a child.

<b>Implementation Steps for Recommendation # 1b</b>	<b>Person Responsible for Completing Steps</b>	<b>Possible Resources?</b>	<b>Start Date</b>	<b>End Date</b>
Catalogue current referral resources and access information	Student Support Services Technology Department			
Design Template for on-line descriptions of FCPS support services, access, etc.	Student Support Services Technology Department			
Distribute template and sample to support providers for descriptions, protocols	Student Support Services Technology Department			
Compile descriptions into web site	Student Support Services Technology Department			
Design on-line, password protected data-base additions to ___ for student success plans	Student Support Services Technology Department			
Develop staff education process	Student Support Services Technology Department			
Schedule initial input of student success plans	Student Support Services Technology Department			

## **Recommendation 2**

Each Fayette County Public School will develop and communicate a comprehensive plan for creating and maintaining a **safe and supportive school environment**. “Safe” schools have a positive and welcoming climate, free of violence, intimidation and fear – an environment in which teachers can teach and students can learn and which promotes the success and development of all children. Fundamental to this plan is an intentional and concrete strategy for promoting students’ sense of belonging or “connectedness” to their school. Student connection to school is the belief by students that adults in the school care about their learning as well as about them as individuals. Other components of a safe and supportive school environment include: a proactive schoolwide instructional discipline plan with clearly-stated behavioral and academic expectations and accompanying curriculum; classroom staff who are well-trained in classroom management skills; a curriculum to facilitate social-emotional learning; a principal who is an active and accessible leader; and a physical environment which is secure and well-maintained.

### **Research Rationale for how this change will help kids:**

Eight high-poverty, high-performing schools in Kentucky identified as exceptional by the Prichard Committee for Academic Excellence, scored highest by far on the School Culture standard of the Kentucky Standards and Indicators for School Improvement (SISI) . The 11 indicators under this standard encompass such characteristics as: providing a safe and orderly environment; holding high expectations for students; teachers accepting their professional role in student success and failure; assigning staff according to their strengths; communicating regularly with families; caring about students; valuing and celebrating student achievement; being committed to equity; and appreciating diversity. (*Inside the Black Box of High-Performing High-Poverty Schools; A Report from the Prichard Committee for Academic Excellence*, February 2005)

Scientific evidence demonstrates that increased student connection to school promotes educational motivation, classroom engagement, and improved school attendance. These three factors in turn increase academic achievement (*Whitehouse Task Force for Disadvantaged Youth*, October, 2003). When students find their school environment to be supportive and caring, they are less likely to become involved in substance abuse, violence, and other problem behaviors. (Source: Resnick, et. al, *Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health*. Journal of the American Medical Association, 278 (10). Students will work harder to achieve academically in a context of safety, connection, and shared purpose. (Source: The caring professional. In *Readings in knowledge, practice, ethics, and politics*. University of Pennsylvania Press). The Kentucky Center for School Safety supports the idea that school culture improves when a school-wide prevention plan consistently addresses the needs of all students to encourage a safe and healthy learning environment.

<b>Implementation Steps for Recommendation 2</b>	<b>Person Responsible for Completing Steps</b>	<b>Possible Resources?</b>	<b>Start Date</b>	<b>End Date</b>
Establish a school-based leadership team who will examine the school's practices regarding behavior and discipline and overall school safety.	Principal	Foundations; PBIS	Spring 06	
Establish a timeline for developing and implementing the following:  Schoolwide Instructional Discipline Plan Effective Classroom Management Training A Curriculum to Teach Social-Emotional Skills	Principal Leadership Team	See Rec 2a See Rec 2b See Rec 2c	Spring 06	Spring 07
Arrange for a physical audit of the school's building and grounds	Principal Leadership Team	KY Center for School Safety;KSBA; FCPS Risk Management	Fall 06	
Update and disseminate school's Emergency Management Plan	Principal Leadership Team	KY Center for School Safety;FCPS Risk Management	Annually	

### Recommendation 2a

Each Fayette County Public Schools will develop and implement a comprehensive **proactive school-wide instructional discipline plan** that outlines expectations for staff and student behavior in common areas of the school (such as hallways, lunchroom, playground, etc.), procedures for office disciplinary referrals, and procedures to encourage responsible behavior, including guidelines for student success. The implementation of this schoolwide plan should be planful, systematic and also contain a strategy for sustainability to promote long-term effects.

#### Research Rationale for how this change will help kids:

Historically, school disciplinary practices have been reactive, which involved waiting until a problem occurred and then reacting by punishing the student. Yet punishment alone does nothing to explicitly teach students new prosocial behaviors and could actually have the opposite affect. Positive, proactive behavior plans involve overtly teaching desired behaviors through a variety of methods, giving more attention to these positive behaviors than negative behaviors, while utilizing consistent, corrective feedback for behavior infractions. Instances of misbehavior are viewed as an opportunity to teach an appropriate replacement behavior, thus shifting the emphasis from punishment to instructional discipline. The Department of Education's Center on Positive Behavior Intervention and Supports ([www.pbis.org](http://www.pbis.org)) provides compelling data to support such proactive planning. In addition, the Effective Schools Research ([www.mes.org](http://www.mes.org)) has identified seven correlates of effective schools, all of which are represented in a proactive and instructional schoolwide discipline plan. Two major studies (The Child Development Project and the Seattle Social Development Project) suggest that these programs must be consistently implemented throughout a school and over a period of several years to have broad and enduring effects.

<b>Implementation Steps for Recommendation 2a</b>	<b>Person Responsible for Completing Steps</b>	<b>Possible Resources?</b>	<b>Start Date</b>	<b>End Date</b>
Establish a proactive instructional schoolwide discipline plan	School Leadership Team Safe Schools Office	Foundations; PBIS		

**Recommendation 2b**

Fayette County Public Schools' teachers and paraprofessional staff who work in classrooms will receive instruction and support in order to demonstrate **effective classroom management skills**. These skills include:

- Strategies for explicitly teaching expectations for appropriate behavior.
- Strategies for acknowledging and reinforcing appropriate behavior.
- Strategies for dealing with mild and/or early-stage behavior problems.
- Respect for cultural differences and methods for incorporating those differences into teacher relationships and interactions with students and families.

**Research Rationale for how this change will help kids:**

In the last twenty years, a large and varied body of research literature has identified consistent and reliable findings that effective teachers: establish smooth, efficient classroom routines; interact with students in positive, caring ways; provide recognition to promote excellence; and set clear standards for classroom behavior and apply them fairly and consistently (see attached references). In addition, poor classroom management presents one of the major threats to students' feelings of connection to school, and school connectedness has been shown to increase the likelihood of academic success. (Source: Robert W. Blum, *A Case for School Connectedness*, Educational Leadership, April 2005)

<b>Implementation Steps for Recommendation # 2b</b>	<b>Person Responsible for Completing Steps</b>	<b>Possible Resources?</b>	<b>Start Date</b>	<b>End Date</b>
Fayette County Public Schools will develop a comprehensive training module in classroom management for all teachers and paraprofessionals who work in classrooms. This course will combine large-group training, independent and on-line study, and job-embedded follow-up consultation.	FCPS Human Resources, Professional Development, and Student Support Offices	Safe Schools Office Behavioral Consultants	May 2005	
All teachers and paraprofessional staff will have two years from the inception of the program or their date of hire to complete the FCPS Classroom Management training module. Once completed, each staff member will receive an "endorsement," certifying their completion of this course.	Building Principals, FCPS Professional Development Office			
Substitute teachers and paraprofessionals must complete a 3-hour mini-version of the FCPS Classroom Management course prior to acceptance into the FCPS substitute pool.	Human Resources Professional Development			
All classroom teachers will be required to have a comprehensive classroom management plan on file. A best	Building Principals	Safe Schools Office Behavior Consultants		

practices protocol of this plan will be provided.				
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### **Recommendation 2c**

Establish Social and Emotional Learning (SEL) as part of the core content in FCPS and to adopt a program of study comprised of evidence based programs and curricula at all grade levels which offers a unifying framework to promote and integrate a district-wide SEL Program linked to academic outcomes.

#### **Research Rationale for how this change will help kids:**

- **“We define SEL as the process through which children enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Those competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions”** (Elias et al., 1997; Payton et al., 2000).
- The need to address the social-emotional challenges that interfere with students’ connecting to and performance in school is critical. Issues such as discipline, disaffection, lack of commitment, alienation, and dropping out frequently limit success in school or even lead to failure. Related to the need for such instruction, the many new professionals entering the teaching force need training in how to address social-emotional learning to manage their classrooms more effectively, to teach their students better, and to cope successfully with students who are challenging. Moreover, such skills likely will help these teachers to manage their own stress more effectively and to engage in problem solving more skillfully in their own lives. Building Academic Success on Social and Emotional Learning: What Does the Research Say? Copyright © 2004 by Teachers College, Columbia University.
- Adelman and Taylor (2000) argue that if schools focus only on academic instruction and school management in their efforts to help students attain academic success, they will likely fall short of their goals. As an alternative, these authors propose a model that includes a third domain, an enabling component, that is combined with the instructional and management components. This component promotes academic success and addresses barriers to learning, development, and teaching. It includes activities such as resource coordination, classroom-focused enabling, support for transitions, and home involvement in schooling. This three-component model recognizes that addressing students’ social and emotional development is not an additional duty charged to schools along with academic instruction, but rather is an integral and necessary aspect to helping all students succeed.
- One problem with current efforts to promote social and emotional learning is that they are quite often fragmented. That is, there are separate programs to promote health, prevent violence and delinquency, encourage school bonding and attachment, prevent dropping out, and decrease teen pregnancy and AIDS. As a result, there simply have been too many programs introduced; schools nationally are implementing a median of 14 practices to prevent problem behavior and to promote safe environments. With this proliferation of efforts, the question must be raised about how well they can carry out so many different activities (Gottfredson & Gottfredson, 2001).
- Researchers have found that prosocial behavior in the classroom is linked with positive intellectual outcomes (2003; Pasi, 2001) and is predictive of performance on standardized achievement tests (e.g., Cobb, 1972; Malecki & Elliott, 2002; Welsh, Park, Widaman, & O’Neil, 2001; Wentzel, 1993). Conversely, antisocial conduct often co-occurs with poor academic performance (Hawkins, Farrington, & Catalano, 1998).

