

**STAR**

# Shippensburg Therapeutic and Academic Resources

Educational Program

**Student Handbook**

**Shippensburg Area School District**

317 N. Morris St.

Shippensburg, PA 17257

**STAR Program**

 The middle school years can be a very challenging time in a child’s life. Students at this age level experience a variety of changes, emotionally and physically. Students, grades 6-8 are truly “in the middle” of their transition from childhood to young adulthood. The Shippensburg Therapeutic and Academic Resource (STAR) program is an opportunity to provide qualifying students a temporary, in-house education option. **The program is an extended service offered only to select students.**

This program is run concurrent with the regular school day and is designed to provide an educational setting in which students might find success, having been unable to do so in the traditional setting. Some students are in need of a smaller class size and extra supervision and attention to learn how to be successful in a traditional classroom at this level. Success of this program has been defined as a student’s reintegration into the regular school program at his/her appropriate grade level. An emphasis will be placed on building self-esteem and self-discipline. Students will be taught the necessary interpersonal skills to function as responsible, contributing members of society.

 There will be a certified teacher, aide and social worker assigned to this classroom/program. Students will receive grade-appropriate individual or group instruction in Social Studies, Math, Science, Reading, English and Social Skills. Computers will also be used as an additional learning tool. Emphasis will be placed on teaching the core courses as well as appropriate social skills, responsibility, and conflict resolution.

 Parents and guardians should be an integral part of the program and make every attempt to contact the teacher on a regular basis to check on the progress of their student. **Daily progress reports will be sent home by the teacher to the parent.**

## **RATIONALE**

 The school district is interested in providing a structured and individualized learning environment for students who need extra help in developing appropriate behavior. In a therapeutic environment they can receive extra attention and support. Students will have individual goals for returning to regular education and study grade-level curriculum.

 Therefore, the intent of the Shippensburg Therapeutic and Academic Resources (STAR) program to modify the behavior of students by utilizing the skills of a specially trained teacher and certified social worker in a positive, yet structured environment in order for students to be held accountable for their behavior and for their behavior to be socially acceptable. Likewise, the program allows for students who are coping with trauma or mental health needs find school-appropriate coping strategies so that they can be successful members of the school community.

## **STUDENTS TO BE SERVED**

 The program will be composed of a maximum of 12 students per class. A screening committee of teachers, counselors, school psychologists, social workers, and administrators will determine qualifications and make recommendations for placement, review students’ progress in the program, and decide when the student should be placed back in either the regular education or special education program. Factors such as behavior, work habits, attitude, use of coping strategies, and attendance will be taken into consideration. Prior to STAR placement, a meeting should take place with the student’s parents. At the meeting, the program will be outlined by the STAR staff and goals will be set for the student.

### DURATION OF PROGRAM

 The STAR classroom is not designed to be a long-term placement, but rather]an intensive short-term placement. Students who participate in the program will have quarterly review meetings to discuss progress towards goals and plan for transition.

 The team will help the student set personal goals so that he/she will be successful in the traditional classroom. If the student has not sufficiently met the classroom goals, the student will continue in the program.

#### EXPECTED BEHAVIORS

* **Be prepared at all times.** Students must possess the necessary materials and have all assignments completed.
* **Always give your best effort.** Students must remain in class the entire period and actively engage in the lesson or activity and complete class assignments.
* **Communicate at appropriate times and in appropriate ways.** Students must use language that is respectful in tone and content. This includes nonverbal symbols and gestures.
* **Ignore all inappropriate behaviors of others.** Students must ignore inappropriate behavior of others and not become involved in off-task behaviors.
* **Be respectful to everyone and everything.** Students will demonstrate respect for others, including staff, peers, self and property.
* **Cooperate and tolerate.** Students will comply with directions when they are first given and work cooperatively with adults and peers.
* **No physical contact.** Students will not engage in horseplay, public displays of affection, or any other type pf physical contact.

 These expected behaviors are designed to create a stable environment in which each student can develop the confidence and skills to be successful in school. Attendance is very important in this program. Rewards/Consequences are based upon student performance and are at the discretion of the teacher.

**GOALS**

All students enrolled in the STAR classroom will have the following three academic goals:

1. Students will maintain a minimum average of 74% in all subjects.
2. Students will complete 100% of assigned class work and homework.
3. Students will maintain a daily Agenda for all assignments.

