

# Piscataway Students Seeking Success (PS3) Student Handbook\*

**\*All school rules and guidelines from the Piscataway High School Student Handbook apply to the PS3 Program with the ADDITION of the following protocol for the PS3 Program as outlined in this handbook.**



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# BOARD OF EDUCATION MEMBERS

President.....Alexandra Lopez  
 Vice President .....Ira Stern

Tom Connors  
 Adelita Deepan  
 Isaac Peng  
 Shantell Cherry

Ralph Johnson  
 Atif Nazir  
 William Irwin

Senior Student Representative .....Kira Harris  
 Junior Student Representative..... Emma Broggi

## DISTRICT ADMINISTRATION

Superintendent of Schools ..... Teresa Rafferty  
 School Board Secretary/Business Administrator..... David Oliveira  
 Assistant Superintendent.....Dr. Frank Ranelli  
 Director of Administrative Services..... Colleen Pongratz  
 Director of Human Resources.....Catherine Sousa  
 Director of Pupil Services.....Deidre Ortiz

## DISTRICT MANAGEMENT STAFF

Supervisor of Literacy/Humanities.....Robert Coleman  
 Program Supervisor/Special Education ..... Molly Lange  
 Director of Community Programs ..... Kim Georgian  
 Manager of Information Systems.....Harold Gilchrist  
 Facilities Manager.....William Griffith  
 Supervisor of PreK-6 Mathematics.....Rebecca Dayton  
 Supervisor of 7-12 Mathematics.....Jaclyn Puleio  
 Visual and Performing Arts, K-12 .....Rebekah Sterlacci  
 Supervisor of K-7 Special Education..... Dawn Brzozowski  
 Supervisor of 8-12 Special Education.....Christopher Baldassano  
 Supervisor of Physical Education 9-12/Athletic Director .....Robert Harmer  
 Supervisor of Physical Education K-8/Assistant Athletic Director.....Julia Schick  
 Supervisor of Instructional Technology.....Christopher Irovando

# HIGH SCHOOL ADMINISTRATION

## PRINCIPAL

Jason Lester, Principal

## ASSISTANT PRINCIPALS

Grade 9.....Jonathan Bizzell  
 Grades 10 & 11.....Joi R. Fisher  
 Grade 12..... Dr. Matthew Ritchie

## HIGH SCHOOL DEPARTMENT CHAIRS

Counseling ..... Theresa Edmondson  
 English .....Cathline Tanis  
 Mathematics.....Jaelyn Puleio  
 Practical Arts..... Thomas Wolverton  
 Science .....Gita Manchanda  
 Social Studies..... James Knox  
 Special Projects..... Carrie A. Thomas  
 World Languages, K-12 .....Glennysha Jurado-Moran

## DEANS

Dean of Students 9..... April Hurt  
 Dean of Students 10.....Keith Brunson  
 Dean of Students 11 ..... Tracey McGowan  
 Dean of Students 12.....Drew Calvo

## **Program Overview**

The Piscataway Students Seeking Success (PS3) Program started in 2011 as an alternative placement option for Piscataway High School students who in the past may have been placed in out-of-district programs to meet their needs. This model currently focuses on a restorative approach that addresses the therapeutic needs of the students in the program as well as provides the opportunity for more individualized instruction provided by faculty. This restorative approach also centers on the relationships and people that are violated when disciplinary infractions occur. There is an opportunity to focus on student needs and obligations that may precipitate disciplinary consequences and utilize any opportunities to repair harm.

The vision of the PS3 program is for all students to have opportunities for success. The mission of the PS3 Program is to merge standards for student behavior, counseling services and a thorough academic curriculum to support the social, emotional, and academic development of the enrolled students in a non-traditional environment while still allowing students to remain in the familiar surroundings of their home school.

### **Comprehensive Support Services**

Counseling services are specifically tailored to facilitate student adjustment and educational success, as well as other social support. Case Management and Referral Services are available to link students and their families to available school and community resources while providing one-on-one support to students and families as needed. The PS3 Program not only educates students, but also nurtures their social and emotional development as teenagers and young adults.

### **Rationale**

The PS3 Program cultivates a sense of community or family by encouraging supportive relationships between students, teachers and staff, parents and caregivers. It is an environment designed to build trust and support where all stakeholders work toward the common goal of improved student achievement as well as improved behaviors affecting learning. This setting provides students with a “fresh start”, both academically and behaviorally. The program is structured for student success all the while working to address the root causes of the behaviors that place students at risk.