- To examine relationships between SEL and school success must be defined far more broadly than as the scores students receive on standardized tests (Elias, Wang, Weissberg, Zins, & Walberg, 2002). Examples include school attitudes (e.g., motivation, responsibility, attachment), school behavior (engagement, attendance, study habits), and school performance (e.g., grades, subject mastery, test performance). These are important components that can foster commitment to academics and effective school performance.
- “The numbers vindicate what has long been common sense among teachers and parents: that children who are given clear behavioral standards and social skills, allowing them to feel safe, valued, confident and challenged, will exhibit better school behavior and learn more to boot.” Timothy P. Shriver and Roger P. Weissberg, describing new data analysis of 300 research studies, NY Times, August, 2005.

### **Essential Characteristics of Effective SEL Programming:**

*from Building Academic Success on Social and Emotional Learning: What Does the Research Say? Copyright © 2004 by Teachers College, Columbia University.*

#### **Carefully Planned, Theory and Research Based**

- Organized systematically to address identified local needs
- Based on sound theories of child development, learning, prevention science, and empirically validated practices
- Implementation monitoring and program evaluation incorporated during planning process

#### **Teaches SEL Skills for Application to Daily Life**

- Instruction in broad range of social-emotional skills, knowledge, and attitudes provided in developmentally and socioculturally appropriate ways
- Personal and social applications encourage generalization to multiple problem area and settings
- Helps develop positive, respectful, ethical attitudes and values about self, others, work, and citizenship
- Skills include recognizing and managing emotions, appreciating perspectives of others, setting positive goals, making responsible decisions, and handling interpersonal interactions effectively

#### **Addresses Affective and Social Dimensions of Learning**

- Builds attachment to school through caring, engaging, interactive, cooperative classroom, and school-wide practices
- Strengthens relationships among students, teachers, other school personnel, families, and community members
- Encourages and provides opportunities for participation
- Uses diverse, engaging teaching methods that motivate and involve students
- Promotes responsibility, cooperation, and commitment to learning
- Nurtures sense of security, safety, support, and belonging
- Emphasizes cultural sensitivity and respect for diversity

- Offers unifying framework to promote and integrate social-emotional and academic development
- Integral aspect of formal and informal academic curriculum and daily routines (e.g., lunch, transitions, playground, extracurricular)

**Leads to Coordinated, Integrated, and Unified Programming  
Linked to Academic Outcomes**

- Provided systematically to students over multiple years, prekindergarten through high school
- Coordinated with student support services efforts, including health, nutrition, service learning, physical education, psychology, counseling, and nursing

**Addresses Key Implementation Factors to Support Effective  
Social and Emotional Learning and Development**

- Promotes a safe, caring, nurturing, cooperative, and challenging learning environment
- Monitors characteristics of the intervention, training and technical support, and environmental factors on an ongoing basis to ensure high-quality implementation
- Provides leadership, opportunities for participation in planning, and adequate resources
- Institutional policies aligned with and reflect SEL goals
- Offers well-planned professional development, supervision, coaching, support, and constructive feedback

**Involves Family and Community Partnerships**

- Encourages and coordinates efforts and involvement of students, peers, parents, educators, and community members
- SEL-related skills and attitudes modeled and applied at school, home, and in the community

**Design Includes Continuous Improvement, Outcome Evaluation, and Dissemination Components**

- Uses program evaluation results for continuous improvement to determine progress toward identified goals and needed changes
- Multifaceted evaluation undertaken to examine implementation, process, and outcome criteria
- Results shared with key stakeholders

**Social Emotional Learning Standards from Illinois State Board of Ed. 12/04**

<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p>	<p><b>Why this goal is important:</b> Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.</p>
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<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle/Jr. High</b>	<b>Early H.S.</b>	<b>Late H.S.</b>
<p><b>A. Identify and manage one's emotions and behavior.</b></p>	<p><b>1A.1a.</b> Recognize and accurately label emotions and how they are linked to behavior.</p>	<p><b>1A.2a.</b> Describe a range of emotions and the situations that cause them.</p>	<p><b>1A.3a.</b> Analyze factors that create stress or motivate successful performance.</p>	<p><b>1A.4a.</b> Analyze how thoughts and emotions affect decision making and responsible behavior.</p>	<p><b>1A.5a.</b> Evaluate how expressing one's emotions in different situations affects others.</p>
	<p><b>1A.1b.</b> Demonstrate control of impulsive behavior.</p>	<p><b>1A.2b.</b> Describe and demonstrate ways to express emotions in a socially acceptable manner.</p>	<p><b>1A.3b.</b> Apply strategies to manage stress and to motivate successful performance.</p>	<p><b>1A.4b.</b> Generate ways to develop more positive attitudes.</p>	<p><b>1A.5b.</b> Evaluate how expressing more positive attitudes influences others.</p>

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
<b>B. Recognize personal qualities and external supports.</b>	<b>1B.1a.</b> Identify one's likes and dislikes, needs and wants, strengths and challenges.	<b>1B.2a.</b> Describe personal skills and interests that one wants to develop.	<b>1B.3a.</b> Analyze how personal qualities influence choices and successes.	<b>1B.4a.</b> Set priorities in building on strengths and identifying areas for improvement.	<b>1B.5a.</b> Implement a plan to build on a strength, meet a need, or address a challenge.
	<b>1B.1b.</b> Identify family, peer, school, and community strengths.	<b>1B.2b.</b> Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	<b>1B.3b.</b> Analyze how making use of school and community supports and opportunities can contribute to school and life success.	<b>1B.4b.</b> Analyze how positive adult role models and support systems contribute to school and life success.	<b>1B.5b.</b> Evaluate how developing interests and filling useful roles support school and life success.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
<b>C. Demonstrate skills related to achieving personal and academic goals.</b>	<b>1C.1a.</b> Describe why school is important in helping students achieve personal goals.	<b>1C.2a.</b> Describe the steps in setting and working toward goal achievement.	<b>1C.3a.</b> Set a short-term goal and make a plan for achieving it.	<b>1C.4a.</b> Identify strategies to make use of resources and overcome obstacles to achieve goals.	<b>1C.5a.</b> Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.
	<b>1C.1b.</b> Identify goals for academic success and classroom behavior.	<b>1C.2b.</b> Monitor progress on achieving a short-term personal goal.	<b>1C.3b.</b> Analyze why one achieved or did not achieve a goal.	<b>1C.4b.</b> Apply strategies to overcome obstacles to goal achievement.	<b>1C.5b.</b> Monitor progress toward achieving a goal, and evaluate one's performance against criteria.

<b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b>	<b>Why this goal is important:</b> Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.
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<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle/Jr. High</b>	<b>Early H.S.</b>	<b>Late H.S.</b>
<b>A: Recognize the feelings and perspectives of others.</b>	<b>2A.1a.</b> Recognize that others may experience situations differently from oneself.	<b>2A.2a.</b> Identify verbal, physical, and situational cues that indicate how others may feel.	<b>2A.3a.</b> Predict others' feelings and perspectives in a variety of situations.	<b>2A.4a.</b> Analyze similarities and differences between one's own and others' perspectives.	<b>2A.5a.</b> Demonstrate how to express understanding of those who hold different opinions.
	<b>2A.1b.</b> Use listening skills to identify the feelings and perspectives of others.	<b>2A.2b.</b> Describe the expressed feelings and perspectives of others.	<b>2A.3b.</b> Analyze how one's behavior may affect others.	<b>2A.4b.</b> Use conversation skills to understand others' feelings and perspectives.	<b>2A.5b.</b> Demonstrate ways to express empathy for others.

<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle/Jr. High</b>	<b>Early H.S.</b>	<b>Late H.S.</b>
<b>B: Recognize individual and group similarities and differences.</b>	<b>2B.1a.</b> Describe the ways that people are similar and different.	<b>2B.2a.</b> Identify differences among and contributions of various social and cultural groups.	<b>2B.3a.</b> Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	<b>2B.4a.</b> Analyze the origins and negative effects of stereotyping and prejudice.	<b>2B.5a.</b> Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.
	<b>2B.1b.</b> Describe positive qualities in others.	<b>2B.2b.</b> Demonstrate how to work effectively with those who are different from oneself.	<b>2B.3b.</b> Analyze the effects of taking action to oppose bullying based on individual and group differences.	<b>2B.4b.</b> Demonstrate respect for individuals from different social and cultural groups.	<b>2B.5b.</b> Evaluate how advocacy for the rights of others contributes to the common good.