Students will also be assigned the following 5 behavioral goals:

1. Students will comply with written and verbal instruction 100% of the time in each classroom activity/setting.
2. Students will control disruptive behaviors (calling out, being argumentative) within all classroom/school settings 100% of the time.
3. Students will remain on-task 100% of the time.
4. Student will demonstrate respectful behaviors 100% of the time when interacting with staff members and peers.
5. Students will engage in age/grade appropriate interactions with peers 100% of the time.

 If a student is not meeting success with the assigned academic and behavior goals, these goals may be modified to meet individual student needs.

 These goals will be monitored using the daily progress report.

**ADHERANCE TO SCHOOL POLICIES AND PROCEDURES:**

 Although a student is placed in the STAR Program, he/she is still expected to fully adhere to any school policies and procedures that are in place. Policies are outlined in the school handbook. Adherence to these policies will be taken into consideration for daily monitoring of goals and not adhering to the policies will result in a below average rating for the day.

### NURSE

Students will be allowed to visit the nurse when necessary.

### DRESS CODE

 Students are expected to fully adhere to the school dress code policy. This policy is located in the student handbook and is also found online at our school website. Failure to follow the dress code policy will be considered a violation of school rules and will result in a below average rating. Parents will be contacted for inappropriate dress, and/or the student will be given alternate clothing to wear.

### Exploratories

 All students are expected to appropriately participate in exploratory classes of the school in which he/she attends. Students will turn in a daily progress report (DPR) to their teacher at the beginning of the class period. The teacher will fill out the form after the class period. It is the student’s responsibility to collect the DPR and return it to the STAR classroom teacher after exploratories. Inappropriate behavior in exploratory classes will result in a below average daily rating.

### DISMISSAL POLICY

 All students enrolled in the STAR Program are required to ride their assigned bus to and from school. Unless the student has provided the STAR teacher with a written note from the parent regarding alternate transportation, the student must ride his/her bus. This is to eliminate the possibility of unwanted confrontations and occurrences after school. Students will not be permitted to go to the office to call home and ask permission for alternate transportation If a student fails to adhere to this policy, he/she will receive a below average rating for the day.

### EXPERIENTIAL LEARNING

 Experiential learning opportunities will occur at a minimum of quarterly. These opportunities will occur both off property and within the classroom. All activities/projects will be under the direction of the teacher and the contracted experiential learning opportunity program (Yellow Breeches Educational Center TRAILS program)

**LEVELING**

 Because students enter the program at different times throughout the school year, students will have the opportunity to advance to different levels as they improve and meet their assigned goals. With privilege comes responsibility, and as students prove that they are responsible, they will earn privileges.

 The STAR classroom will have levels of progress. These levels are; Orientation, Level 1, Level 2, Level 3, and Level 4. A copy of the Leveling Guidelines for the student’s perspective STAR classroom will be provided to both the student and parents.

 Students will achieve levels by meeting the assigned goals. With each level, students may earn specific privileges. These privileges are given at the discretion of the teacher and may be withheld as a consequence for misconduct. When a student has reached Level 4, the student will begin the “transition phase,” in which he/she will begin to transition back into the traditional classroom setting. The STAR teachers, counselors, social workers, and administrators will decide upon an appropriate schedule and transition process for each student on an individual basis.

 Requirements for advancement through the levels and consequences for failure to meet those requirements will be set forth by each individual teacher. Depending on the needs of each individual student, these requirements may be different.

 If a student does not maintain progress through the levels, he/she will be permitted to “fall back” to a lower level a maximum of 2 times before a re-evaluation of placement occurs. This may result in the STAR Team developing a more individualized plan for the student in which levels, requirements, privileges and consequences will be at the discretion of the STAR Team. If the team feels the student is in need of a higher level of intervention, a more restrictive plan may be put into place, or the STAR Team may refer the student to the administrative level for further review.