### PS3 Staff Directory

School Principal	Mr. Jason Lester, Principal	732-981-0700, ext. 2200	<a href="mailto:hfallivene@pway.org">hfallivene@pway.org</a>
Grade Level Administrator	Mr. Jonathan Bizzell, 9 <sup>th</sup> grade Assistant Principal	732-981-0700, ext. 2208	<a href="mailto:mgalatti@pway.org">mgalatti@pway.org</a>
Grade Level Administrator	Ms. Joi Fisher, 10 <sup>th</sup> and 11 <sup>th</sup> grade Assistant Principal	732-981-0700, ext. 2818	<a href="mailto:mreale@pway.org">mreale@pway.org</a>
Grade Level Administrator	Dr. Matthew Ritchie, 12 <sup>th</sup> grade Assistant Principal	732-981-0700, ext. 2217	<a href="mailto:sdoll@pway.org">sdoll@pway.org</a>
Program Supervisor	Carrie A. Thomas, Department Chair of Special Projects	732-981-0700, ext. 2241	<a href="mailto:cathomas@pway.org">cathomas@pway.org</a>
PS3 Coordinating Teacher	Mr. Jesse Anstett, Teacher	732-981-0700, ext. 2067	<a href="mailto:janstett@pway.org">janstett@pway.org</a>
PS3 Instructional Aide	Mr. Rodney Davis Instructional Aide	732-981-0700, ext. 2068	<a href="mailto:rdavis@pway.org">rdavis@pway.org</a>
District Transportation		732-572-2289, ext. 2364 or ext. 2365	
The Haven	Dr. Pat Connelly, Director of The Haven	732-981-0700, ext. 2249	<a href="mailto:pconnelly@pway.org">pconnelly@pway.org</a>

## **PS3 Program Goals and Objectives**

- To provide students with a positive and smaller school environment that supports students' successes on the path to graduation.
- To increase student understanding of and adherence to fundamental codes of conduct and compliance with the school's disciplinary policies and procedures in order to achieve a school climate that is conducive to learning and to the safety and well-being of all students.
- To provide therapeutic support and assistance in a nontraditional academic environment that will help identified students develop more responsible patterns of behavior.
- To re-engage students in the academic experience while motivating and preparing them for reintegration into the general learning environment.

## **Piscataway High School Goals**

### **School Year 2017-18**

1. School Goal #1 By June 2018, Piscataway High School will have a 5% increase of the identified students earning 74% to 79% at the end of MP 1, will have achieved a final grade of 80% or higher.
2. School Goal #2 By June 2018, discipline referrals will be reduced by 3% in the area of late to school measured in SY 16-17.
3. School Goal # 3 By June 2018, staff shall have documented ongoing communication to all stake holders that express the concerns and opportunities for improvement for all students identified at the end of MP1 earning 70% and below.

## **Piscataway Students Seeking Success (PS3)**

### Vision Statement

All students will have opportunities for success.

### Mission Statement

The mission of the PS3 Program is to merge standards for behavior, counseling services and a thorough academic curriculum to support the social, academic and emotional development of the enrolled students in a non-traditional environment while still allowing students to remain in the familiar surroundings of their home school.





## **PS3 Program Behavioral Ladder**

The PS3 Program utilizes a Behavioral Ladder that allows students to earn privileges as they demonstrate desired behaviors in the program. As students climb the “ladder” their privileges increase. All students enter the program on the Orange Level. Each day the PS3 staff assess students on a variety of indicators including percentage of on task behaviors, following the PS3 Protocol, and demonstrating growth in personal choices and decision making. Students gain points for demonstrated wanted behaviors. Students lose points for demonstrating unwanted behaviors such as off task behavior, sleeping during work time, or refusing to follow program protocol. Just as gaining points can help a student climb the ladder to enjoy additional privileges, so too can losing points cause students to drop a level on the ladder and lose additional privileges.

### **THE LADDER Guidelines**

The PS3 program uses a ladder system with rewards. As a student climbs the ladder their rewards increase. For each block students can earn 2 points for staying on task and completing work as well as exhibited respectful, cooperative and appropriate behavior. (During the homeroom/lunch block students earn 2 points for respectful, cooperative and appropriate behavior Thus for each school day a student can earn a maximum of 12 points.

The ladder consists of 4 colored levels. From lowest to highest. Red, Orange, Yellow, Green.