<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle/Jr. High</b>	<b>Early H.S.</b>	<b>Late H.S.</b>
<b>C: Use communication and social skills to interact effectively with others.</b>	<b>2C.1a.</b> Identify ways to work and play well with others.	<b>2C.2a.</b> Describe approaches for making and keeping friends.	<b>2C.3a.</b> Analyze ways to establish positive relationships with others.	<b>2C.4a.</b> Evaluate the effects of requesting support from and providing support to others.	<b>2C.5a.</b> Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.

	<b>2C.1b.</b> Demonstrate appropriate social and classroom behavior.	<b>2C.2b.</b> Analyze ways to work effectively in groups.	<b>2C.3b.</b> Demonstrate cooperation and teamwork to promote group effectiveness.	<b>2C.4b.</b> Evaluate one's contribution in groups as a member and leader.	<b>2C.5b.</b> Plan, implement, and evaluate participation in a group project.
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<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle/Jr. High</b>	<b>Early H.S.</b>	<b>Late H.S.</b>
<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	<b>2D.1a.</b> Identify problems and conflicts commonly experienced by peers.	<b>2D.2a.</b> Describe causes and consequences of conflicts.	<b>2D.3a.</b> Evaluate strategies for preventing and resolving interpersonal problems.	<b>2D.4a.</b> Analyze how listening and talking accurately help in resolving conflicts.	<b>2D.5a.</b> Evaluate the effects of using negotiation skills to reach win-win solutions.
	<b>2D.1b.</b> Identify approaches to resolving conflicts constructively.	<b>2D.2b.</b> Apply constructive approaches in resolving conflicts.	<b>2D.3b.</b> Define unhealthy peer pressure and evaluate strategies for resisting it.	<b>2D.4b.</b> Analyze how conflict-resolution skills contribute to work within a group.	<b>2D.5b.</b> Evaluate current conflict-resolution skills and plan how to improve them.

<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	<b>Why this goal is important:</b> Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.
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*Learning Standard    Early Elementary    Late Elementary    Middle/Jr. High    Early H.S.    Late H.S.*

<b>A: Consider ethical, safety, and societal factors in making decisions.</b>	<b>3A.1a.</b> Explain why unprovoked acts that hurt others are wrong.	<b>3A.2a.</b> Demonstrate the ability to respect the rights of self and others.	<b>3A.3a.</b> Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	<b>3A.4a.</b> Demonstrate personal responsibility in making ethical decisions.	<b>3A.5a.</b> Apply ethical reasoning to evaluate societal practices.
	<b>3A.1b.</b> Identify social norms and safety considerations that guide behavior.	<b>3A.2b.</b> Demonstrate knowledge of how social norms affect decision making and behavior.	<b>3A.3b.</b> Analyze the reasons for school and societal rules.	<b>3A.4b.</b> Evaluate how social norms and the expectations of authority influence personal decisions and actions.	<b>3A.5b.</b> Examine how the norms of different societies and cultures influence their members' decisions and behaviors.

<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle Jr. High</b>	<b>Early H.S</b>	<b>Late H.S.</b>
<b>B: Apply decision-making skills to deal responsibly with daily academic and social situations.</b>	<b>3B.1a.</b> Identify a range of decisions that students make at school.	<b>3B.2a.</b> Identify and apply the steps of systematic decision making.	<b>3B.3a.</b> Analyze how decision-making skills improve study habits and academic performance.	<b>3B.4a.</b> Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	<b>3B.5a.</b> Analyze how present decision making affects college and career choices.
	<b>3B.1b.</b> Make positive choices when interacting with classmates.	<b>3B.2b.</b> Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	<b>3B.3b.</b> Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	<b>3B.4b.</b> Apply decision-making skills to establish responsible social and work relationships.	<b>3B.5b.</b> Evaluate how responsible decision making affects interpersonal and group relationships.

<b>Learning Standard</b>	<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle/Jr. High</b>	<b>Early H.S.</b>	<b>Late H.S.</b>
<b>C. Contribute to the well-being of one's school and community.</b>	<b>3C.1a.</b> Identify and perform roles that contribute to one's classroom.	<b>3C.2a.</b> Identify and perform roles that contribute to the school community.	<b>3C.3a.</b> Evaluate one's participation in efforts to address an identified school need.	<b>3C.4a.</b> Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.	<b>3C.5a.</b> Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.
	<b>3C.1b.</b> Identify and perform roles that contribute to one's family.	<b>3C.2b.</b> Identify and perform roles that contribute to one's local community.	<b>3C.3b.</b> Evaluate one's participation in efforts to address an identified need in one's local community.	<b>3C.4b.</b> Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	<b>3C.5b.</b> Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.

### **Recommendation 3**

#### **Specific Recommendation:**

All Fayette County Public School students will have access to on-site, school-based mental health services. The structure of these services will follow the three-levels of support model, with emphasis on prevention and early intervention. However, students will also have access to on-site clinical counseling services.

#### **Research Rationale for how this change will help kids:**

Mental health issues affect many children in Fayette County Public Schools. Still a taboo topic in American society, many children are often denied counseling and other mental health services because of parents' fears, while cost and access to services are barriers to others.

Dr. Hatim Omar, a local UK physician who helped spearhead the Stop Youth Suicide Project and who helped create and fund two mental health centers in FCPS, reports that the clinics have shown great success in addressing depression and other mental health issues. Dr. Omar reports that many of these students are making progress academically and have improved school attendance.

### **National Association of School Psychologists' Position Statement on Mental Health Services in the Schools**

*"Children are the messages we send to a time we will not see."*

- Neil Postman

#### **Introduction**

The National Association of School Psychologists recognizes that school success is facilitated by factors in students' lives such as psychological health, supportive social relationships, positive health behaviors, and schools free of violence and drugs. Mental or psychological health in childhood and adolescence is defined by the achievement of expected developmental cognitive, social, and emotional milestones. Mental health is evidenced by the student's forming secure attachments, developing satisfying social relationships, and demonstrating effective coping skills. Mentally healthy children and adolescents enjoy a positive quality of life; function well at home, in school, and in their communities; and are free of disabling symptoms of psychopathology. A collaborative and coordinated effort is needed among schools, families, and communities to ensure that all children and adolescents achieve positive academic and behavioral outcomes. One of the most important of these positive outcomes is psychological competence, a set of skills and attitudes that leads to positive mental health and a strong sense of well-being.

To that end, NASP advocates the inclusion of effective, comprehensive mental health services in the schools, emphasizing prevention and early intervention. Mental health services must be included in school reform efforts in order to help students overcome barriers to learning, many of which are the result of poverty, family difficulties, and/or emotional and social needs. School systems are not responsible for meeting every need of their students, but when the need directly affects learning, schools must meet the challenge.

School psychologists are at the forefront of mental health service delivery in the schools. Throughout the United States, school psychologists provide mental health services including the design of prevention programs, assessment, counseling, mental health, case management, and behavioral consultation services and crisis intervention in partnership with teachers, parents, school administrators, and other members of the school community to assist in developing effective strategies to serve students in need and to prevent mental health problems. School psychologists also serve students directly through individual and group counseling/therapy services, and as members of comprehensive school based mental health programs. School psychologists are also often the liaisons between schools and community- based programming or social service agencies.

### **The Need for Mental Health Services in Schools**

The effect of mental health on school success and achievement is well-documented in recent reports by the U.S. Surgeon General. Factors such as healthy self-esteem and positive relationships are critical to student success. Research emphasizes the importance of positive student behaviors and attitudes as elements in promoting effective schools.

Unfortunately, in today's society, too many students are unable to benefit from educational experiences due to environmental or personal difficulties. Statistics regarding poverty, family disintegration, violence and substance abuse are staggering indications of barriers to learning and school success as well as contributors to harmful and often tragic outcomes for children and youth. As the Surgeon General noted, ".mental health is inexorably linked with general health, child care, and success in the classroom and inversely related to involvement in the juvenile justice system", and a high proportion of young people with a diagnosable mental disorder do not receive any mental health services at all.

### **Addressing Student Mental Health Needs within the Context of the Schools**

Schools are the logical point of entry to increase the efficacy of mental health services to children and adolescents. For nearly half of the children with serious emotional disturbances who receive mental health services at all, the school system has been the sole provider. Moreover, schools are already the primary providers of mental health services for children. School-based and school-linked services can be designed to address students' mental health needs using a range of service options ranging from prevention to intensive intervention. The key to making mental health services effective is to ensure that they are comprehensive, coordinated, and accessible to students and families. Offering services in the schools improves access to treatment.

Although providing for the mental health needs of students should be a shared school and community responsibility, there are several advantages to providing such services in the schools:

1. Mental health is directly linked to educational outcomes.
2. Schools are the optimal place to develop psychological competence and to teach children about making informed and appropriate choices concerning their health and many other aspects of their lives because schools are the only organization in our society to which virtually all children and adolescents are consistently exposed for extended periods of time. Schools are vital and central community institutions.