#### LEVELING GUIDELINES

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **Duration** | **Goal Requirements for Above Average** | **Requirements for Advancement** |
| Orientation | 5 days | Meet 65% of goals can miss 2 out of 8 daily | * 10 Above Average Ratings Days
* Below Average Ratings Days remove one Above Day
 |
| 1 | 10 days | Meet 65% of goals can miss 2 out of 8 daily | * 10 Above Average Ratings Days
* Below Average Ratings Days remove one Above Day
 |
| 2 | 15 days | Meet 65% of goals can miss 2 out of 8 daily | * 15 Above Average Ratings Days
* Below Average Ratings Days remove one Above Day
 |
| 3 | 15 days | Meet 85% of goals can miss 1 out of 8 goals daily | * 15 Above Average Ratings Days
* Below Average Ratings Days remove one Above Day
 |
| 4 | Until completely transitioned  | Meet 85% of goals can miss 1 out of 8 goals daily | * Continue to meet your academic and behavior goals to remain of level 4
 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | **STAR: Individual Measurable Goals** |   |
|   |   |
|   |   |
|   |   |
|   |   |   |   |   |   |   |   |   |  |   |   |   |   |
|   |   |   |   |   | **Academic Goals** |  | **Documentation** |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | **Goal 1** | I will maintain a 74% average or above in all major academic subjects. |   | Grades |   |
|   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | **Goal 2** | I will complete 100% of assigned classwork and homework.  |   | IH - Incomplete Homework IC - Incomplete Classwork |   |
|   |   |   |   |   |   |   |   |   |   |   |
|   | **Goal 3** | I will maintain a daily Agenda for all assignments.  |   | NP- Not Prepared |   |
|   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   | **Behavior Goals** |   | **Documentation** |   |   |
|   |  |   |   |   |   |   |   |   |   |   |   |   |   |
|   | **Goal 1** | I will comply with written and verbal instructions 100% of the time in each classroom activity/setting.  |   | ND - Noncompliance w/ Directions |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | **Goal 2** | I will control disruptive behaviors (calling out, being argumentative) within all classroom/school settings 100% of the time. |   | CO - Calling OutAM - Argumentative |   |
|   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | **Goal 3** | I will remain on task 100% of the time. |   | OT - Off Task |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | **Goal 4** | I will demonstrate respectful behaviors 100% of the time when interacting with staff members and peers. |   | DS - Disrespect to StaffDP - Disrespect to Peers |   |
|   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | **Goal 5** | I will engage in age/grade appropriate interactions with my peers 100% of the time.  |   | IB - Immature Behavior |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Shippensburg Therapeutic and Academic Resources (STAR) Classroom

Daily Progress Report (DPR) – 6th Grade

Student Name: Parent Signature: Date:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Period | Teacher | Polite | Prepared/Prompt | Positive | HomeworkAssigned  |
| HR |  |  |  |  |  NA |
| Core 1 |  |  |  |  |  Y N Finished  |
| Core 2 |  |  |  |  |  Y N Finished |
| Core 3 |  |  |  |  |  Y N Finished  |
| Core 4 |  |  |  |  |  Y N Finished |
| Lunch |  |  |  |  | NA |
| Resource |  |  |  |  |  Y N Finished  |
| Exp. A |  |  |  |  |  Y N Finished |
| Exp. B |  |  |  |  |  Y N Finished |

Comment Codes

|  |  |  |
| --- | --- | --- |
| Polite | Prepared/Prompt | Positive |
| AM | Argumentative | LC | Late to Class | ND  | Noncompliance with directives |
| DP | Disrespect to Peers | NP | Not Prepared | IB | Immature Behavior |
| DS  | Disrespect to Staff | IH  | Incomplete Homework | OT | Off Task |
| IL | Inappropriate Language | IC | Incomplete Classwork | SO | Shouting Out |
| C | Cooperative | A | Attentive | P | Actively Participates |
| H | Helpful | M | Had all materials | E | Great Effort |

Goals Obtained

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic | Goal 1:\_\_\_\_\_ | Goal 2:\_\_\_\_\_ | Goal 3:\_\_\_\_ |  |  |
|  | Grades | Hw/CW done | Agenda used |  |  |
| Behavioral | Goal 1:\_\_\_\_\_ | Goal 2:\_\_\_\_\_ | Goal 3:\_\_\_\_ | Goal 4:\_\_\_\_\_ | Goal 5:\_\_\_\_\_ |
|  | Compliant | Non-disruptive | On-task | Respectful | Age-appropriate |
| Current Level | 0 1 2 3 4 | Goals needed for above avg. rating: |

Daily Rating

Above average: \_\_\_\_\_\_\_\_\_ Below average: \_\_\_\_\_\_\_\_\_\_

Comments

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Shippensburg Therapeutic and Academic Resources (STAR) Classroom

Daily Progress Report (DPR) – 7th Grade

Student Name: Parent Signature: Date:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Period | Teacher | Polite | Prepared/Prompt | Positive | HomeworkAssigned |
| HR |  |  |  |  |  NA |
| Core 1 |  |  |  |  |  Y N Finished  |
| Core 2 |  |  |  |  |  Y N Finished  |
| Exp. A |  |  |  |  |  Y N Finished |
| Exp. B |  |  |  |  |  Y N Finished  |
| Lunch |  |  |  |  | NA |
| Resource |  |  |  |  |  Y N Finished  |
| Core 3 |  |  |  |  |  Y N Finished  |
| Core 4 |  |  |  |  |  Y N Finished |

Comment Codes

|  |  |  |
| --- | --- | --- |
| Polite | Prepared/Prompt | Positive |
| AM | Argumentative | LC | Late to Class | ND  | Noncompliance with directives |
| DP | Disrespect to Peers | NP | Not Prepared | IB | Immature Behavior |
| DS  | Disrespect to Staff | IH  | Incomplete Homework | OT | Off Task |
| IL | Inappropriate Language | IC | Incomplete Classwork | SO | Shouting Out |
| C | Cooperative | A | Attentive | P | Actively Participates |
| H | Helpful | M | Had all materials | E | Great Effort |

Goals Obtained

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic | Goal 1:\_\_\_\_\_ | Goal 2:\_\_\_\_\_ | Goal 3:\_\_\_\_ |  |  |
|  | Grades | Hw/CW done | Agenda used |  |  |
| Behavioral | Goal 1:\_\_\_\_\_ | Goal 2:\_\_\_\_\_ | Goal 3:\_\_\_\_ | Goal 4:\_\_\_\_\_ | Goal 5:\_\_\_\_\_ |
|  | Compliant | Non-disruptive | On-task | Respectful | Age-appropriate |
| Current Level | 0 1 2 3 4 | Goals needed for above avg. rating: |

Daily Rating

Above average: \_\_\_\_\_\_\_\_\_ Below average: \_\_\_\_\_\_\_\_\_\_

Comments

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Shippensburg Therapeutic and Academic Resources (STAR) Classroom

Daily Progress Report (DPR) – 8th Grade

Student Name: Parent Signature: Date:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Period | Teacher | Polite | Prepared/Prompt | Positive | HomeworkAssigned |
| HR |  |  |  |  |  NA |
| Exp. A |  |  |  |  |  Y N Finished  |
| Exp. B |  |  |  |  |  Y N Finished  |
| Core 1 |  |  |  |  |  Y N Finished  |
| Core 2 |  |  |  |  |  Y N Finished  |
| Lunch |  |  |  |  | NA |
| Resource |  |  |  |  |  Y N Finished  |
| Core 3 |  |  |  |  |  Y N Finished  |
| Core 4 |  |  |  |  |  Y N Finished  |

Comment Codes

|  |  |  |
| --- | --- | --- |
| Polite | Prepared/Prompt | Positive |
| AM | Argumentative | LC | Late to Class | ND  | Noncompliance with directives |
| DP | Disrespect to Peers | NP | Not Prepared | IB | Immature Behavior |
| DS  | Disrespect to Staff | IH  | Incomplete Homework | OT | Off Task |
| IL | Inappropriate Language | IC | Incomplete Classwork | SO | Shouting Out |
| C | Cooperative | A | Attentive | P | Actively Participates |
| H | Helpful | M | Had all materials | E | Great Effort |

Goals Obtained

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic | Goal 1:\_\_\_\_\_ | Goal 2:\_\_\_\_\_ | Goal 3:\_\_\_\_ |  |  |
|  | Grades | Hw/CW done | Agenda used |  |  |
| Behavioral | Goal 1:\_\_\_\_\_ | Goal 2:\_\_\_\_\_ | Goal 3:\_\_\_\_ | Goal 4:\_\_\_\_\_ | Goal 5:\_\_\_\_\_ |
|  | Compliant | Non-disruptive | On-task | Respectful | Age-appropriate |
| Current Level | 0 1 2 3 4 | Goals needed for above avg. rating: |

Daily Rating

Above average: \_\_\_\_\_\_\_\_\_ Below average: \_\_\_\_\_\_\_\_\_\_

Comments

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| --- |
|  |