- The Red ladder requires students to achieve 60% of weekly points to move up one rung for 1 cycle or 7 days. Maintaining 60% to stay on the same rung. Below 60% a student will drop a rung.
  - The Orange ladder requires students to achieve 70% of weekly points to move up one rung for 1 cycle or 7 days. Maintaining 70% to stay on the same rung. Below 70% a student will drop a rung.
  - The Yellow ladder requires students to achieve 80% of weekly points to move up one rung for 1 cycle or 7 days. Maintaining 80% to stay on the same rung. Below 80% a student will drop a rung.
  - The Green ladder requires students to achieve 90% of weekly points to move up one rung for 1 cycle or 7 days. Maintaining 90% to stay on the same rung. Below 90% a student will drop a rung.
- From the start of the year all students begin on the Orange ladder rung 2 (O2). If a student ended the previous year on Green (and had maintained Green for one month) they start the year on G1.
  - When students maintain Green ladder rung 2 (G2) for two consecutive weeks the teams will begin discussions about exiting the PS3 program or attending classes in the general school population.
  - It is recognized that student’s points fluctuate week to cycle to cycle and there are weeks where students move up, move down, or stay the same depending on points earned for behavior and/ or completing school work.

### Behavioral Ladder

<b>GREEN G-2</b>	<b>90%</b>
<ul style="list-style-type: none"> <li>• Begin attending a class</li> <li>• (after 2 weeks) Friday lunch &amp; chill in The Haven Lounge</li> </ul>	
<b>Green G-1</b>	
<ul style="list-style-type: none"> <li>• Go to Weight Room</li> <li>• Choice lunch on Fridays</li> </ul>	
<b>Yellow Y-2</b>	<b>80%</b>
<ul style="list-style-type: none"> <li>• Bring in own game system on Friday.</li> <li>• Use of Quiet Room</li> </ul>	
<b>Yellow Y-1</b>	
<ul style="list-style-type: none"> <li>• Use of phone during Lunch AND Homeroom Period</li> </ul>	
<b>Orange* O-2</b>	<b>70%</b>
<ul style="list-style-type: none"> <li>• Use of phone during Lunch Period ONLY</li> </ul>	
<b>Orange O-1</b>	
<ul style="list-style-type: none"> <li>• Use of Wii during Lunch Period</li> </ul>	
<b>Red R-2</b>	<b>60%</b>
<b>No Privileges</b>	
<b>Red R-1</b>	
<b>No Privileges</b>	

\*Starting level for all students is Orange Two.

If you reach the percentage for the level, you move up one level. If you do not reach the percentage, you move down one level. In event of a write up or suspension; student will automatically drop one level down. These are examples of privileges for students at various levels of the chart. All privileges subject to change at the discretion of the faculty and administration. If you are chronically in violation of the classroom protocol and/or on R-2 for two consecutive cycles or more or commit any egregious act you may be subject to further disciplinary consequences and/or other interventions as determined by administration.

## **Piscataway Students Seeking Success (PS3) Student Guidelines**

Students must surrender their phones upon entrance to PS3.

Students must remain on task and complete all assigned work.

Students must take the PS3 bus to and from PHS every day.

Students must maintain acceptable grades in all subjects to complete the PS3 Program.

Students in PS3 are on a positive behavior management learning system. Students earn points for following all program guidelines and directions from teachers and staff.

Privileges are earned for sustained excellence.

## **ARRIVAL AT SCHOOL**

All students must arrive to the PS3 Program via the district-provided bus transportation. Failure to arrive via school transportation will result in a penalty on the behavioral ladder. Students who are absent without a valid doctor's note add a day to their assignment for each day they are absent. Upon arrival to school students will proceed directly to their assigned lockers and place all belongings in their assigned lockers, including their cell phones, and any hats, or headgear not worn for religious reasons. Failure to do so will result in a loss of points on the behavioral ladder.

From their lockers all students will proceed to the Morning Meeting. The structure of the Morning Meeting is as follows:

Greeting: Students and staff have an opportunity to exchange a quick greeting.

Sharing: Students and staff share briefly about a teacher-chosen topic.

Group Activity: Students and staff participate in a brief activity or game.

Morning Message: Staff share the key message for the day.

At the conclusion of the Morning Meeting students begin the official start of their school day. They follow an adjusted and sometimes individualized schedule that will meet their needs throughout the day. Content-area teachers cycle to the PS3 on a rotating schedule to provide students with individualized instruction in their content area. Any students who is off-task will lose points on the behavioral ladder.