3. As multidisciplinary entities, schools are the best place to integrate and coordinate the efforts of teachers, families, mental health service providers, and administrators to foster the mental health of students.
4. Accessible, affordable mental health services are most easily and consistently provided in the educational setting. Problems of transportation, accessibility, and stigma are minimized when such services are provided in schools.

### **The Role of School Psychologists as Mental Health Service Providers in the Schools**

School psychologists are uniquely trained to integrate the knowledge and skill base of psychology with their specific training in learning, child development, and educational systems. Given this broad training and experience, school psychologists are well-qualified to provide comprehensive, cost-effective mental health services. School psychological services include but are not limited to consultation, counseling, assessment, the development and evaluation of prevention and intervention programs, the formulation of behavioral intervention plans, and crisis intervention. School psychologists also assist schools, administrators, teachers, families, and other community agencies in direct and indirect service delivery, systems level planning, and program evaluation.

### **Given the Significant Need for School Psychological Services**

1. NASP advocates the expansion of coordinated and comprehensive school-based mental health services emphasizing prevention, education, and early intervention to all schools so that they are available to all students who need them.
2. NASP recognizes that intervention services provided by school psychologists are a cost-effective and efficacious means by which to deliver mental health services to children, adolescents, families and communities.
3. NASP advocates for increased federal, state, local, and private funding for mental health services in the schools.
4. NASP supports parity in insurance coverage to ensure that mental health services and funding for those services are as available as other types of health services.
5. NASP supports school reform that eliminates barriers to students' learning and includes school psychological services as an integral component of effective schools.
6. NASP promotes culturally competent school psychological services that are sensitive to the individual needs of students, their families, and their communities.
7. NASP considers the following to be hallmarks of exemplary mental health programs in the schools and supports inclusion of mental health programs which:
  - a. demonstrate a philosophy of family and consumer driven services;

- b. are based on sound theory, research, and practice;
- c. are respectful of cultural differences;
- d. demonstrate a collaborative-participatory model;
- e. make a continuum of mental health services available; and
- f. evaluate program acceptability, integration, and efficacy.

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**Original statement adopted by NASP Delegate Assembly in 1998.**

<b>Implementation Steps for Recommendation # 3</b>	<b>Person Responsible for Completing Steps</b>	<b>Possible Resources?</b>	<b>Start Date</b>	<b>End Date</b>
Develop a plan to serve all FCPS students with on-site access to counseling and other mental health services	Partnership between FCPS and local mental health service providers	2020 Vision Mental Health and Well-Being Workgroup	ASAP	Ongoing
In school locations will be selected with pilot sites established first.	Partnership	2020 Vision Mental Health and Well-Being Workgroup		
Specific programs will be designed for each age/grade in the district.	Partnership	2020 Vision Mental Health and Well-Being Workgroup		
Funding sources, community partners, and mentors will be named and partnerships will begin.	Partnership	2020 Vision Mental Health and Well-Being Workgroup		

**Recommendation 4**

**Specific Recommendation:**

Fayette County Public Schools will develop and implement a targeted prevention / intervention program that will serve students who may have at-risk factors that could adversely affect their performance in school. In order to serve these at-risk students all schools will have a functioning intervention team known as a Student Assistance Team (SAT). SAT is a mechanism to support students with moderate or persistent discipline and / or academic problems, as well as the staff who work with them. The make up of the SAT should be consistent throughout the district with principal, assistant principal or PSA, Guidance Counselor, Family Resource Center (if applicable), social worker, school psychologist, and special education representation as suggested team members. Referring teacher will be included on a case by case basis. In order to ensure that SAT teams have the knowledge and skills to effectively address prevention / intervention practices Fayette County Public Schools will provide resources and training yearly. This training will equip all members of the team to have the expertise to do an in-depth analysis of the student's strengths and weaknesses, so that targeted interventions may be developed and responses to the interventions can be monitored. SAT members will work with staff on specific training in working with students with challenging behaviors such as teaching acceptable replacement behaviors, de-escalation strategies, implementing behavior plans, etc.

A systematic and targeted SAT team at each school will provide continuity and consistent documentation of interventions over time and across setting.

<b>Implementation Steps for Recommendation #4</b>	<b>Person Responsible for Completing Steps</b>	<b>Possible Resources</b>	<b>Start Date</b>	<b>End Date</b>
District designates a SAT coordinator that oversees all SAT teams	Superintendent/ Department of Student Support	Safe Schools, Center for School Safety	July 06	July 06
District technology will develop an electronic referral and recording form. An on-line system for recording and disseminating SAT information to all involved parties will be developed. As students move from school to school, SAT teams will be able to assess information from the SAT data base.	District technology department		July 06	July 06
District designs, schedules, and delivers professional development on implementing a school based SAT team. Training will also include protocol on meeting format and use of on-line system.			July 06	July 06
District will design professional development for SAT teams and teachers on instructional strategies that have been proven effective when dealing with at-risk students. (De-escalation, teaching replacement behaviors, etc.)			July 06	July 06

Implementation Steps for Recommendation #4	Person Responsible for Completing Steps	Possible Resources	Start Date	End Date
School level administration designates a SAT coordinator for the school			July 06	July 06
School SAT team attends district level training on implementing school based team , protocols on meeting format, and use of electronic data base			July 06	July 06
School level SAT team will meet with referring teacher to discuss concerns and possible interventions. Parents will be invited to all SAT meeting when the child is moving from the targeted to the intensive level.				
District and school level SAT will work collaboratively with The Cabinet for Families and Children in developing and providing training.			Ongoing	Ongoing

## Recommendation 5

### Specific Recommendation:

To comply with Part B of the Individuals with Disabilities Education Act (IDEA), **provide a continuum of alternative placements at elementary, middle, and high school for students with emotional and/or behavioral needs.**

- General ed classroom 100% of the day
- General ed classroom with special ed consultation (support from special education teacher, behavior specialist, or school psychologist)
- General ed classroom with special ed collaboration (Special education teacher is in the classroom to provide direct academic and behavioral support for a portion of the class period)
- Special ed instruction and/or related services 1-20% of the day OUTSIDE the general ed classroom, but inside a general ed building
- Special ed instruction and/or related services 21-60% of the day OUTSIDE the general ed classroom, but inside a general ed building
- Special ed instruction and/or related services more than 60% of the day OUTSIDE general ed, but inside a general ed building
- General education classroom with full-time special educator (e.g., Highly structured classroom)
- Special ed 100% in a separate public day school (e.g., day treatment)
- Special ed 100% in a separate public day school in conjunction with a separate residential component
- County or municipal detention center or jail
- Private day school
- Private residential
- Homebound
- Hospital
- Other (please specify) \_\_\_\_\_

### Research Rationale for how this change will help kids:

**Bradley, R., Henderson, K. & Monfore, D. A. (2004). A national perspective on children with emotional disorders. *Behavioral Disorders*, 29, 211–223.**

“As the nation, driven by No Child Left Behind (NCLB), moves to a greater emphasis on academic achievement, we must be cautious in ensuring that a true range of services supports the social, emotional, and behavioral needs of children as well as their academic needs. Few will argue against the need for increased accountability for our schools’ performance and our children’s achievement. However, if we neglect to fully address the need for creating learning environments that support the sustained use of research-based interventions that take into account the learning needs of every child, such achievement will prove illusive once again. Fostering the results we desire for our children entails more than academic achievement; it is a comprehensive endeavor that includes supporting social, emotional, behavioral, and academic performance and achievement. Children with Emotional Disorders (ED) are far less likely to achieve these new standards without a renewed and intensive commitment to comprehensively address the full spectrum of needs. “

**Marston, D. (1996). A comparison of inclusion only, pull-out only, and combined service models for students with mild disabilities. *Journal of Special Education*, 30, p121-133.**

“ What is needed in special education is not a retreat from the basic principles that support a continuum of services for students with disabilities, but rather a renewed commitment to the thoughtful deployment of these ideas. Serious attention to the least restrictive environment, including a shared philosophy and commitment by general and special educators, will insure that a variety of learning opportunities across educational settings will exist for all students. Use of technically adequate indicators of student growth, when linked to evaluating instructional interventions, guarantees that effective programs are used for students. Finally, Individual Education Plans (IEPs) that identify the unique needs of students, specify appropriate instructional strategies that meet these needs, set realistic educational goals for the student, and are adjusted in response to empirical analysis, create an educational environment that significantly improves student achievement. The evidence here supports implementation of the continuum of services based on these ideals.”

**Questions and Answers on Least Restrictive Environment (LRE) Requirements of the IDEA U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS):** <http://wrightslaw.com/info/lre.osers.memo.idea.htm>

As noted in a letter addressing questions and answers on least restrictive environment (LRE) from the U.S. Department of Education (November 23, 1994), IDEA does not require that every student with a disability be placed in the regular classroom regardless of individual abilities and needs.

“This recognition that regular class placement may not be appropriate for every disabled student is reflected in the requirement that school districts make available a range of placement options, known as a continuum of alternative placements, to meet the unique educational needs of students with disabilities. This requirement for the continuum reinforces the importance of the individualized inquiry, not a "one size fits all" approach, in determining what placement is the LRE for each student with a disability. The options on this continuum must include "the alternative placements listed in the definition of special education under § 300.17 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions). " 34 CFR §300.551 (b) (1).”

