

# KEYSTONE POLICY MANUAL

## PROGRAM MISSION

The mission of the Keystone Program for Elementary Alternative Education will be consistent with the **academic goals** of the district and of each school: to increase achievement in reading/language arts and mathematics. Keystone will further support attainment of the **participation and non-academic goals** set by each school and by each classroom teacher by changing the learning environment for all students, improving attendance, and **teaching/reinforcing positive social skills**.

The Keystone Program will align with the philosophy and intent of County Policy I-08 and WV Policy 2418, Alternative Education. Keystone will include and require parent involvement in line with each school's foundational belief that parents are respected partners and that school, home, and community form the perfect trifecta for student success.

## PURPOSE

The purpose of the Keystone Program is:

- To improve the learning climate and safety in classrooms
- To enable early modification of student's negative behavior
- To reduce out-of-school suspensions
- To provide continuity of instruction during alternate placement
- To successfully reintegrate students to the classroom after Keystone placement or out-of-school suspension

## PROCEDURES

### Screening and Placement

Students shall be recommended for Keystone placement only after the following steps have been accomplished:

1. Teachers will complete discipline referrals for misconduct.
2. The principal and/or designee shall examine the discipline referral for the following: previous discipline history, severity of offense, student attendance rate, academic concerns, and other relevant information.

3. The principal and/or designee shall discover which, if any, interventions have been used to modify the student's behavior and may recommend continuing an intervention or trying other interventions within the regular classroom setting.
4. If the student is deemed a candidate for Keystone, the principal and/or designee shall complete the referral form using the eWalk template on the administrator's iPad (see Appendix A). Once this form is completed, the student shall be assigned the minimum prescribed number of days (4) in the program with the starting date noted.
5. Parents are notified either in writing or via telephone of their child's assignment to the Keystone program.

### **Coordination of Services and Progress Monitoring**

In collaboration with the Keystone teacher, the classroom teacher will provide an Individualized Student Learning Plan (ISLP) for each student using the ISLP template (see Appendix B). The ISLP will set forth academic, behavioral, and participation objectives which students are expected to attain at a benchmark rate of 80%. Such objectives might include the following:

<b>Academic</b>	<b>Behavioral</b>	<b>Participation</b>
Attention to task	Attention to task	Attendance
Completion of assignments	Self-control	Cooperation
Correctness	Abiding by classroom and school rules	Effort
Following directions	Appropriate conduct	
Independent work	Anger management	

### **Day 5**

After each 4-day rotation in the Keystone classroom, the student will return to the regular classroom setting. On Day 5, the Keystone teacher will consult with the regular classroom teacher, observe the student in the regular classroom setting, and conduct parent conferences. It is optimal that conferences be held face-to-face, but when necessary may be conducted via telephone. Conferences shall include one or more parents, the classroom teacher, the Keystone teacher, and an administrator or designee when appropriate. The meeting will focus on the student's progress, both academic and behavioral, during his rotation in Keystone. Parents will be encouraged to continue successful intervention strategies at home. They will also be offered information about other school/community resources as appropriate.

**Transition**

Keystone will transition students from pre-entry to post-exit with minimal disturbance to assure that all existing and needed services are properly coordinated and that minimal embarrassment or stigma is associated with participation in Keystone.

**Second Rotation**

Students who do not achieve the 80% benchmark on all three types of objectives during the first 4-day rotation will be placed in a second 4-day rotation immediately following Day 5. Parents will again be notified of this assignment, and an exit conference will be scheduled for Day 5 of the second rotation.

In a case in which the student does not meet the benchmark after 8 consecutive days in the Keystone program, the School-Based Assistance Team (SAT) will be convened to consider extending the placement or other appropriate alternative. The SAT team will be composed of the classroom teacher, Keystone teacher, parent/guardian, and principal.

**Multiple Non-Consecutive Keystone Placements**

A student may be assigned to the Keystone classroom more than once if the subsequent assignment is non-consecutive and for a separate, unrelated behavior or infraction; however, administrators should discourage repeated placement.

**Program Evaluation**

The Keystone Program shall be evaluated on a regular basis by the West Virginia Department of Education, Office of Alternative Education. At the school level, the effectiveness of the Keystone interventions will be evaluated by classroom teachers once students return from the alternative classroom. Teachers will complete a questionnaire assessing the students' academic and behavioral status (see Appendix C).

**Staffing and Class Size**

The Keystone program at each location shall be comprised of 1 teacher and, when funding permits, 1 aide, with class size not exceeding 12 students on any given day.

**Data and Records**

The Keystone teacher will keep records for each student assigned to the program, including observations and anecdotal information during instruction, pre- and post-program observations. These records stored on iPads will be transferred to the office at the end of the school term.

For the sake of confidentiality, quantitative data will be collected by student number rather than name. Electronic data will be delivered directly to the West Virginia Department of Education.

### **Professional Development**

All school personnel will receive professional development and/or follow-up sessions in Capturing Kids' Hearts. All employees will use CKH strategies to teach/reinforce positive behaviors in a warm and supportive environment. Classroom teachers will read and understand Keystone Curriculum concepts and strategies and will use them as appropriate in their classrooms to align classroom strategies and philosophy with those of the Keystone Program.

### **Crisis Plan**

The safety and well-being of students and staff in the Keystone Program will be protected at all times. The administration will remove a child from the Keystone Program if safety is compromised, and parents will be called to pick up their child.

### **Keystone Advisory Board**

The Keystone Program will be guided by an Advisory Board comprised of the Director of Student Services, a guidance counselor, an employee of the Office of Special Education, a principal, a Keystone teacher, and community social service representatives. The Board will meet at least twice annually to address the following objectives:

- To oversee the development of the program in keeping with the mission statement:  
*“To implement a scalable model for enabling students with disruptive behaviors to continue their academic lessons for a specific length of time in a separate, supportive environment in which positive behaviors and learning habits are systematically taught and reinforced.”*
- To identify data and set benchmarks for measuring program outcomes
- To facilitate the development and maintenance of a Policy and Procedure Manual
- To facilitate the development of referral templates for principal's use
- To be knowledgeable about the program, its mission and procedures
- To draw upon community social service programs and agencies as resources for parents and families