## **END OF DAY PROTOCOL**

In an effort to increase student ownership over coursework as well as provide the groundwork for a transition back to the general education class we have implemented the practice of a daily status update. Near the end of the school day, students are expected to compose an email to their teachers (and copy the PS3 Teacher and Program Supervisor) that provides a status update on all of their assigned work, progress in completing assignments, any questions the students may have regarding the content, and/or any comments about the course materials. See example on following page. Failure to complete their daily update will result in losing points on the behavioral ladder. At the end of each day students also must make sure that all of their materials are organized and put away in their cubicles.

## Carrie Thomas

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**From:** Carrie Thomas  
**Sent:** Thursday, February 01, 2018 8:24 AM  
**To:** Carrie Thomas  
**Cc:** Jesse Anstett  
**Subject:** Daily Update

Hello,

Here is an update on my work for today:

Subject	Work	Comment/Question
English	Today I read <i>Catcher in the Rye</i> and I worked on the Vocabulary.com unit	I like this story but I am confused by chapter 10. I'm not sure what Holden is up to.  I'm almost done with the Vocab. When is it due? When can I take the quiz?
Geometry	I completed the first two pages of the packet.	I don't understand what the answers need to look like for page 4. Do I need to show my work?
US 2	I read 2 pages of the assignment	It is hard to follow. It is taking longer than I thought it would.
Health	I read the Driver's Ed chapter	How am I going to take the test when I am done?  Is there a way to study for the test?
Spanish 2	I completed one assignment	I don't know what to do for the parts where I am supposed to have a conversation with someone?

Thanks,  
Carrie

## DISMISSAL

The official end of the school day is 1:45 p.m. All students are expected to proceed to take their bus route home for the day. Students may sometimes participate in school-sponsored activities with prior permission from administration after being released from their final class. All students are expected to be with their club/activity advisor or off campus by 2:05 p.m. The "holding area" is for students who are awaiting or have completed a meeting with an approved club/activity. Any student found to be remaining on campus without administrative approval will be subject to a disciplinary consequence and lose points on the behavioral ladder.

## **CELL PHONES/ELECTRONIC DEVICES**

In our time, the use of technology is essential. Students will be permitted to use electronic devices during the Homeroom and Lunch period at the discretion of the teacher if they have earned a Yellow Level 2 on the Behavioral Ladder.

If a student is found using an electronic device in an unauthorized area/manner, the student will be asked to turn the device off and put the device away (out of sight/appropriate location) and drop one level on the Behavioral Ladder. Further disciplinary action may be taken depending on the way the device was being used.

If a student refuses to turn off or put the electronic device away, a referral for violating the policy will be completed and submitted to the appropriate grade level Assistant Principal.

The unauthorized use of cameras and/or audio/video recording devices or the viewing of inappropriate material at any time is not permitted and will be subject to disciplinary action. Electronic devices are never permitted in a testing room at any time. **THE SCHOOL IS NOT RESPONSIBLE FOR LOST OR STOLEN ARTICLES.**

## **STUDENT PHOTOGRAPHY AND VIDEO RECORDING**

Electronic communication plays an important role in our lives today. However, photography and/or video recording of student activities and events is for personal use only. Students and families are advised to refrain from posting any school-related media to any social networking sites such as Facebook, YouTube, Instagram, SnapChat, etc. Such postings may invade the privacy of other students and may pose a security risk for students. Failure to adhere to the above stated policy, which prohibits the unauthorized photography/video recording of students, staff and school events, will result in a disciplinary consequence at the discretion of the Grade Level Administrator.

## **SCHOOLGY AND PARENT MODULE**

Students can access teacher sites via Schoology. Students' regular classroom teachers will continue to post calendars, student assignments, and other information on their Schoology pages, and teachers update these sites on a regular basis for the students to have access to information and resources. Parents are encouraged to contact the school to obtain a Schoology account, if they do not have one already. Parents can access their students' current grade information by signing into Genesis Gradebook using the parent module account. Parents can contact the school to obtain a Genesis account as well.