**Neel, R, Cessna, K, Borock, J., & Bechard, S. (2003). Ebd quality program indicators. *Beyond Behavior*, 12, 3-9.**

“The Quality Program Indicators outlined in this article can act as a roadmap for applying current best practices to a variety of delivery options. Careful attention to each element, along with thoughtful integration of these elements into an effective whole, will enable EBD programs to continue to improve. Each component embodies a critical element of good programming. The expression of each element will differ from program to program, but no element can be absent or ignored if children with EBD are to be adequately served. Students’ needs should dictate the design and location of the instruction provided. The indicators do not depend upon a particular delivery model. They can be used in all types of settings and with a variety of instructional practices. Their most important use is to serve as a means for educators to determine if all potential needs of a student have been addressed and the necessary degree of specialized instruction has been provided. “

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
I. <b>A continuum of services for students who have social or behavioral needs</b> (e.g., behavior support in the general education classroom, services in special education resource, self-contained classroom for students with emotional or behavioral disorders) <b>will be available at each elementary, middle, and high school.</b> Regardless of placement, each	Director of Special Education  Building administrator oversees implementation	IDEA funding	2006	On-going

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
<p>setting should include the following:</p> <p><b>Environmental Management:</b> The systematic use of resources, physical factors and organizational and communication schema to structure students' total environment for the purpose of providing necessary support and control</p> <p>A. Classroom organization and management support of functional behaviors.</p> <ul style="list-style-type: none"> <li>• There are predictable class routines.</li> <li>• Transitions are accomplished smoothly and efficiently.</li> <li>• Exemplars of good student work are displayed in the room.</li> <li>• Visual cues for good practice of procedures are displayed in the room. An organizational system is evident for making assignments.</li> </ul> <p>B. Resources are adequate, appropriate personnel with expertise in instruction, behavior and emotional needs are adequate and appropriate for program</p> <ul style="list-style-type: none"> <li>• Personnel are available to maintain group instruction, provide emotional support and behavioral management to individuals as needed without undue interference of group or classroom instruction.</li> <li>• A variety of materials representing a range of ability levels have been selected for content subjects, basic skills and affective purposes.</li> </ul> <p>C. Physical space/layout is used intentionally to support students' emotional/behavioral needs.</p> <ul style="list-style-type: none"> <li>• Physical space that is free from distracting stimuli is readily available.</li> <li>• Students can remove themselves to a private space for personal regrouping.</li> <li>• There is physical space where students can be contained for their own or others' safety.</li> </ul>	<p>General or special educator</p>			

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
<ul style="list-style-type: none"> <li>• Seating is arranged preferentially for proximity control.</li> <li>• The teacher has easy visual access to students in the classroom at all times.</li> <li>• The teacher is physically accessible to the students</li> </ul> <p>D. The emotional climate is safe as demonstrated by students' willingness to initiate interactions or ask questions.</p> <ul style="list-style-type: none"> <li>• Interactions between student and teacher are genuine.</li> <li>• Students feel free to seek the teacher for support and problem solving at nonscheduled time.</li> <li>• Humor is used effectively to maintain perspective and create a safe, emotional climate.</li> </ul> <p>E. Scheduling is done intentionally to support students' emotional/behavioral needs.</p> <ul style="list-style-type: none"> <li>• A person who has expertise in the child's area of need has planning responsibilities and ongoing contact with the student</li> <li>• Schedules are arranged to structure students for success, such as scheduling for content, teachers who work best with student, and students' optimum functioning patterns.</li> <li>• Schedules are arranged to avoid problematic times and places.</li> </ul> <p>F. Communication systems facilitate support for the student in the total environment.</p> <ul style="list-style-type: none"> <li>• There is a designated case manager to facilitate support for the student in the total environment.</li> <li>• Effective communication systems exist between special and regular education staff to facilitate support for the student.</li> <li>• Effective communication systems exist between special education staff and parents to facilitate support for the student. Effective communication systems exist with other agencies to facilitate support for the student.</li> <li>• Case managers advocate for students in all environments.</li> </ul>				

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
<p><b>Behavior Management:</b> Systems, including classroom management, individual management, school rules and crisis management systems to assist the student in obtaining and maintaining prerequisite behaviors for learning and to assume increasing responsibility for his/her own behavior</p> <p>A. Systems for classroom management facilitate appropriate behaviors.</p> <ul style="list-style-type: none"> <li>• Rules and expectations are explicit.</li> <li>• Rules are stated positively.</li> <li>• Some variances of behaviors are allowed based on individual level of internal control to meet rules and behavior expectations.</li> </ul> <p>B. Procedures and modifications are utilized to assist students in following the school and/or bus rules.</p> <ul style="list-style-type: none"> <li>• There is a system of rewards for desired behavior.</li> <li>• There are options for reinforcement.</li> <li>• Rewards are realistically attainable.</li> <li>• The consequences for students' behavior choices are clearly stated. Consequences are consistently applied.</li> <li>• Consequences are logical and based on the severity of behavior.</li> <li>• The system is written.</li> </ul> <p>C. Management systems are in place for atypical and crisis situations.</p> <ul style="list-style-type: none"> <li>• Management procedures are designed for atypical situations.</li> <li>• Personnel involved in atypical management procedures are identified and their roles described.</li> </ul> <p>D. There is a system for individual behavior management to facilitate appropriate behavior.</p> <ul style="list-style-type: none"> <li>• Systematic means are available to address problem behaviors that are individual to the student.</li> <li>• Students help set own behavior goals.</li> </ul>	<p>Building administrator oversees implementation General or special educator</p>	<p>IDEA funding</p>	<p>2006</p>	<p>On-going</p>

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
<ul style="list-style-type: none"> <li>• Students are involved in monitoring own behavior.</li> <li>• The teacher modifies ineffective individual behavior plans to structure for success.</li> </ul> <p>E. Behavioral intervention or interactions are utilized to encourage students to be more responsible for their behavior.</p> <ul style="list-style-type: none"> <li>• The teacher is aware of and uses nonverbal cues.</li> <li>• The teacher uses nonverbal strategies to redirect problem behavior.</li> <li>• Problem-solving strategies are used to encourage responsibility.</li> <li>• The teacher offers behavioral choices to encourage responsibility.</li> </ul> <p>F. Behavior management systems involve key persons in the student's environment.</p> <ul style="list-style-type: none"> <li>• Parents are included in behavior management systems.</li> <li>• The principal's involvement in total behavior management system is planned for.</li> <li>• Principal involvement is not limited to negative interactions.</li> <li>• Involvement of significant others in behavior management systems is clearly articulated.</li> </ul>				
<p><b>Affective Education:</b> Systematic instruction, the primary purpose of which is to help students acquire information, attitudes and skills that will encourage appropriate behavior and mental health</p> <p>A. Students are systematically provided with information and skills regarding behavior.</p> <ul style="list-style-type: none"> <li>• Direct instructions scheduled with regard to: <ol style="list-style-type: none"> <li>1. Specific content (classes, units, a specific time)</li> <li>2. Strategic grouping</li> <li>3. Integrated with academic instruction</li> <li>4. As situations arise, they are pointed out as exemplars of content that was formally taught.</li> </ol> </li> </ul>				

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
<p>B. Affective education covers personal, relationship and life skills.</p> <ul style="list-style-type: none"> <li>• Content is comprehensive.</li> <li>• There is content about the individual, which includes the individual:               <ol style="list-style-type: none"> <li>1. Feelings (identification and appropriate expression)</li> <li>2. Personal awareness (knowledge of self, monitoring self)</li> <li>3. Communication (active listening, assertiveness, expressing empathy)</li> <li>4. Problem solving (negotiation, conflict)</li> <li>5. Decision-making</li> <li>6. Groups and systems</li> <li>7. Significant relationships</li> <li>8. Lifestyle choices (drugs, risk-taking, street law, suicide)</li> <li>9. Coping strategies</li> <li>10. Life planning</li> </ol> </li> </ul> <p>C. Curriculum is selected on the basis of individual students' needs.</p> <ul style="list-style-type: none"> <li>• Student emotional/behavioral needs are/is used to determine content.</li> <li>• Student input is sought.</li> <li>• A well-articulated system is in place for utilizing individual students' needs and input to determine general group needs and prioritize topics for the affective curriculum.</li> </ul> <p>D. Good instructional practices are employed to teach affective education.</p> <ul style="list-style-type: none"> <li>• Elements of good instruction are evident.</li> <li>• Skills are taught interactively with high student involvement.</li> </ul> <p>E. Transference and maintenance of skills is systematically planned and taught.</p>				

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
<p><b>Individuation and Personalization:</b> Systematic assistance and support for which the primary purpose is to help the student with personalization and internalization of information about alternative ways to behaving and viewing ones beliefs, oneself and the world.</p> <p>A. Students are systematically assisted in internalizing and personalizing new affective information and behavior skills.</p> <ul style="list-style-type: none"> <li>• A system is in place for responding to emotional crisis.</li> <li>• Formal (planned) systems are present to help students internalize and personalize, and are based on their experience.</li> <li>• Informal systems are also available. As situations arise, they are used to assist students in internalizing and personalizing information and skills that were formally taught and may be applicable to a given situation.</li> </ul> <p>B. Good teaching/counseling strategies are employed to assist student in personalizing and internalizing information.</p> <ul style="list-style-type: none"> <li>• Good processing strategies are evident.</li> <li>• Student is involved interactively in the process.</li> <li>• Questions and comments acknowledge the student as a valued individual.</li> <li>• Interaction is nonjudgmental.</li> <li>• Students' feelings are validated.</li> </ul>				
<p><b>Academic:</b> Systems that promote academic growth utilizing various techniques or curricula that is appropriate to the student's individual learning needs.</p> <p>A. A comprehensive academic curriculum is available for the student.</p> <ul style="list-style-type: none"> <li>• Essential/critical skills in reading, math, language arts, and communication (writing).</li> <li>• Content subjects: social studies, science, history, etc.</li> <li>• Fine and practical arts: music, art, PE, vocational</li> </ul>				

