

<p align="center">DANBURY PUBLIC SCHOOLS Danbury, Connecticut</p>	<p align="center">REGULATIONS</p>	
<p align="center"><i>ADMINISTRATIVE PLACEMENT OF STUDENTS IN EDUCATIONAL PROGRAMS (Reach and Rebound)</i></p>	<p>Reviewed: 11/9/05</p>	<p>Policy No. 7-228 Page</p>
<p><u>Reach Program</u> (Responsibility, Esteem, Academics, Character, Hope)</p> <p>Project REACH is a transitional program designed for high school students who, for a variety of reasons, are unable to continue their education in a traditional school setting. The program focuses on academic preparation, vocational training and placement, as well as life skills component which teaches personal awareness, responsibility and self-esteem. Students assigned to the REACH Program have to achieve all of the criteria and educational objectives in their plan in order to return to the regular high school.</p> <p>The focus of the Program is to provide a structured, educational environment for students who need a different learning format than that offered in our regular day school; to provide opportunities for individual and group counseling services; to meet the educational and behavioral needs of students and to facilitate their return to school or earn a high school diploma; to prepare students for transition into the adult world of work, independent living and the community.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • To increase the rate of participation, attendance and academic achievement • To enable students to set goals for appropriate behavior and recognize and accept consequences for inappropriate behavior • To develop independent living and vocational skills and improve the students utilization of community resources • To provide experiences that will enhance students self-esteem and understanding of the group process • To facilitate contact between families, community services agencies and mental health services in addressing the needs of students • To maintain an individual performance portfolio for students that includes both academic and non-academic content • To improve conflict resolution skills by reducing students confrontational, non-productive behaviors 		

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<p><u>Rebound Program</u></p> <p>Rebound is an off-campus alternative middle school program designed to serve regular education students whose chronic behavioral difficulties are negatively impacting mainstream education as well as jeopardizing their own academic future.</p> <p>The focus of the program is to help students learn to effectively manage their behavior in group settings. Students learn to take responsibility for their personal conduct which will ultimately enhance future learning.</p> <p>Positive behavior change is achieved through integration of character education, rebuilding of self-esteem and encouragement of healthier living styles.</p> <p>Students are involved in on going service learning projects throughout the Danbury area. This exposure to different career fields will inspire position achievement that will be reflected in their personal growth. Students are encouraged to become life-long learners and active participants within their community.</p> <p>Students are transitioned back to mainstream education when significant growth in social conduct has been achieved.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • To increase the rate of participation, attendance and academic achievement • To enable students to set goals for appropriate behavior and recognize and accept consequences for inappropriate behavior • To provide experiences that will enhance students self-esteem and understanding of the group process • To maintain an individual performance portfolio for students that includes both academic and non-academic content • To improve conflict resolution skills by reducing students confrontational, non-productive behaviors 		

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<p>The REACH and REBOUND programs must adhere to the following program standards:</p> <ul style="list-style-type: none"> • Will have established program mission and goals and expected outcomes. • Will work with the target populations. • Will have a process for assigning and enrolling students into the REACH and REBOUND program. • Will describe the curricular, instructional day and course to be offered. • Will have access to and utilize information from the referring entity that identifies previous interventions, strategies, or action taken. • Will have access to student information data prior to the arrival of the student. • Will have effective transition procedures that address the preparation and plans for the student. • Will ensure that special education and related services for students with disabilities are provided according to the student’s individualized education plan. • Will have learning environments that promote high expectations and encourages learning. • Will cultivate a collaborative and supportive relationship with parents that enhance the success of the students and the program. • Will cultivate a collaborative and supportive relationship with the community that enhances the success of students and the program. • Will assure that each student attending REACH and REBOUND be provided a clear instructional plan for achieving success. • Will assure that each student’s plan is specific regarding length of time for the placement; requirements for attendance; behavior and performance while attending REACH or REBOUND. It should also state the consequences if the student does not achieve the requirements in the plan. <p>Definition of Students At Risk</p> <p>A student at risk is a young person who, because of a wide range of individual, personal, familial, social, behavior or academic circumstances, may experience school failure or other unwanted outcomes unless intervention occurs to reduce the risk factors. Circumstances which often place students at risk include:</p> <ul style="list-style-type: none"> • grade retention; • alienation from school; • tardiness and/or poor school attendance; 		

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<ul style="list-style-type: none"> • negative peer influence; • unmanageable behavior; • multiple suspensions; • multiple referrals to school personnel; • substance abuse and other health risk behaviors; • abuse and neglect; • inadequate parental, family, community and /or school support • court involvement; and • incarceration <p>Referring Students to REACH or REBOUND Programs</p> <p>A student who is demonstrating significant academic, social, and/or behavioral difficulties which also put him/her at risk of school failure may be referred by the parent, guardian, teacher, or school administrator to the Student Assistance Team. Students reentering school from incarceration should be assessed on an individual basis prior to their placement.</p> <p>The Student Assistant Team will:</p> <ul style="list-style-type: none"> • review the evidentiary information to support the reasons for the referral; • document the individuals involved in the decision; • document parental participation; • develop, expand or revise the intervention plan; • review interventions* and student progress; • facilitate the transfer of students for a successful transition into the REACH or REBOUND program; • send to the REACH or REBOUND program all relevant student records, and • participate in the transition of students back to the regular school. <p align="center"><u>*Interventions</u></p> <p>The following are recommended interventions that should be considered and evidence of application to assist a student to improve academically and behaviorally: These interventions are a combination of disciplinary, guidance, parental engagement, clinical supports and volunteer responsible adult mentoring.</p> <table border="0"> <tr> <td>Detentions</td> <td>Parent conferences</td> <td>Student conferences</td> </tr> <tr> <td>Mentorship</td> <td>Mediation meetings</td> <td>In-school suspension</td> </tr> <tr> <td>Out-of-school suspension</td> <td>Social worker involvement</td> <td>Modified schedule</td> </tr> </table>			Detentions	Parent conferences	Student conferences	Mentorship	Mediation meetings	In-school suspension	Out-of-school suspension	Social worker involvement	Modified schedule
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<p>Referral to School Based Health Center for counseling</p> <p>Placement in REACH and REBOUND Programs</p> <p>The Student Assistant Team may make the recommendation for a student placement in REACH or REBOUND programs. The recommendation must be reviewed and approved by the school principal. A principal, after consultation and approval by the appropriate Assistant Superintendent, may place a student in REACH or REBOUND. The length of a student’s administrative placement is determined by the Student Assistant Team. A contract is written and signed by the student, Assistant Principal and parent.</p> <p>Placement of a Special Education Student</p> <p>REACH is considered by the PPT when a student demonstrates that he/she can not function at the high school. Such student has demonstrated attendance and discipline issues. However, all full continuums of options available at the high school should have been considered. The student is to receive all services indicated in the IEP. Parents are part of the PPT and no student is placed at REACH if the parent is not in agreement. A full time special education teacher provides the services outlined in the IEP.</p> <p>Parent/Guardian Involvement</p> <p>Engaging the parents/guardians in the learning process is critical to the success of the students. Parents are to be:</p> <ul style="list-style-type: none"> • informed of their child’s progress and the lack thereof; • invited to participate in making decisions that affect their child; • informed in writing of the decision to assign their child to the REACH or REBOUND program. 		