## **BUS BEHAVIOR**

The bus driver is responsible for order and behavior on the school bus. All behavior problems will be immediately reported to the Program Supervisor and Transportation Department. Disciplinary action will be issued according to the Grade Level Administrator. School bus rules and safety guidelines are as follows:

- You must take the district-provided transportation to school as part of the PS3 Program.
- As students are enrolled in the program or leave the program the bus routes may change, including your pickup time. It is your responsibility to know what time the bus is scheduled to pick you up.
- Be at your designated stop 10 minutes prior to your scheduled bus arrival.
- Never stand or play in the roadway while waiting for the bus. When possible stand on the sidewalk.
- Behave in a courteous manner while waiting—be considerate of others' property.
- Walk facing the traffic. The school bus has many “blind-spots”. Do not attempt to come from behind; changes are the bus driver will not see you.
- Stay in the “safe zone” which is 10 feet in front of the bus. Never cross behind the bus.
- Wait until the bus comes to a complete stop before entering or leaving.
- Always remain seated, facing forward with a seat-belt on.
- No eating or drinking.
- No student will be permitted to ride on any bus other than the one to which he/she is assigned, unless approved by the Program Supervisor and the Transportation Department.
- Keep conversations at a “normal” indoor volume, with no vulgar language or gestures to the driver, other passengers or passersby. This is a serious safety issue; any distraction to the driver may result in an accident.
- No playing music from any type of device, (e.g. phone speakers, etc.)
- In an emergency, remain seated and wait for instruction from the driver.
- Keep all body parts inside the vehicle at all times.
- The bus driver reserve the right to assign seats and to grant permission to open windows.
- No smoking or vaping.
- Defacing property or otherwise damaging the bus is not permitted. Charges will be made for any damage, and the bus privilege may be revoked.

## **THE HAVEN**

Beginning in September 2010 Mental Health Counseling Services are provided to the Piscataway School District through a partnership with Rutgers University Graduate School of Applied Professional Psychology. The clinic is located in the East Wing of the high school. Referrals to the program are made by the school counselors. All PS3 students attend weekly sessions with Haven counselors.

## **AUTOBIOGRAPHICAL ACTIVITY**

One of the goals of Piscataway Students Striving for Success Program (PS3) is to help students reflect on their young lives, to make sense of their life experiences so far, and to use this reflection to craft a new and positive vision for their future. One way we do this is to have students tell their life stories and develop their life visions. In order to facilitate this growth the faculty of the PS3 program will periodically host special programs for our students and families.

With the support of our staff and their peers, students will look at the challenges they've been through and the strengths they have developed. They then look at their visions for the future and determine what skills they will need to reach their desired goals. Sharing what students learn through this experience with families is a powerful next step on their journey. This program will help you get to know your student, and it will also help your student learn more about you. You are encouraged to be an active participant in this activity. We appreciate your willingness to reflect on your own life—how you've learned and grown over the years—and share that with our group. There are often powerful lessons we can teach our students based on our own life experiences.

These programs will be led by the Haven staff and their director, Dr. Patrick Connelly. He has been working with teens for over 25 years and appreciates the challenges today's teens face. He also values the important contributions a family can make to their student's positive development.

## **ID CARDS**

ID cards are the official Piscataway High School identification card and are to be carried and displayed at all times while on the high school premises. The ID card is to be presented upon the request of an official or authorized representative of the school. It will be necessary to use the ID card to check out books or materials from the Piscataway High School Library. Report lost ID cards to the Assistant Principal. A replacement fee of \$5.00 is required to replace the ID and lanyard.

## **LOCKERS**

Locker assignments are made for each student for the entire school year. For students' own protection, no valuable articles should be left in the lockers, and the combinations should remain private information. Locker access should not be shared with anyone since students are responsible for any and all items found in their lockers. The Board of Education is not responsible for any personal items which may be stolen. Since the lockers are the property of the Board of Education, school officials do maintain a master list of all locker combinations. School lockers shall be the subject of periodic inspections by school officials to maintain the health, safety, and welfare of the school community. Students may not go to their lockers during lunch or when classes are in session.



### Entry Protocol for Placement of a Student in PS3

1. A determination is made by administration based upon established criteria that a student may be a candidate for the PS3 Program.
2. The student's grade-level administrator notifies the Department Chair of Special Projects.
3. A meeting is held with the grade-level administrator, parent and/or guardian, and Dept Chair of Special Projects. Meeting may also include other school personnel such as grade-level dean, counselor from The Haven, classroom teacher, and/or school guidance counselor.
4. A determination is made by administration regarding student's placement. Entry date into the program is established. The PS3 teacher and The Haven is notified by the Department Chair of Special Projects about the entry of a new student.
5. The PS3 teacher arranges for transportation for entering student.
6. The student is assigned ICE for one day prior to entering the PS3 Program. This allows the PS3 Program to meet separately with the student to review the program protocol in an effective manner, provides notice to the students of possible changes to the bus schedule and provide ample notice to the students teaches that work will need to be sent to PS3 for the incoming student.
7. Student receive orientation with PS3 Teacher during HR2 of the ICE day.
8. Orientation includes a review of the
  - Program guidelines
  - Behavioral ladder
  - 20 day Review Student-Led Conference
  - 45 day Review Student-Led Conference
  - Assignment of a locker in PS3
  - Review of Academic Schedule in PS3
  - Adjustment of the bus transportation schedule