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
<p>education, etc.</p> <ul style="list-style-type: none"> <li>• Core concepts are taught that aid access to the general education curriculum.</li> <li>• Application of information and skills to post-school environments is intentionally taught.</li> </ul> <p>B. Modifications/alternatives to the regular curriculum are provided when needed.</p> <ul style="list-style-type: none"> <li>• Alternate curricula (e.g., Reading Mastery, Corrective Reading, Connecting Math Concepts, Strategic Instructional Model [SIM]) are used to re-teach information in different ways in order to ensure mastery of previously taught critical concepts and ideas.</li> <li>• Independent studies are used to allow the student to work on regular curriculum and related topics of personal interest at own pace.</li> <li>• Alternative curriculum (e.g., Reading Mastery, Corrective Reading, Connecting Math Concepts, Strategic Instructional Model [SIM]) is used to provide the student with a different, parallel curriculum that better meets his/her cognitive and affective needs (i.e., script writing for role-plays instead of essay writing).</li> </ul> <p>C. Systems/structures accommodations are used to help maintain students in the least restrictive environment.</p> <ul style="list-style-type: none"> <li>• Modified schedules are used to better match student needs with appropriate teachers, time, or content.</li> <li>• Co-teaching is used to increase the number of instructional approaches available to students.</li> <li>• Modified requirements are used to structure the system for student success.</li> <li>• Alternatives to regular evaluation procedures are used to measure student progress and performance, such as modified grading, narrative records of performance, or use of IEP objectives as measurable outcomes.</li> </ul> <p>D. Effective instruction is provided.</p>				

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
<ul style="list-style-type: none"> <li>• Instruction is delivered in a manner that increases the potential for student success.</li> <li>• Instructional strategies are used to decrease students' frustration level and help students achieve maximum success.</li> <li>• Instructional strategies are used to increase students' motivation level and help students achieve maximum success.</li> <li>• Different learning approaches are accommodated.</li> <li>• Instruction incorporates real-life experiences.</li> </ul>				
<p><b>Career/Life Skills/Transitions:</b> Systems that develop skills necessary for productive, meaningful life outside of school. These systems provide the link between the skills a student gains in his/her school experience and application of those skills in the nonacademic settings.</p> <p>A. Students are systematically provided with information/skills necessary for life outside of school.</p> <ul style="list-style-type: none"> <li>• There is direct instruction with specific content regarding life outside of school.</li> <li>• Instruction of life skills is integrated with academics.</li> <li>• Informal instruction in life skills occurs by referencing content that was formally taught when situations arise.</li> </ul> <p>B. Curriculum is appropriate in content, level, scope and developmental sequence.</p> <ul style="list-style-type: none"> <li>• Career-vocational subjects are addressed.</li> <li>• Awareness: Elementary - Content includes discovery of why people work and the variety of occupations available.</li> <li>• Exploration: Middle School - Content includes exploring the variety of careers that will best meet individual abilities and interests.</li> <li>• Preparation: High School - Content includes preparation for an occupation in the areas of socialization, communication skills, job procurement and retention skills and financial management skills.</li> </ul>				

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
<ul style="list-style-type: none"> <li>• Living skills are implemented to prepare students to function appropriately in domestic, recreational and community life.</li> <li>• Domestic skills</li> <li>• Health</li> <li>• Transportation</li> <li>• Citizenship</li> <li>• Community resources</li> <li>• Leisure, money skills</li> <li>• Time management</li> <li>• Housing, phone skills</li> </ul> <p>C. Effective instruction is demonstrated.</p> <ul style="list-style-type: none"> <li>• The link is intentional between knowledge and skills taught inside school and application to outside life.</li> <li>• An experimental approach is utilized by providing concrete experiences.</li> <li>• Students are taught skills in the settings in which they will be needed.</li> </ul>				
<p><b>II. Recruit one special educator for every 8 students per elementary, middle, and high school to work with students who have emotional and behavioral needs.</b></p> <p><b>A. Provide incentives:</b> Assign a mentor</p> <ul style="list-style-type: none"> <li>• Hiring bonus</li> <li>• Assistance with moving expenses</li> <li>• Professional development opportunities</li> <li>• Proximity to recreational and cultural opportunities</li> <li>• Technology</li> <li>• Proximity to higher education</li> <li>• Longevity bonuses</li> <li>• Higher salary</li> <li>• More days paid leave</li> </ul>				

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
<p><b>III. Hire and provide on-going training and support to one special educator for every 8 students per elementary, middle, and high school to work with students who have emotional and behavioral needs.</b></p> <p><b>G. Management of Behavior.</b> Special education professionals participate with other professionals and with parents in an interdisciplinary effort in the management of behavior. Professionals:</p> <ul style="list-style-type: none"> <li>• Apply only those disciplinary methods and behavioral procedures that they have been instructed to use and which do not undermine the dignity of the individual or the basic human rights of persons with exceptionalities, such as corporal punishment.</li> <li>• Clearly specify the goals and objectives for behavior management practices in the person's with exceptionalities Individualized Education Program.</li> <li>• Conform to policies, statutes, and rules established by state/ provincial and local agencies relating to judicious application of disciplinary methods and behavioral procedures.</li> <li>• Take adequate measures to discourage, prevent, and intervene when a colleague's behavior is perceived as being detrimental to exceptional students.</li> <li>• Refrain from aversive techniques unless repeated trials of other methods have failed and only after consultation with parents and appropriate agency officials.</li> </ul> <p><b>H. Instructional Responsibilities.</b> Special education personnel are committed to the application of professional expertise to ensure the provision of quality education for all individuals with exceptionalities. Professionals strive to:</p> <ul style="list-style-type: none"> <li>• Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting persons' with exceptionalities needs.</li> <li>• Participate in the selection and use of appropriate</li> </ul>				

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
<p>instructional materials, equipment, supplies, and other resources needed in the effective practice of their profession.</p> <ul style="list-style-type: none"> <li>• Create safe and effective learning environments that contribute to fulfillment of needs, stimulation of learning, and self-concept.</li> <li>• Maintain class size and caseloads that are conducive to meeting the individual instructional needs of individuals with exceptionalities.</li> <li>• Use assessment instruments and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.</li> <li>• Base grading, promotion, graduation, and/or movement out of the program on the individual goals and objectives for individuals with exceptionalities.</li> <li>• Provide accurate program data to administrators, colleagues and parents, based on efficient and objective record keeping practices, for the purpose of decision making.</li> <li>• Maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.</li> </ul> <p>I. <b>Parent Relationships.</b> Professionals seek to develop relationships with parents based on mutual respect for their roles in achieving benefits for the exceptional person. Special education professionals:</p> <ul style="list-style-type: none"> <li>• Develop effective communication with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate.</li> <li>• Seek and use parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for persons with exceptionalities.</li> <li>• Maintain communications between parents and</li> </ul>				

Implementation Steps for Recommendation 5	Person Responsible for Completing Steps	Possible Resources?	State Date	End Date
<p>professionals with appropriate respect for privacy and confidentiality.</p> <ul style="list-style-type: none"> <li>• Extend opportunities for parent education utilizing accurate information and professional methods.</li> <li>• Inform parents of the educational rights of their children and of any proposed or actual practices that violate those rights.</li> <li>• Recognize and respect cultural diversities that exist in some families with persons with exceptionalities.</li> </ul> <p>J. <b>Advocacy.</b> Special education professionals serve as advocates for exceptional students by speaking, writing, and acting in a variety of situations on their behalf. They:</p> <ul style="list-style-type: none"> <li>• Continually seek to improve government provisions for the education of persons with exceptionalities while ensuring that public statements by professionals as individuals are not construed to represent official policy statements of the agency that employs them.</li> <li>• Work cooperatively with and encourage other professionals to improve the provision of special education and related services to persons with exceptionalities.</li> <li>• Document and objectively report to one's supervisors or administrators inadequacies in resources and promote appropriate corrective action.</li> <li>• Monitor for inappropriate placements in special education and intervene at appropriate levels to correct the condition when such inappropriate placements exist.</li> <li>• Follow local, state/provincial and federal laws and regulations which mandate a free appropriate public education to exceptional students and the protection of the rights of persons with exceptionalities to equal opportunities in our society.</li> </ul>				

## **Recommendation 6**

**Alternatives to Suspension:** Fayette County Public Schools will purposefully create a range of proactive alternatives, so that students whose behavior might warrant out-of-school suspension are instead provided academic and behavioral support in a safe, demanding, and stimulating environment. This need is particularly greatest at the secondary level. These alternatives to suspension overcome the major shortcomings of traditional suspension because they do not deprive students of the educational experience and allow students to continue with academic instruction and completion of assignments. Alternatives to Suspension should be but one component of an overall proactive and positive school-wide strategy for dealing with student behaviors.