### CALCULATION OF TOTAL DAYS IN PS3

Students are generally assigned a stay of 45 calendar days in the PS3 Program. This time can be extended if students are in need of additional time accessing the supports offered in the program or if they are not consistently following the program guidelines. When a student is scheduled to start the program the duration is calculated by calendar days. So a student might start a program on Monday, but the following Monday the student will have completed 7 days in the program. The only exception to counting the calendar days are over school extended breaks or inclement weather days. November break, Thanksgiving break, Winter break, Spring break or an extended Memorial Day Weekend do not count towards the total number of calendar days. Inclement weather days are also excluded from the calculation. Furthermore, if a student receives a written referral for any reason that results in Out of School Suspension (OSS) or In School Suspension (ISS), he or she will automatically extend the duration in PS3 by that same amount of days for which he or she suspended. For example if the student receives four days of OSS the student will extend the 45 day stay to 49 days.

Below is an example of a student assignment to PS3 in the month of February. Note that the first day in ICE does not count towards the students' total. Also note how the days continue to accumulate even over the weekend days or Presidents Day holiday.

#### February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Student assigned PS3	5 ICE DAY	6 Day 1	7 Day 2	8 Day 3	9 Day 4
10 Day 5	11 Day 6	12 Day 7	13 Day 8	14 Day 9	15 Day 10	16 Day 11
17 Day 12	18 Day 13 No School President's Day	19 Day 14	20 Day 15	21 Day 16	22 Day 17	23 Day 18
24 Day 19	25 Day 20 20 Day Review	26 Day 21	27 Day 22	28 Day 23		

## **20 Day Review Protocol**

PS3 is a unique alternative education transitional program designed to meet the needs of at-risk students. The program typically runs for a 45-day period. Students have an early exit option from the program that solely relies on their hard work and effort. As the student demonstrates his/her ability to independently tackle the challenges of high school course work, and as they demonstrate they have the discipline to manage themselves in a larger social environment, there is a seamless transition from the PS3 program into their regular class schedule.

Planning for student's transition begins after the 20<sup>th</sup> day of participation. The PS3 teachers, counselor, social worker, grade level administrator and/or their designee takes part in a planning meeting to discuss the student's transition. Each student's transition into mainstream classes is tailored to their individual needs. The individualized plan will outline if a student remains full time in PS3, begins a partial mainstream schedule, or begins their full mainstream schedule. During the planning meeting the team will create the timeline for the next review of student progress.

Upon exiting the PS3 program either fully or partially, the students will continue to have support from their counselors, the Haven personnel, check-ins by the PS3 teachers, and follow up meetings called by their grade level administrator. Please note: while transition back to the general education program is the goal of the PS3 Program, students are not guaranteed to be placed back into the general education population if they are not demonstrating improved behavioral via achieving a yellow 2 or higher on the Behavioral Ladder and passing all of their coursework.

Again, PS3 is a unique alternative education transitional program designed to meet the needs of at-risk students. As we approach the student's 20<sup>th</sup> day, the student's Assistant Principal may contact a parent or guardian to request them to be present at the review meeting. This is at the discretion of the Assistant Principal. If parent or guardian is not present they will be notified about the results of the meeting.

### **Exit Protocol for Students Assigned to PS3**

1. Student completes the initial 20 days in the program at which time a Student-Led 20-day Review is scheduled.
2. The Department Chair of Special Projects provides approximately 5 days' notice to the grade-level AP of the student' 20-day mark
3. A 20 day Student-Led Review is held with the grade-level administrator, PS3 Instructor and student. The meeting may also include parent and/or guardian, Dept Chair of Special Projects, and other school personnel such as grade-level dean, counselor from The Haven, classroom teacher, and/or school guidance counselor.
4. Student follows 20 Day Student-Led Conference Protocol to lead review meeting.
5. After discussion, school personnel determine steps for an exit plan which may include starting a transition plan for the student to attend one class outside of the program, setting additional behavioral or academics targets for the student and/or notifying student that he or she is not on target for exit after 45 days.
6. As a meeting follow up all meeting members (student and/or school personnel) address any concerns that may have arisen in the 20 Day Review.

**EXIT RUBRIC**

	3 Meeting Expectations	2 Partially Meeting Expectations	1 Not Meeting Expectations
Behavior	Student has maintained green level on the behavioral ladder for 20 days or more.	Student has maintained yellow level or higher on the behavioral ladder for 20 days or more	Student has not made consistent progress on the behavioral ladder either not progressing past Orange 2 or not maintaining Orange 2.
Grades	Student has a 75 or higher in all academic subjects.	Student has a 70 or higher in all academic subjects.	Student has a 69 or below in one or more academic subjects.
Attendance	Student has no unexcused absences.	Student has 1-2 unexcused absences.	Student has 3 or more unexcused absences.
Lates to School	Student has no lates to school.	Student has 1-2 lates to school.	Student has 3 or more lates to school.
Counseling	Student making progress working with Haven counselor.	Student making limited progress working with Haven counselor.	Student make little to no progress or refuses to work with Haven counselor.
Attitude	Student demonstrating growth in attitude towards school.	Student demonstrating limited growth in attitude towards school.	Student demonstrating little or no growth in attitude towards school.
Effort	Student demonstrating good effort to be successful in the PS3 Program.	Student demonstrating some or inconsistent effort to be successful in the PS3 Program.	Student demonstrating little or no effort to succeed in the PS3 Program.
Total Available:	21 points		
Student Total:			

**21-17 Points:** Eligible to progress to transitional phase.

**16-9 Points:** Not on target to progress to transitional phase. Student may be extended for an additional 20 days in the PS3 Program.

**1-8 Points:** Student may be considered for an additional 45 days in the PS3 Program.

### Student Led Conferences

All review meetings (20 Day Review and 45 Day Review and any subsequent meetings) will feature Student-Led Conferences. Students will be responsible for providing evidence to support their petition to return back to their regular class schedule. The following protocol will be observed. Students will be provided with a Conference Packet and training to help them prepare for these events.

### Roles and Responsibilities

	<b><u>Presenter:</u></b> <b>Student</b>	<b><u>Stakeholders:</u></b> <b>Parent(s)/Guardian(s) and Teacher(s)</b>
<i>Before the Conference</i>	<p>Student maintains a portfolio of work for each academic subject. The work samples collected in the portfolio reflect a variety of the student's strengths and skills.</p> <p>Student maintains a log of progress on the behavioral ladder. This log should demonstrate that student has met expectations of the program.</p> <p>Student completes a reflection and establishes goals for exiting the program prior to the conference.</p>	<p>Families and teachers coordinate a time to meet for the student-led 20 day and 45 day conferences.</p> <p>Families communicate to the teacher any specific questions or concerns to be addressed during the conference.</p> <p>PS3 Teacher informs family of 45 Day Review</p>
<i>During the Conference</i>	<p>Student leads the entire conference using the outlined protocol.</p>	<p>Stakeholders ask follow-up and clarifying questions during the student-led conference.</p> <p>45 day conference committee makes decision about student placement. Options include but are not limited to continuing PS3 Placement or dismissal from the program.</p>
<i>After the Conference</i>	<p>Student takes deliberate actions to work towards achieving the goals set forth during the conference.</p> <p>Student confers with teacher/advisor to review the progress of the developed goals.</p>	<p>Stakeholders work with the student to achieve the goals set forth during the conference.</p> <p>Families agree to receive communications from the teacher to review the progress of the developed goals.</p>

## Student-Led Conference Protocol

1. **Introduction:** Student frames the discussion by providing an introduction/overview to what will be presented and discussed during the meeting.

2. **Student Presentation of Work Samples and Learning Targets:** Stakeholders listen silently during this part of the conference. •

**Writing:** The student begins the presentation with a writing piece from their portfolio. The student describes, with direct references to their writing, their strengths as a writer by explaining how their work displays evidence of a particular learning target. Students are encouraged to read aloud a short section from the writing piece as they describe how it connects to the learning target. The student then shifts to discuss a learning target that needs more time and work. The student reads and displays a section of their writing they want to work on in the future.