### **Research Rationale for how this change will help kids:**

Russell Skiba, Director of the Safe and Responsive Schools Project at Indiana University, calls zero-tolerance policies which call for automatic suspensions a “politically popular” strategy that has become a “failed experiment that contributes to negative outcomes, including poor school climate and higher rates of delinquency.” The authors of *Zero Tolerance: Resisting the Drive for Punishment* say the “first casualties” of zero tolerance are the “central and critical relationships” between teachers and students.” They also state that the intolerance that results from zero tolerance fails to teach students traits such as understanding, kindness, generosity, benevolence, and justice. In addition, a study conducted by the American Educational Research Association found that suspensions are disproportionately applied to minority and low-income students. Repeated suspensions not only rob students of academic time but also add to the work load of school leadership staff. Students are unlikely to become more skilled at acting appropriately as a result of being suspended from school. A more effective use of time would be to focus energy on creating learning environments in which children can practice behaving appropriately.

Implementation Steps for Recommendation #6	Person Responsible for Completing Steps	Possible Resources?	Start Date	End Date
<p>At each elementary school, <u>consider</u> developing: 1) a De-Escalation or Cool-Down area where students displaying physically or verbally aggressive behavior have an opportunity to “regroup” and get their behavior under control before returning to their classroom (time spent in this environment should not exceed 30 minutes); 2) continuing the current <b>SAFE (Suspension and Failure Eliminated)</b> program for daytime in-school suspension, following the best practices recommended by FCPS’s Safe Schools Office; and 3) instituting an after-school detention program, possibly known as <b>MASH (Mandatory After-School Study Hall)</b>.</p>	Instructional Directors	Safe Schools Office Behavioral Consultants		
<p>MS/HS: At each Middle School and High School, <u>consider</u> developing 1) a De-Escalation or Cool-Down area where students displaying physically or verbally aggressive behavior have an opportunity to “regroup” and get their behavior under control before returning to their classroom (time spent in this environment should not exceed 30 minutes); 2) a Short-term On-Site (1-3 class periods) redesigned in-school suspension program, which is highly structured and academically- oriented. This well-designed environment could be known as <b>TLC (Temporary Learning Center)</b> – where students complete academic assignments and or/ work on behavior improvement forms, etc. It is possible the TLC could also be used as a “study hall,” where students can make up tests, complete missing work, or go if they are excused from PE for medical reasons, etc. The third on-site alternative to suspension could be an after-school detention program, possibly known as <b>MASH (Mandatory After-School Study Hall)</b>.</p>	Instructional Directors	Safe Schools Office Behavioral Consultants		
<p>In addition to these on-site alternatives to suspension, the district should <u>consider</u> developing an off-site program where students who are suspended can report (Assignment to this program would typically be for 1 to 3 school days, but cannot exceed 10 days). This program could be known as <b>CATS (Constructive Alternatives To Suspension)</b> and would include academic, behavioral replacement, and service learning components.</p>	Instructional Directors	KY Center for School Safety's Community Service/Alternative to Suspension Program; Safe Schools Office; Behavioral Consultants; Non-Profit Organizations (for supervision and structure of community service)		

<b>Implementation Steps for Recommendation #6</b>	<b>Person Responsible for Completing Steps</b>	<b>Possible Resources?</b>	<b>Start Date</b>	<b>End Date</b>
Hire and train staff for SAFE, TLC, and CATS	Instructional Directors	Safe Schools Office; Behavioral Consultants		
Provide ongoing training and consultation		Safe Schools Office		

## Recommendation 7

### Specific Recommendation:

1. Develop and implement a **Kindergarten Readiness Screening Process** in order to strategically place Kindergarteners according to their level of social/emotional maturity.
2. Establish and implement a **Developmental Kindergarten Classroom** at every elementary school to instruct the Kindergarteners that place in the lowest level of social/emotional maturity level. This classroom should have a low student to teacher ratio and should be attuned to the developmental needs of each individual child and should adapt the experiences and the curriculum to suit the needs of the child.
3. Provide each Elementary school with **one extra Kindergarten teacher and one extra Kindergarten assistant** that is highly trained in early childhood, behavioral management, and social/emotional development. Offer additional pay incentives for teacher and assistant in order to attract highly skilled persons.
4. Provide **on going support** for each of these classrooms by providing “wrap around” services to support the school staff, students and their families. The Support Team will work with the teacher to provide any needed services and to provide continual assessment of student progress.

### Research Rationale for how this change will help kids:

Each year more and more demands are being placed on schools and on students to improve scores in every grade. These demands have greatly changed the expectations that are placed on our youngest children. Kindergarten has moved from optional to being required to attend, from half a day to a whole day, from learning social interaction in kindergarten to being expected to have mastered social skills before starting kindergarten, from rest times and snack times to full days of academics with no time for rest or snack time, from learning by play to more structured/restricted forms of learning.

As a result of these increased expectations for our kindergarteners and the different rates in which children develop, the kindergarten classrooms throughout Fayette are experiencing large numbers of students that enter kindergarten without the social skills needed to be successful in the classroom. Due to the additional demands placed on the staff to increase academic skills, social skills are not addressed to the extent that some children need. These students are being physically aggressive daily, harming peers and staff daily, interrupting instruction for large periods of time daily, which in turn, is not only causing staff to be overly stressed, reducing optimal learning for all, and causing a large amount of parents to be concerned for their child's safety, but also is setting the children with social deficits to begin their school career as disliked, rejected, seen as trouble, and have feelings of failure and self worthlessness!

During the past two decades, a convincing body of evidence has accumulated to indicate that unless children achieve minimal social competence by about the age of 6 years, they have a high probability of being at risk into adulthood in several ways (Ladd, 2000; Parker & Asher, 1987). Hartup (1992) states that “the single best childhood predictor of adult adaptation is not school grades, and not classroom behavior, but rather, the adequacy with which the child gets along with other children. Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationships with other children, and who cannot establish a place for themselves in the peer culture are at serious risk”.

The risks are many: poor mental health, dropping out of school, low achievement and other school difficulties, and poor employment history(Katz & McClellan, 1997). **Assessing Young Children’s Social Competence by Diane E. McClellan and Lilian G. Katz**

The **National Association for the Education of Young Children**, [http://www.naeyc.org/resources/position\\_statements/psready98.pdf](http://www.naeyc.org/resources/position_statements/psready98.pdf), states, .....A school is ready if the curriculum in kindergarten and early grades builds on prior learning. .... The school must take into account individual differences in language, culture, and prior experience.....Teachers must know how to teach young children and have the resources to do so..... We must provide every child with the firm foundation so critical to learning in school and we must ensure that schools are prepared to meet the needs of individual children as they arrive at the school door.

**50 Activities for teaching Emotional Intelligence Level I:Elementary, by Dianne Schilling, proed** quotes Daniel Goleman, Over the past decade or so “wars” have been proclaimed, in turn, on teen pregnancy, dropping out, drugs, and most recently violence. The trouble with such campaigns, though, is that they come too late, after the targeted problem has reached epidemic proportions and taken firm root in the lives of the young. They are crisis intervention, the equivalent of solving a problem by sending an ambulance to rescue rather than giving an inoculation that would ward off the disease in the first place. Instead of more such “wars”, what we need is to follow the logic of prevention, offering our children the skills for facing life that will increase their chances of avoiding any and all of these fates.

<b>Implementation Steps for Recommendation 7</b>	<b>Person Responsible for Completing Steps</b>	<b>Possible Resources?</b>	<b>Start Date</b>	<b>End Date</b>
1.A. Develop a <b>Kindergarten Readiness Screening Tool</b> to assess the child’s level of social/ emotional maturity.		2020 Vision Early Childhood Headstart /Early Start Taskforce Success by 6 committee Special Education Department	ASAP	June 2006
1.B. Develop screening procedures and implement procedures.		2020 Vision Early Childhood Headstart /Early Start Taskforce Success by 6 committee Special Education Department	July 2006	Day 1 and as each new K. enrolls during the school year.
3.A. Hire teachers and assistants	School Principal		July 1	Aug. 1
3.B. Train teachers and assistants.			Aug.1	On going 06/07
4. Establish support teams for each classroom.	School Principal	Family Resource person School counselor Speech Therapist School Psychologist	Aug. 1	Day 1

**Recommendation 8**

Add to the existing middle school vocational/technical program. The program currently handles a small number of students/school, for one semester a year. The students selected are transported to a vocational site in Fayette Co., for ½ day of vocational/technical training. Since its inception, the program has been highly successful in meeting the educational needs of students, as well as enhancing the core curriculum in areas such as math and writing. Our recommendation includes an expansion of the basic design of the existing program to include larger number of students, focusing on the following areas—Construction, Manufacturing, Communication, and Transportation. We currently face an increasing number of students who despite the efforts of our middle school teachers, struggle in a “traditional” setting, and their experiences in a vocational/technical program have stimulated student interest, improved performance in core content areas, led to a greater involvement in vocational/technical programs at the secondary level, and taught them skills they can use throughout their lives.

We recommend expanding the number of students per school from the current five/semester to 20 per year, with the selected students having a schedule that calls from them to be in their core content classes at their home school for ½ day, then move to the vocational site for ½ day. This program would begin within the first two weeks of school and run for the remainder of the school year. In addition to the traditional vocational/technical program, students would be required to develop through their vocational/technical experiences skills such as writing and math.

**Research Rationale for how this change will help kids:** We’ve based our recommendation on the success of the smaller scale middle school/vocational-technical program, currently in place in our district. Those students who have participated have developed a greater sense of pride in their work, performed better on their non-vocational work, developed an interest in continuing on a vocational track in high school, and have learned skills they can use the rest of their lives. We believe expanding to include more students will only increase the success of our students.

Implementation Steps for Recommendation 8	Person Responsible for Completing Steps	Possible Resources?	Start Date	End Date
The following steps will need to be implemented- 1) Vocational schools in district, will need to set schedules & split responsibility for additional number of middle school students participating in program.	Vocational school principals, middle school principals, middle & high school directors, district vocational resource staff	Vocational/technical related grant funds, district funds, Title I funds	Fall-06	??

### Recommendation 9

**Specific Recommendation:**

Fayette County Public Schools will create a district-wide, feeder pattern of schools with “highly-structured” classrooms. These classrooms are for student with a high incidence of behavior problems that result in both in-school and out-of-school suspensions. These classrooms are for students in either general or special education who are experiencing problems that put them at-risk for school failure and/or disciplinary action. These classrooms will have a ratio no larger than 6:1 (e.g., 2 teachers for 12 students). Approximately following the high school feeder patterns, there would be one highly-structured classroom for every 5 elementary schools and one for every middle and high school.

**Research Rationale for how this change will help kids:**

A variety of significant problems (fighting, bullying, intimidation, stealing, vandalism, etc) have been found to impact the safety of all students and are also indicators of probably school failure. Research also shows that many of the students who are not performing on grade level are acting out due to frustration and embararassment. These program classrooms would be designed to address the needs of students by providing social skills developing, by offering counseling, and by creating a stable school environment.

<b>Implementation Steps for Recommendation 9</b>	<b>Person Responsible for Completing Steps</b>	<b>Possible Resources?</b>	<b>Start Date</b>	<b>End Date</b>
Fayette County will identify schools with empty classrooms that are located throughout the district	LPC		Early Spring '06	
All schools will identify students with 5 or more behavioral incidents in STI	Child Guidance Specialists Dept. of Student Support Svcs		Spring of each year	
Safe Schools will study the list of these children and make placement recommendations	Safe Schools Dept. of Student Support Svcs		Spring/ Summer	
The district will staff the classrooms with one general ed and one special ed teacher, plus 1-2 paraprofessionals	Instructional Directors FCPS Human Resources		Summer	
The district will arrange for direct mental health services and behavioral training support	Safe Schools/Student Support FCPS Human Resources		Summer	
Parents will be contacted and asked to participate	Safe Schools/Student Support		Summer	
Students will be assigned and begin school year	Individual school staff		Start of school year	
Students will be transitioned out	Teachers, CGS, Parents		End of school year	

**Recommendation 10**

**Specific Recommendation:**

Fayette County Public Schools will develop its own “day treatment” program which offers specialized treatment and educational services for both male and female youth, at the elementary, middle, and high school levels, who have demonstrated an inability to successfully function in a regular or special educational classroom setting.

**Research Rationale for how this change will help kids:**

Fayette County students have demonstrated the reality that the traditional classroom does not meet all of their complex needs. Children with particular issues such as low grades, coupled with habitual truancy, status offenses, behavioral problems, developmental delays (unidentified by special education), family issues, and other s need placements in classrooms which are highly structured and designed to fit the individual education plans which are developed for them.

These classrooms may be best offered at a location which is separate from existing schools, for safety and academic reasons. Students attending this school will share the goal of returning to the traditional classroom within six months to one year, although graduation from this “day treatment” school will also be an option. Classroom size will be 1 teacher to 10 students, with school hours being 8:30 to 3:00 daily. Counseling and health needs will be met with support groups and tutorials offered daily.

This new program will provide a place for students with targeted and intensive needs to be successful in an academic setting.

<b>Implementation Steps for Recommendation 10</b>	<b>Person Responsible for Completing Steps</b>	<b>Possible Resources?</b>	<b>Start Date</b>	<b>End Date</b>
Redefine eligibility of existing day treatment programs to include targeted and intensive students with some transitional placements available in special circumstances.				
Expand current day treatment to include students age 8 to 12 in elementary and ages 13 to 18 in middle and high schools.				
Design programs w/local partners to create new components (e.g., vo-tech opportunities; music; art; and languages in curriculum)				
Develop business partners who will hire and train youth starting at age 16.				
Locate new buildings for elementary students				
Identify funding sources and partnerships to contribute and participate in new venture.				

## Recommendation 11

### Specific Recommendation:

In addition to the previous recommendations, the proposed Department for Student Support Services of Fayette County Public Schools will research, review and/or redesign, and support multiple alternative programs and other options for students who may be at risk for failure or whose learning needs are not being met by current structures. These schools and programs will provide a safe, supportive learning environment that capitalizes on students' interests and abilities so each can become self sufficient and successful members of the community and workforce.

The proposed Department for Student Support Services will adopt both the Kentucky Department of Education and the Kentucky Center for School Safety's recommendations in developing best practices criteria for alternative programs. These include but are not limited to: an organizational structure that interfaces with Fayette County Public Schools, a clear purpose and mission, a specific admissions and exiting process and criteria, an effective schoolwide discipline and encouragement plan for students, and engaging and differentiated academic curriculum which include both core and specialized content. Explicit in this process should be ongoing data collection, review and evaluation about the programs' effectiveness in achieving its stated objectives.

The following alternative program concepts have been identified to address existing needs. These could be prioritized for early consideration and development.

- A flexible hours satellite school (see attached concept)
- A school for middle school students who may not have violent or aggressive behaviors but are not successful in the general education environment (see attached "Fayette School for Success" concept)
- Expansion of high school vocational/technical programs (as in Recommendation #8) to the level of demand
- A farm renewal School (see attached concept) and/or agricultural track within the vocational/technical programs
  
- A K-8 school for students with targeted and intensive behavioral and/or mental health needs (It is possible this school could combine elements of the "Farm Renewal" school and could be sited at a school which is slated to be closed, such as Athens.)
- A school/center for secondary students dealing with substance abuse and/or serious mental health issues
- Nontraditional curriculum options within existing schools or as stand-alone programs for students who are not being successful such as:
  - Academic rotation
  - Remedial electives
  - Night school with flexible hours
  - Multiple scheduling options, including the ability to restart courses midyear if the student is already beyond earning a passing grade (currently a student in this situation has to continue attending the class for the duration of the semester with no hope of passing, and then wait until the next school year (or summer school) to repeat it
    - Online course options
    - Computer based instruction
    - Credit recovery

- Expanded EBCE or vocational options
- Independent study

In addition to the above proposals, the Department of Student Support Services will be charged with reviewing all current alternative programs for their effectiveness toward their stated objectives. These include but are not limited to:

- ❖ Elementary Day Treatment
- ❖ Project Rebound
- ❖ Martin Luther King Academy

Likewise, the Department of Student Support Services will continue to interface with and support current FCPS partnerships with:

- ❖ Lexington (LFUCG) Day Treatment
- ❖ Family Care Center
- ❖ Florence Crittenden Home
- ❖ Other Home/Hospital/Special programs

**Research Rationale for how this change will help kids:**

**One Community/One Voice Committee Recommendations  
World Class Standards and Accountability Subcommittee**

Research and study ways to provide effective educational services for every student, including those few students who are disruptive in the regular classroom setting. Include the use of additional supports and services within the general education classroom as well as judicious use of effective alternative school settings.

**Launch a Study—Category I Implementation** (*Immediate Priority – to be implemented during the 2003-2004 and 2004-2005 school years and ongoing, if appropriate.*)

**Provide Alternative Program—Category II Implementation** (*Mid-Range Priority – to be implemented during the 2005-2006 school year and ongoing, if appropriate.*)

- Create a study group to review alternative school policies and programs; conduct surveys of staff, parents and students to determine what supports and services are currently available for students and develop recommendations for assuring all students receive educational services that meet their needs.
- Learn from other programs like the David School in Floyd County, the Northern Kentucky Cooperative for Educational Services and Buckner Alternative High School in Oldham County.

## **One Community/One Voice Committee Recommendations**

### **Discipline Ad-Hoc Subcommittee Recommendation**

- d. A continuum of alternative options that is not “one-size-fits-all” but addresses different groups of intensive student need. These alternative programs may be provided within the regular school building (as a “school-within-a-school”) or in a separate facility, depending on the needs of the students. Examples may include but are not limited to:
- Short-term time-out and in-school suspension alternatives within a school.
  - Short-term "court school" programs for students who may have involvement with the juvenile justice system or need an interim alternative education setting due to severe behaviors at school.  
Court schools typically offer a core academic program, with a strong emphasis on conflict resolution and meeting the academic requirements for graduation and/or the General Equivalency Diploma (G.E.D) passage.
  - Longer-term elementary alternative programs which focus on changing social behavior patterns at an early age.