**Reading, Science, Mathematics** The student then devotes time to present their work for each subject in a similar style as their writing presentation. Using work samples as references, the student describes specific strengths and evidence of particular learning targets in their work. Before moving on to the next subject, the student discusses a learning target that needs additional support.

3. **Responding to the Presentation:** Parent(s)/guardian(s) respond to the student's presentation and progress towards behavioral and social and emotional learning goals.

The purpose of the response is:

- to expand on the student's thinking about his or her specific strengths and areas of improvement
- to provide an additional perspective to the presented strengths and areas of improvement
- to clarify the student's thinking about specific strengths and areas of improvement

4. **Closed Panel Meeting to Review Presented Evidence:** The school personnel will meet briefly to review the presented evidence and communicate the recommendation to extend the PS3 placement or begin transitioning student to the general school population.

5. **Reconvene Student Led Conference:** Panel will discussion placement decision with student and parent(s) and/or guardian(s) at which time the recommendations for placement will be provided.

4. **Establishing Goals:** Parent(s)/guardian(s) and school personnel will review the student's goals. Central to this component of the protocol is to determine action steps for the student and clear supports that will be provided by all stakeholders.

5. **Final Word:** The student is given the 'final word' to conclude the conference. In no more than one minute the student responds to the ideas discussed during the conference. Questions for the student to consider and address might be:

- Based on the feedback what am I thinking now?
- What is my reaction to what I have heard?
- What are my next steps going forward to meet my learning targets?

## GOAL SETTING

Why should I set goals? Goal setting is an important way to maintain control over aspects of your life. Goals can help you clarify what you wish to accomplish in life. In addition, goals can also help you understand the necessary action steps to take to help you reach your goals. In short setting goals helps you determine where you want to go and set a path for reaching your destination.

Ask yourself:

- What do I want to do?
- How can I achieve my goals?
- What is working now?
- What do I need to change?

### Types of Goals

Goals come in many varieties. You may set long-term goals, short-term goals and anything in between. You can also set goals in many areas of your life such as academic, personal, athletic or social goals.

### How Do I Know If I Meet My Goals?

One of the most important aspects of setting goals is having a plan for how you will meet that goal. A goal such as “I want to get better grades” is important but does not describe actions you will take to achieve your goal. In reality, “getting better grades” can require many action steps in order to achieve a “better grade”. You may need to pay better attention in class, take better notes, remember to complete your homework, and/or study regularly to achieve your desired results.

### Progress on Goals

It is important to be able to regularly check in to determine if you are meeting your goals. You may need to adjust some of the action steps in your plan as you evaluate how well your plan is working. Sometimes as you begin work on a goal, you realize that you might need to clarify or adjust your goal. Monitoring the work you are doing and making any necessary adjustments becomes extremely important to keeping you on your desired path.

### Goals that Work

If you want to make sure you meet your goals, make sure you set **SMART** goals. **SMART** goals have the following characteristics:

**Specific:** Keep the focus of your goals targeted.

**Measurable:** How will you = measure your goal? How will you know if you are meeting your goal?

**Action-oriented:** Set reasonable goals with clear action steps to help you achieve your goals.

**Realistic:** Make sure your goal is as realistic as possible. Your goal should challenge you to achieve your best, but not be impossible to achieve.

**Timely:** When will you meet your goal? What is your deadline?



**GOAL PLANNING WORKSHEET**

**Step 1: Setting Your Goal.**

What is your SMART goal?

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**Step 2: Breaking It Down**

- ✓ What things do you need to do to meet your goal? List them in the space below.
- ✓ How long will each step take you? Write the deadline to complete each action step under the date column.
- ✓ Place this worksheet someplace where it will serve as a daily reminder for you to make progress towards your goals.

	Actions	Date	✓
Action 1			
Action 2			
Action 3			
Action 4			
Action 5			
Action 6			

**Step 3: Plan It Out**

By when do you plan to reach your goal? \_\_\_\_\_

**Step 4: Thinking Ahead**

What obstacles might you face along the way? \_\_\_\_\_

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How can you overcome any possible obstacles? \_\_\_\_\_

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## Student Handbook Contract



I have received of the Student Handbook and read through the Student Handbook. I understand that I am responsible for knowing the contents of this handbook and how it applies to my participation in the PS3 Program.

I have received a copy of the Exit Rubric. I understand the requirements and expectations for successful transition out of the PS3 Program in 45 days.

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Student Signature

Date

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PS3 teacher

Date

Notes: