

# New Directions Academy Policy/Procedure Manual

2005 - 2006 Edition



## **Welcome**

Welcome to New Directions Academy. We have a variety of programming options at our school. One component is the Alternative School. The Alternative School serves students in grades 3-12. We also have three behavior classes– Elementary 1 (primarily for grades K-2), Elementary 2 (primarily for grades 3-5), and the Secondary Behavior Class (primarily for grades 6-12). Lastly, there is an Adult High School Class 17 year old program which includes a diploma route and a GED route.

Our staff prides itself on meeting individual needs. A variety of teaching strategies are constantly used. We are heavily involved in service learning. Students have many opportunities each year to speak to tour groups from the community, other schools, and interested individuals. Our program is by no means easy. However, many of our students actually want to stay with us once they finish.

Our rules, regulations, policies, and procedures are very different from your home school. Always keep in mind that these differences were developed with you in mind. It is our sincere belief as a staff that with these alternative ways of structuring your school environment, you can achieve the academic and social success that will help you not only to graduate from high school, but that will allow you to be a fully functioning and thriving member of the larger society in which we find ourselves. We want you to begin going in “new directions” in all areas of your life. We hope that your time here will be productive. We will do our part to make sure that this happens. We ask that you also do your part.

Sincerely,

**The NDA staff**

## I. School Rules

- No horseplay. Keep hands and feet to yourself.
- Students should never touch others for any reason unless permission is granted and it is appropriate to the situation.
- No use of profanity or language or gestures which are demeaning or insulting to another. One should also refrain from language or gestures which refer directly or indirectly to body parts or body functions or reproductive functions or activities.
- Show respect for others, for yourself, for school property, and the property of others. This includes a respect for each person's personal space.
- Follow directions the first time given.
- Stay seated at all times unless you raise a hand and receive both recognition and permission to do otherwise.
- Remain with your assigned group at all times. Do not communicate with other groups unless permission is granted by staff. Peer leaders may accompany students under certain circumstances. (See daily privileges of Level 1). In no case should a student be anywhere in the building unaccompanied.
- No use of gang symbols/signs. No gang related colors, drawings, apparel or manner of grooming which implies affiliation with unauthorized societies, clubs, or gangs either real or imagined.
- No sleeping in class or the appearance thereof (i.e. head on desk, eyes closed, etc.).
- No presence of illegal drugs in your body or paraphernalia on your person at any time.
- Satanism and the occult—There should be nothing about your appearance or gestures which might be taken to promote such a lifestyle. This means no signs, songs or discussion about such a way of life.
- Sexual harassment is not allowed in any of its forms with either students or staff. Dickson County Board of Education Policy 6.3050 states that "students shall be provided an environment free from sexual, racial, ethnic, and religious discrimination/ harassment."
- A student must have a ride to and from school with the exception of school of choice students. The driver must be the parent or a school- approved, responsible adult. Parents must provide the school with a list of adults that their child may use for a ride. Any changes to this list need to be in writing and delivered to the Central Office. The ride must get you to school on time and pick you up on time. There are no exceptions to this rule.
- No spitting will be allowed either inside or outside the building.

- No student should be on the campus of any other Dickson County public school at any time unless one has received prior authorization from the NDA principal. One exception are the two county graduation ceremonies. All NDA students are allowed to attend the graduation ceremonies.
- All applicable Dickson County Board of Education policies should be followed at all times.

## II. Policy/procedures

- A. Dress Code--** (These policies apply until uniforms are issued or on days when students are allowed to wear their regular clothes). Once uniforms are issued, all students are expected to dress in their uniforms every day. This means that a student must arrive in uniform and leave in uniform. This includes the belt. All buttons are to be buttoned except for the very top button. Uniforms should never be rolled up if long-sleeve but should be buttoned at the wrist. Students are responsible for the cleaning and repair of their own uniforms. Once uniforms are issued, students are responsible for replacing any article of clothing which is lost or damaged to the point that it cannot be worn again. Upon leaving NDA, a student must turn in his/her uniform).
- A pair of tennis shoes suitable for vigorous physical activity should be worn to school. A student should keep the shoes regularly laced and visibly tied at all times. Fashion lacing is not allowed. Wearing shoes of any other kind will be considered a dress code violation.
  - No camouflage clothing, BDU's (Battle Dress Uniforms), or any other clothing with numerous large pockets.
  - No sunglasses.
  - No jewelry or watches are to be worn or brought to school. Violations will result in confiscation until graduation from the program.
  - No body mutilation, including body piercing or tattoos.
  - Each student will wear a belt. Belts must not be ornamented or have any attachments. Oversized buckles are not allowed. A student will be issued a belt, if desired, upon entrance. After that date, a belt must be worn each day or a dress code violation will follow.
  - No bandannas are allowed to be in the possession of a student at any time. Tissues will be provided if they are needed due to allergies or sinus problems.
  - No hats, caps, or toboggans are to be worn at any time. Hooded jackets are allowed to be worn at the school and will be checked at the door.
  - No outside jackets are to be worn inside the building until one has been checked- out.
  - Guidelines for tops--no questionable slogans, no holes, no midriffs, no sleeveless shirts,

no tank tops. Collared shirts should be buttoned to the second button. Shirt should be tucked completely at all times (No bunching at the waist). Shirt should not be oversized. Sleeves should not be rolled up but buttoned at the wrist or worn to the full length if a short sleeve style. Arms should be extended from the sleeves at all times.

- Guidelines for pants-- Pants should not sag. They should always be worn above the hip. Underwear should not be visible. Sweat pants and athletic pants are not acceptable. No holes, no questionable slogans, no artwork, no cuffing of pants, no leggings, no skin-tight pants, and no stirrup pants. Pants must be no longer than midway of the heel of the shoe. Pants must always be worn with a belt.
- Guidelines for skirts/dresses-- length must be mid-calf and fit in a comfortable manner.
- Underclothing--appropriate gender related undergarments must be worn at all times. Only plain white, short-sleeved, crew necked T-shirts may be worn under the uniform shirt during most months. During the winter months (Dec., Jan., Feb.), students may wear white thermal underwear (long- johns) as long as they are not visible.
- Holes are not to be in any article of clothing, whether manufactured holes or homemade.
- Hair--No bleaching of the hair. A student will be required to change his hair upon entrance if one's hair is not somewhat close to the natural color. Under no circumstances will one be allowed to dye one's hair while in attendance at NDA. The above obviously means that no fad colors are acceptable (purple, green, black, orange, pink, blue, or unnatural shades of red). The only acceptable hair accessory is a barrette. There will be no hair sculpturing and hair must not be in one's eyes at any time (This is also a safety and security issue). Haircuts that detract from the educational environment are not acceptable.
- Facial hair--Do not have it. Sideburns should be no longer than the bottom of the ear lobe. Shaving should take place at home. Eyebrows should not be shaven.
- Fingernails must be clean and short. Only clear, plain fingernail polishes are allowed.
- Makeup must be natural looking.
- Existing tattoos must be covered at all times. No new tatoos after entrance into the program.
- Uniforms are to be worn to and from school each day. One is not allowed to change at school or on the school bus. Students going to/ from court should be in uniform. One is not allowed to modify one's uniform in any way (hems let out, cutting of the sides, etc.)
- The following school board policy (Descriptor term: Dress Code, Descriptor Code: 6.3100, Issue Date: November 20, 1997) is applicable at all times: "Students shall dress and groom in a clean, neat, and modest manner so as not to distract or interfere with the operation of the school." If any article of clothing or any way of wearing one's clothing is found to be a distraction from the operation of the NDA, a referral to the dress code

committee will be made. A staff member might find it necessary to ask a student to change such an article of clothing. From that point forward, the article of clothing in question (or style of wearing) would not be permissible. Failure to follow any and all portions of dress code (including hair issues) could result in a phone call to one's parent asking them to pick up their child from school. This will be considered an unexcused absence.

**B. Attendance**—A student should make great effort to be at school each and every day. School should be treated as a job in this regard. Excused absences will require a professional's signature (physician, funeral director, court officer, minister, cultural/educational coordinator). No doctor notes will be accepted if they are written on a prescription pad. As well, emergency room notes must be signed by the emergency room attending physician and must state plainly the diagnosis and the time of the visit. After five (5) doctors' notes, each time the student is seen by the doctor (physician's assistant), the doctor must write an explanation of the student's illness with specific limitations. This will assist NDA staff in making an analysis of whether to excuse or unexcuse the note. No backdated notes will be accepted. When a doctor's note is presented to us, the physician must have actually seen the child. When we send a child home sick, it will be our discretion as to whether a doctor's note will be required. The note should be delivered to the school on the day of the absence; or, at the very latest, the next morning. No FAXED notes will be accepted. After some activities, such as a court appearance, the student is then expected to report to school in a prompt manner. Routine appointments should be made on Saturdays or after school hours. Each unexcused absence will result in three (3) afternoons of afternoon detention. The time for the detention will be from 2:45 P.M. until 3:30 P.M., beginning the day after the student returns to school. The day the student returns to school, he will receive a detention notice along with the daily note to the parents. In so doing, the student will be able to complete missed work. Please also understand that failure to comply with after school detention will result in the student not achieving levels; and, thus, exiting the program. Transportation for this component of the program, as always, is the responsibility of the parent. Please understand Dickson County Policy is still in effect in terms of unexcused absences. After five (5) unexcused absences, the Attendance Director will issue a compliance date for the student.

If medically possible, students should come to school before the appointment, if the appointment is after 10:00. If medically possible, students should return to school after the appointment if the appointment is before 12:00. In other words, do not use a short appointment as a means to miss school for the entire day.

When students are absent from school, even for valid reasons, it prevents their progress in our program. We cannot evaluate a student's progress if he/she is not here. In other words, absences from our program will, by necessity, increase a student's stay in our program. Also being absent on a frequent basis reinforces poor habits of irresponsibility and manipulation. Parents and educators need to work together to ensure that students make it to school on a regular basis.

We often call the physician's office to confirm whether a visit was made and often ask if, in the professional opinion of the doctor, the student was ill enough to miss school. It is always left to the discretion of the administration as to whether to accept any note, even if from a physician.

**C. Visitor policy**—Parents, social workers, and designated court workers are always welcome at NDA. Visitors should enter through the visitor entrance (east door) and ring to request entrance.

Visitors are subject to a search. When a visitor enters the school, the student will be brought to the front office area. All such visitors must sign in at the front office and wait for instructions. Non-parental visitors should present ID. Visitors will be issued a tag which identifies them as a visitor. If at all possible, the person (s) visiting should call and make an appointment with the school staff. Other than the above-mentioned, no other persons should attempt to visit NDA students.

All persons are expected to act sensibly and to use common sense when on school property. If a person has a concern, they will have an opportunity to meet with the administration and to state one's case. Threats, yelling, cursing, and other types of inappropriate behavior will not be tolerated. One will be asked to leave campus. One might be asked never to return. All visitors are expected to set an example of good behavior for NDA students.

**D. School hours**—The school day begins at 7.45 and ends at 2.45. Tardies are not excused nor are they acceptable. They prevent progress in our program. We believe that students need to take responsibility for their school career and part of that responsibility is coming to school on time and by the designated means. It is not a parent's responsibility to wake an NDA student; that responsibility is the student's. A student driver (a privilege given to those students who have attained the highest NDA level or a school of choice student) may lose driving privileges for arriving to school late.

**E. Check in/out**—An intensive search will be conducted each day. One will empty pockets. Students may be asked to remove shoes/ socks. One will pass through either a stationary metal detector or submit to a search with a hand-held detector (School Board Policy 6.3030). Students will surrender all items in one's possession to NDA staff who will hold the item at check in until check out time. Students are allowed to have with them up to \$5.00 for snack purchases and lunch. Students will sign a sheet which lists the items to be locked up. The items (if allowable items) will then be returned at the end of the school day. Certain items brought to the school will not be given back at the end of the day, if ever. One should obviously not bring items such as knives, guns, weapons, tobacco or tobacco products, drugs, toys, or electronic devices. **Basically, one should only arrive to school with \$5.00, homework assignments, if applicable, and a driver's license and keys, if applicable.** Upon arrival, a student is to bring four packs of pencils and four packs of paper. From time to time, the supply may need to be replenished depending upon the amount of writing done in each student's particular classes.

**F. Breakfast/Lunch policy**—Cost will be the same as it is at all other Dickson County schools. Breakfasts must be pre-paid. Lunches can be paid on the day of purchase. Students are not allowed to charge meals. There are no exceptions to this rule.

**G. Transportation**—Parents are responsible for driving their child to/from school each day. Parents may also request that a school-approved adult be allowed to transport their child. No child should be delivered prior to 7.00 a.m. or picked up after 4.00 p.m. There will be a charge of \$5.00 for each fifteen minute interval past 4.00 p.m. If this payment is not made in a timely manner, it will certainly be viewed as a lack of responsibility and will have an effect upon a student's progress in the program.

**H. Sign-outs**—A student should not leave the school except in the case of an emergency. Professional appointments should be made after school hours. Only a parent or guardian will be

allowed to sign out a student, unless written arrangements have been made earlier by a parent or guardian.

**I. Restroom policy**—Students will go to the restroom area as a group. Staff members will check before and after visits to ensure that the restroom has been left in an acceptable condition. Students are expected to keep the restroom clean and will be held accountable for its cleanliness.

**J. Miscellaneous policies/procedures**

- No tobacco or tobacco products. Possession of these items on school grounds is against state law.
- Students are not allowed to use the phone except in the event of an emergency. Generally, a staff member will make the call for you. Appointments, scheduling of rides, and personal business are not considered emergencies.
- No items should be brought from home beyond those related to school (Returned papers, etc.) Driver's license and keys are acceptable if one has driving privileges. Any needed medication should be brought in by one's parent or guardian according to Dickson County Board of Education Policy. This includes over-the-counter medications.
- No food or drink unless staff has given permission. No gum at any time. No foreign objects in the mouth (ink pen tops, straws, toothpicks, etc.)
- Students are to exhibit good manners when speaking to any school staff member. It is Mr. or Mrs. or Ms. in front of the staff member's last name. One should say "yes sir" and "no sir," "yes ma'am" and "no ma'am." One should also use such words as "please" and "thank-you." In order to earn levels, this absolutely must happen.
- Students should not attempt to buy, trade, exchange, or sell items at any time (including lunch and clothing items).
- Medications are to be in the office at all times. It is the parent's responsibility to replace it when needed. A student cannot transport any type of medication to and from school. Parents must bring it and sign the appropriate paperwork.
- Gambling of any kind is not permitted.
- No dangerous items should be brought to NDA. To do so is an offense against state law (Dickson County Board of Education Policy 6.3090).
- Students are expected to help maintain the school environment, preserve school property, and exercise care while using school facilities. Students who destroy, damage, or lose school property shall be responsible for the cost of replacing or repairing such materials or equipment. School property is defined as buildings, buses, books, equipment, records, instructional materials, or any other item under the jurisdiction of the Dickson County Schools (Dickson County Board of Education Policy 6.3110). This policy applies to school uniforms as well.

- A student should not possess, use, distribute, or be under the influence of alcohol or drugs at any time.
- The sale or distribution of drugs is a criminal offense. It will result in prosecution.
- A student should not behave in an aggressive manner towards any fellow student.
- Physical aggression toward a staff member is not acceptable.
- A student's day begins when he steps or drives onto school property.
- Behavior outside of school definitely affects your progress at our school. A person cannot divide himself into a school person, a work person, a home person, etc. You are who you are and you must change your behavior everywhere.

### **III. Intensive Problem Solving area/ Time-out/ Isolation areas**

Intensive Problem Solving is an area which is designed to help you calm down and to think about your negative behavior and how you could have responded differently. One is sent to Intensive Problem Solving when one breaks a school rule or fails to follow a policy. One will generally be given one warning before being sent unless the seriousness of the infraction necessitates immediate removal from the environment.

Placement in IPS is an administrative decision. Students may be removed from IPS at the discretion of the homeroom teacher except for unexcused absences, tardiness, or dress code violations. These infractions normally require a one day IPS placement unless the administrator decides otherwise.

A student will spend varying amounts of time in IPS depending upon one's acceptance of the placement and amount of time needed to complete the written assignment which is mentioned below.

The rules for the Intensive Problem Solving room are simple. Sit down and stay in your seat. Do your work. Do it without making any noise. Keep your hands and feet to yourself. One is not to interact with the staff or one's peers in any way. If you have a question, write it down. Follow all policies/procedures of NDA. Before one returns to the classroom a student must complete the behavioral assignment related to the IPS offense plus all academic assignments. The staff must believe that the student's behavior is safely under control. If placed in IPS one must generally spend a minimum of one day there.

The first assignment of IPS is always to write the section of this manual which the student has misunderstood or broken. Students must follow all IPS rules consistently before returning to class regardless of the amount of time they have been assigned there.

If a student escalates while in IPS, he will be required to report to the Time-out area. A student will generally spend a maximum of 15 minutes in the Time-out area before returning to the Intensive Problem Solving room. Safety and security could dictate a longer amount of time.

After spending time in this area, the student would then report back to the Intensive Problem Solving room for the appropriate length of time and then exit in the usual procedure.

The Time-out area may at times be used before Intensive Problem Solving if it is in the student's best interest to have such a de-escalating block of time. Time-out must always be requested, not demanded by a student. If a student is directed to report to time-out, it is not an option– one must go.

Isolation is a seldom-used tool at the NDA. It is, however, sometimes a strategy which is useful in correcting extreme behavior. It allows a student time for intensive reflection. It is a place that provides a reduction in stimuli in order to help the student refocus and regain control. There are two types of isolation which vary greatly in their intensity: in-class (less-intensive) and full isolation.

#### **IV. Level System**

The Level System is basic to all that we do here at NDA. One remains on a certain level until the staff judges it best to move a student to a higher level (or if behavior is worsening, to drop a level). A student earns privileges and responsibility as he moves up in the Level System. It should be your goal as a student to get to Level One as soon as possible.

If a student remains at a level for an extreme amount of time due to complacency, the staff will have to take serious measures to motivate the student to begin working.

When one spends the minimum amount of time at each level, he then has the privilege of making a level request. Your classroom teacher will be more than happy to help you complete such a request. A request can often be used by you to improve your written communication skills and may even be a part of your English assignments for the week. A request is an excellent opportunity for self-evaluation and reflection.

Spot promotions are given at times to students who have shown remarkable maturity, courage, or uncommon good sense. Spot promotions allow a student to bypass the normal time requirements required at each level.

The program is designed to last 16 weeks (and probably longer). If you relocate or choose home schooling or go to state's custody or get alcohol or drug treatment, DCBOE policy states that a student “will return to the alternative school should they return to the system. Until they complete the program, the alternative school is their school.”

#### **Entry Level–Orientation**

Minimum time at this level–two weeks

Often more time is needed at this level. Two weeks is merely the minimum time.

At this level one is expected to:

- A. Learn school rules, policies, and procedures and take a test on them
- B. Begin to answer the question, "What behaviors led to my placement at NDA?"

- C. Set daily personal goals
- D. Be respectful by saying "sir" and "ma'am" when addressing staff or adults who might be visiting NDA
- E. Complete an autobiography
- F. Write an apology to the person (s) that he/she has offended at school
- G. Follow all requests made by peer leaders
- H. Follow all rules and policies/ procedures each day including dress code policies
- I. Have one's Accelerated Reader book with him at all times and read it at all appropriate times
- L. Write a level request before moving to Level Three

### **Level Three–Self-Control**

Minimum time at this level--four weeks

Often more time is needed at this level. Four weeks is merely the minimum time.

At this level one is expected to:

- A. Continue meeting expectations for Entry Level
- B. Show a willingness to participate in all school activities (this includes school attendance)
- C. Complete classroom and consequence learning assignments on a regular basis and with an accepting, positive attitude
- D. Accept correction with a respectful attitude and maintain self-control
- E. Begin offering constructive criticism to one's peers
- F. Begin correcting peers in an appropriate manner during appropriate times when they are involved in negative behavior
- G. Begin offering helpful consequences to peers
- H. Participate successfully in service projects
- I. Complete a multi-cultural project (see section XVI)
- J. Write a level request before moving to Level Two

Daily privileges to be earned if one is doing Level Three work:

1. Privilege of buying a soft drink to consume during teacher- approved time
2. The freedom to drink chocolate milk with one's lunch

### **Level Two–Responsibility**

Minimum time at this level--four weeks

Often more time is needed at this level. Four weeks is merely the minimum time.

At this level one is expected to:

- A. Continue meeting expectations for previous levels
- B. Not feed into negative behavior and avoid negative influences/situations
- C. Consistently show respect to self, other students, and staff even in difficult situations

- D. Maintain self-control and show efforts toward problem-solving instead of negatively reacting to situations
- E. Accept correction with a positive attitude and without arguing, completing any consequence learning assignments and setting positive behavioral goals for the future
- F. Show positive participation (providing productive input) in all group and classroom meetings
- G. Assist in classroom and housekeeping chores
- H. Correct peers consistently without bias
- I. Maintain the Accelerated Reader point goal that has been assigned by the English teacher
- J. Write a level request before moving to Level One

Daily privileges to be earned if one is doing Level Two work:

1. An invitation to talk during lunch
2. Privilege of buying a soft drink to consume during teacher- approved time
3. The freedom to drink chocolate milk with one's lunch
4. The privilege of buying snacks at lunch (sugary drinks, ice cream, potato chips, etc.).
5. An invitation to car pool with a Level 1 driver

### **Level One–Leadership**

Minimum time at this level before making a request to exit NDA--six weeks  
Often more time is needed at this level. Six weeks is merely the minimum time.

At this level one is expected to:

- A. Continue meeting expectations for previous levels
- B. Be respectful to all persons in all situations
- C. Show positive leadership by example (i.e. abiding by school expectations) and by taking the lead in helping others
- D. Accept responsibility for actions, positive or negative, and make positive changes if a problem is identified
- E. Accept situations that do not go your way with maturity and a positive attitude
- F. Completion of at least one level of Life Skills Training is required for a student to successfully exit the NDA program
- G. Practice with his group and with his teacher in role plays and question and answer sessions that pertain to the reason (s) for placement at the NDA

Daily privileges to be earned if one is doing Level One work:

1. A continued invitation to talk during lunch
2. Privilege of buying a soft drink to consume during teacher- approved time
3. The freedom to drink chocolate milk with one's lunch
4. An offer to become a teacher helper in doing such tasks as collecting absentee lists and delivering to the office, collecting homework, escorting students to the office or to the classroom (not to the restroom)
5. The invitation to drive one's car to and from NDA and to give a ride to a Level 2 student

## **Exit procedures**

Team agrees by vote that a student is Level 1. The student then speaks to the behaviorist. Together they will:

Set goals and complete learning assignments relevant to re-entry into the regular school program. These goals and learning assignments will be developed in conjunction with the behaviorist upon attainment of Level 1. These goals and learning assignments **must** be completed and turned into the behaviorist before a written request to exit the program can be made. These may be long-term goals. They often will be goals that the entire group will need to help a student with. The important thing to stress is that we should be reasonably sure that a student is ready to begin this process before they are voted Level 1. After student completes these goals to the satisfaction of the behaviorist, the student should then:

Write a request to exit NDA. This will be done on the Weekly Feedback Sheet. Staff will consider this request and vote yes or no.

The student will then receive a *Congratulations* letter from the principal.

Generally two more assignments are given to the student:

- Student will write/call about career options and will present his findings to his group. These findings should be typed and be at least five (5) pages in length, double-spaced. This assignment should be completed and delivered to the principal at least one week prior to the scheduled transition meeting.
- Offer constructive criticism of the program and its various components including group standards. These constructive criticisms should be typed and be at least one (1) page in length, double-spaced. This assignment should be completed and delivered to the principal at least one week prior to the scheduled transition meeting.

Again, all exit assignments should be completed and delivered to the principal at least one week prior to the scheduled transition meeting. The Transfer Record Sheet should be completed by the homeroom teacher. This sheet must be turned in at least one week prior to the exit meeting. A student should then continue to practice with his group and with his teacher on the following communication skills: Speaking about the problems that brought him to the NDA. State strategies that one will now use when angry, frustrated, depressed, etc. If the student comes to us via a drug problem, he should be able to speak about the nature of addiction. He should be able to talk specifically about what he will do to fight his abuse and/or addiction. If the student comes to us via a weapon violation or due to threatening behavior, he should be able to discuss the ways he has learned to cope with his anger/frustration/helplessness. The Permanent Record should be intact and okayed by the Permanent Record Monitor. The Monitor must be informed by the homeroom teacher after the student has received an exit letter.

### **V. Consequences for negative behavior (by no means an exhaustive list)**

#### Physical Training

Pushups, laps, etc. are the most often used consequences for first offenses. The amount of the PT

and the intensity depends upon the degree of the infraction and the attitude of the student.

### Writing assignments

Another consequence which is used frequently are writing assignments which are directly related to the offense. These assignments may be in the form of reports, essays, interviews, lists, etc.

### One day in IPS

Tardiness to school. Possessing tobacco or tobacco products. Uniform violations. Unexcused absences.

### Detention

A consequence in which students stay after the regular school hours in order to complete a behavior assignment or academic assignment deemed appropriate. Detention is from 2.45 to 3.15 p.m. and in some cases until 3.30 p.m. Detention is held in classrooms on an as needed basis.

### Automatic drop in level

An automatic drop in level will result if a student commits the following actions:

- Leaving campus after arrival to school results in a drop to Level 3 (self-control/responsibility)
- Smoking on campus (including possession of cigarettes and/or lighter) results in a drop to Level 3 (self-control/responsibility)
- Physical aggression or verbal threat to anyone results in a drop to Level 3 (self-control/responsibility)
- A major bus infraction which is reported to the NDA staff

### Being sent home and counted unexcused

- Continuous dress code violations
- Continuous uniform violations
- Continuous contraband issues

### Out-of-school suspension (OSS)

(The following may also result in the possibility of prosecution. All pertinent Dickson County Board Policies and Tennessee law are applicable.)

- Willful and persistent violation of school rules or truancy
- Immoral or disreputable conduct, including language
- Violence or threatened violence against school personnel
- Willful or malicious damage to school property, or the property of any person attending or assigned to the school
- Inciting, advising, or counseling of others to engage in any of the acts in this list
- Possession of a pistol, gun, or firearm on school property
- Possession of a knife, etc., as defined in TCA 39-6-1701 on school property
- Assaulting a principal or teacher with inappropriate language
- Unlawful use or possession of barbitual or legend drugs

- Engaging in behavior which disrupts a class or school-sponsored activity
- Off-campus behavior which results in felony charges
- Any other conduct prejudicial to good order or discipline

#### Escalating consequence system.

We as a school will make every effort to help students get negative behavior under control before involving the court system. We will try to take care of it without involving other authorities. Thus we have an escalating consequence system which is designed to help you identify and correct problem areas before they get out of control. The following is the typical continuum of consequences. We do reserve the right to petition to court or to suspend at any time, if in our judgment, it is in the best interest of the student and the school.

1. Smoking or possession of tobacco on the campus of any school or bus or while at any school activity. This is a violation of School Board Policy JCBC 6.3071 as well as against Tennessee Code Annotated.

The penalties for violation are:

First offense: placement in Intensive Problem Solving/ parent contact/ drop in level

Second offense: placement in Intensive Problem Solving/ parent contact/ another drop in level

Third offense: The above continues to apply/ OSS/ possible court petition

2. Leaving campus (walking out of school)\*

The penalties for violation are:

First offense: placement in Intensive Problem Solving/ parent contact/ drop in level

Second offense: placement in Intensive Problem Solving/ parent contact/ another drop in level

Third offense: A petition to court

\* To ensure the safety of all students, staff will attempt to escort to time-out prior to a student leaving campus.

3. Threats of violence

First offense: placement in Intensive Problem Solving for an indefinite period of time/ parent notification/ drop in level/ possible out-of-school-suspension

Second offense: The above continues to apply/ The student will possibly be petitioned to Court/possible OSS / possible contact of police

NOTE: The staff will of course take the severity of the threat into account when consequencing. It is quite possible that a first offense will result in a petition to court. Staff members will also always take into consideration each student's developmental level. The goal of all consequences is to help students change behavior.

4. Sexual harassment

First offense: The student will watch two videos and do a presentation on sexual harassment to his peer group. The student may lose his level.

Second offense: The student will do a series of pertinent reports on sexual harassment (sexual harassment in the workplace, sexual harassment in public, date rape, sexual violence, summary

of latest judicial decisions regarding sexual harassment, etc.). The student will do 12 two-page reports or 6 four-page reports (teacher/group discretion). The student will also do a five page report on either respect, sexual harassment, or citizenship. The student will lose his level.

#### 5. Tardiness

Third offense: Detention for one day, parent meeting.

Fourth offense: Detention for one day, parent meeting.

Fifth offense: Lose level, detention for one day.

Sixth offense: A detention for each day of tardiness.

#### 6. Dress code violation

First offense (including belt): assigned dress code assignments from handbook which are due the next school day to the homeroom teacher

Second offense (including belt): IPS placement for one day

Third offense (including belt): Drop in level for the third offense and for subsequent offenses

#### 7. Unexcused absences

Each unexcused absence will result in 3 afternoons of detention.

#### 8. Contraband

##### A. Jewelry or watches

First offense: Confiscation and a warning

Second offense: IPS for one day

Third offense: Drop in level

##### B. Tobacco products

First offense: IPS/parent contact/drop in level

Second offense: IPS/parent contact/another drop in level

Third offense: IPS/parent contact/another drop in level/OSS

### **VI. Group process**

CONSIDERATIONS:

The purpose of group process is to **teach** students to solve their own problems through appropriate means while reinforcing positive, constructive social interaction through confrontation, reflection, and compromise.

It is crucial to the process that students function as a group, not necessarily as individuals. This focus on the group encourages students to work together toward common goals by using important social skills as the means of reaching their goals.

It is expected that students will call a group when they observe a misbehavior. This needs to be done as soon as possible after the behavior is observed.

Outside persons (bus drivers, parents, workers, etc.) may be invited to a group, if in the judgment of the staff, such an invitation would be beneficial for everyone involved.

#### PROCEDURE:

A problem-solving group may be called by a student (Level Two or above) or any staff member. Reasons for calling such groups may range from confrontation of a student for poor behavior/attitude to individual problems for which the student may ask for input from the group.

The group should stand in a circle. Everyone but the current speaker should keep his/her hands behind them. The person who called the group will introduce the issue while keeping emotional response to a minimum. If the purpose of the group is confrontation of a peer, the confrontation should be made directly to the person who has offended the speaker or others. Once the issue has been introduced, those who wish to comment on the problem may hold out one hand to be recognized by the leader. Group members are given the chance to speak in the order in which they are recognized by the leader. Non-constructive repetition of issues or points made by previous speakers should be discouraged by the leader.

As quickly as possible the leader should then ask for solutions to the problem. A solution may include a consequence for offensive behavior. Each member should be allowed to contribute ideas to the solution process and to the formulation of appropriate consequences. The leader should then ask for a vote on the consequences. The group is then concluded.

#### RULES:

Only one person is allowed to speak at a time. Each person must be recognized by the leader and must only speak in order. The only "natural" dialogue in the process should be carried on between teacher and students or leader and students. Natural dialogue (back and forth exclusive conversation) should occur only when absolutely necessary.

Students must respect the group by their verbal and non-verbal communication. One should obviously pay attention to the topic that is being discussed.

No profanity or insulting language is to be used. If a member becomes inappropriate or unwilling to follow the rules, he or she will not be allowed to participate in the group and will have no say in the outcome of the group.

The teacher or staff member has the final word. As long as the students carry the group along constructively, the teacher should refrain from stepping in. In the event that the group is weak or

votes to take inappropriate action, the staff member should take over and has the right to impose the consequence of his/her choice.

Input is encouraged from all members of the group, including the offending person, as long as language and actions remain acceptable.

Staff and leaders should use groups to reinforce the following behaviors: self-control, responsibility, accountability, kindness, compassion, honesty, courage and creativity. Above all, mutual respect, regardless of personal feelings, should be emphasized and encouraged by example.

NOTE: If more than one issue is to be discussed in a single meeting, each issue should be completely processed before moving on to the next issue.

## **VII. Group Standards**

Each group of students at NDA will consist of no more than twelve students. It is our philosophy at NDA that students benefit greatly from working as a group rather than as individuals. The group construct serves as a realistic simulation of groups in society such as families, co-workers, citizens/voters, and friends. Through the use of the group construct, we have found that students learn: 1) that their actions affect others, 2) awareness and tolerance of differences among their peers, 3) self-discipline and self-control, 4) communication and problem-solving skills, 5) kindness and compassion, and 6) an understanding of the whole group as more than the sum of its parts.

Each group at NDA is expected to act as its own entity, self-contained and autonomous. Groups are not allowed to mix with each other, unless staff deems mixing necessary for problem-solving. All problems and issues which may arise on any given school day are to be handled by the group, with minimal staff input and guidance. Since the ultimate goal of the group construct is for students to develop self-control, responsibility, and leadership, they often receive group consequences for behavior, both negative and positive. For example, if members of a group show consistent irresponsibility with regard to homework, they may be required as an entire group to complete double the amount of homework the next day. This type of consequence intentionally uses the power of peer pressure to change non-productive individual behavior. The group is more likely to pull together to solve the problem when it affects everyone rather than just the individual. Group consequences are used to reinforce positive behavior as well. If students show consistent responsibility in completing homework, the group might receive a day free from homework assignments as a reward.

In order for groups in society to be successful, they must adhere to standards of behavior which promote order and provide for the maximum prosperity of members. A sense of personal ownership of standards for behavior is crucial for successful, consistent adherence. At NDA, each group is expected to govern itself as much as possible; therefore, each group must determine its own standards for acceptable behavior of individual members. If these standards are ineffective, or too lenient, the group will fail to make adequate progress because there will be no impetus for positive change among individual members. If groups set their standards impossibly high, students may become frustrated and lose motivation to make behavioral progress.

The setting of group standards is a process of trial and error. Students must view their group as a special entity, with its own personality and particular needs. The entire group, especially peer leaders, must remain sensitive to the ever changing needs of the group as they relate to the effectiveness of the standards. They must seek to change standards by group vote whenever necessary to ensure that behavior standards are appropriate and consequences are an effective tool for correcting behavior problems.

The following are guidelines and suggestions for writing group standards:

- There should be a standard of behavior and an escalating consequence system for each part of the group's school day.
- Consequences should relate as closely as possible to the standards.
- All group members should have input into the writing of the standards.
- Standards and consequences should be determined by majority vote within the group.
- Staff may choose to override any standard or consequence, if necessary, and may direct the group to re-write the standard of consequences.
- Staff should periodically review standards for appropriateness and effectiveness.
- When the last student who had input into the current group standards graduates or leaves NDA, the group may need to adopt new standards, a new group name, and a new rationale for the group name.
- When adopting new standards, the group should circulate the rough draft to all attending staff for approval and suggestions. Only when all attending staff have approved the standards should they be put into effect.

### **VIII. Service Learning**

Our country continues to see a need to involve young persons in activities that emphasize service to the community. There has been national-level discussion about the merits of instituting federal programs to provide such service.

On the state level, the State Board of Education has approved Service Learning Standards for Alternative Schools. These standards include the essential elements of effective service learning practice that were compiled and adopted by the National Service Learning Cooperative of the National Youth Leadership Council in April 1998. They are:

1. Effective service learning establishes clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involves students in the construction of their own knowledge.
2. In effective service learning, students are engaged in tasks that challenge and stretch them cognitively and developmentally.
3. In effective service learning, assessment is used to enhance student learning as well as to document and evaluate how well students have met content and skills standards.
4. Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community and have significant consequences for themselves and others.
5. Effective service learning employs formative and summative evaluation in a systemic evaluation of the service effort and its outcomes.
6. Effective service learning seeks to maximize student voice in selecting, designing,

- implementing, and evaluating the service project.
7. Effective service learning values diversity through its participants, its practices, and its outcomes.
  8. Effective service learning promotes communication and interaction with the community and encourages partnerships and collaboration.
  9. Students are prepared for all aspects of their service work including a clear understanding of task and role, the skills and information required by the task, safety precautions, and the people with whom they will be working.
  10. Student reflection takes place before, during, and after service, uses multiple methods that encourage critical thinking, and is a central force in the design and fulfillment of curricular objectives.
  11. Multiple methods are designed to acknowledge, celebrate, and further validate students' service work.

Service Learning is an integral part of the NDA program. We use the Lions- Quest Skills for Action curriculum to implement service learning.

### **IX. Physical Restraint Policy**

Dickson County Board of Education Policy 6.3060 states that "the board of education believes that acceptable behavior is an essential ingredient of effective education programs. It expects students to conduct themselves in a manner as to reflect favorably upon themselves, their families, their community, and their school. The professional staff is expected to ensure student conduct which allows for an acceptable learning atmosphere both in and outside the classroom and to help students develop self-discipline and self-direction. To this end, the staff is authorized to take reasonable measures to establish appropriate school behavior." The policy goes on to further state that "such measures may include the use of reasonable force to restrain or correct students and maintain order."

Physical restraint will be utilized only as a "last resort" measure to restore order in the school environment. The purpose of the use of restraint is to ensure safety in the school environment. It will be utilized until such time as the student calms and is no longer considered a physical threat to himself and/or to others in the school environment.

Our school uses Therapeutic Crisis Intervention in dealing with such situations. This is a program that was developed at Cornell University's Family Life Development Center. The purpose of this training program is "to train child care workers to help children develop new responses to their environment that will enable them to achieve a higher level of social and emotional maturity." Their manual quotes Gerald Caplan who states that:

During the period of upset of a crisis, a person is more susceptible to being influenced by others than at times of relative psychological equilibrium....this is a matter of supreme importance, because by deploying helping services to deal with individuals in crisis, a small amount of effort leads to a maximum amount of lasting response.

This means that such times provide an opportunity for the student to learn. We, as a staff, have undergone extensive training to help this learning take place and will give our utmost effort in

assuring this happens.

Procedure:

1. Upon confrontation with a student, attempted processing will be utilized in order to defuse the situation so that the student can return to the classroom or to Intensive Problem Solving.
2. Upon escalation, the staff member will encourage the student to move to the time-out area in order to defuse the situation. The request should be concise and to the point, i.e. "Joe, I need you to go with me to the time-out area." If de-escalation occurs, processing will be attempted with the goal of quick return to the classroom or to Intensive Problem Solving.
3. If attempts to escort the student to the time-out area fail, a physical escort to the area will be conducted. At all times during this process, at least two staff members will be present.
4. If the student becomes a physical threat to himself/herself and/or to others at any time during the confrontation, physical restraint will be utilized. At least two staff members will be present at all times during this procedure. Restraint techniques utilized will involve TCI techniques. Non-involved students will be escorted to a neutral area so that the escalation of the involved student will not negatively affect those who are in control.
5. Immediate release of the restraint will occur when the student regains control and is accepting direction from the staff. The staff will gauge the student's self-control through observation of breathing, muscle tension, and voice quality. Processing will occur with imminent return to the classroom or to Intensive Problem Solving.
6. At an appropriate time an LSI (Life Space Interview) will be conducted. The LSI is non-blaming and supportive so it can assist the child in conceptualizing what happened and in discussing other ways to handle feelings in the future. The interview is crucial in assisting children in recognizing what happened **before** they lost control. Children must learn that losing control will not work and there are other, more productive ways of managing the same feelings.
7. After the restraint, the staff involved will document the incident in a report. The incident report will contain the following information:
  - A. who was involved?
  - B. where did the incident take place?
  - C. when did it happen?
  - D. what were the precipitators or antecedents?
  - E. what action (s) did the staff take to de-escalate the situation?
  - F. if physical contact was made, who did what?
  - G. were there any injuries? was any medical attention given to the child (ren) and/ or staff?
  - H. what plan was developed in the Life Space Interview?

- I. was any follow-up noted?
- J. statements from witnesses (description of what was observed)

8. The administration will retain a copy of the incident report and conduct an LSI with the staff involved in the incident. The same procedure will be utilized as in a LSI involving the child.

## **X. Behavior classes**

There are three behavior classes at the NDA. The Elementary 1 Behavior Class primarily serves grades K-2. The Elementary 2 Behavior Class primarily serves grades 3- 5. The Secondary Behavior Class primarily serves grades 6- 12. All behavior classes follow the Policy/Procedure Manual but the programs are highly individualized and flexible. Entrance into the programs comes through an IEP meeting for special education students and through a staffing decision for regular education students. No uniforms are worn in the Elementary 1 Behavior Class.

### **Time Out/ Physical Restraint in the Elementary 1 Behavior Class**

If an act of physical/verbal aggression occurs (these include spitting, choking, hitting, slapping, pinching, scratching, cussing, or threats to engage in the included behavior) it will result in a time-out. The time-out procedure is quite specific and the procedure is outlined below:

1. Upon committing these acts as defined above, the student will be told, "no hitting, etc." and will be sent to a designated time-out area. Staff will not give eye contact or give any verbal response of any kind while the student is in time out. After calming, the student will remain in time out for one (1) minute per age of the child ( i.e. 5 yrs old, 5 minutes) with no time-out lasting any longer than fifteen (15) minutes.
2. At the conclusion of time-out, the statement of offense (i.e. no hitting, etc.) will again be told to the student. The student will be allowed to return to the classroom activity.
3. At an appropriate time (determined by the staff), an LSI ( Life Space Interview-based on Therapeutic Crisis Intervention) will be conducted. The LSI is non-blaming and supportive so it can assist the child in conceptualizing what happened and discuss other ways to handle upsetting feelings in the future. The interview is crucial in assisting children in recognizing what happened before they lost control. Children must learn that losing control will not work and there are other, more productive ways of managing those same feelings.

If a child is deemed physically out of control, physical restraint will be utilized. This is considered the last resort and is a response to the students and staff safety needs. Please see Physical Restraint Policy.

## **XI. Medication Policy**

**Dickson County Board of Education Policy 6.4050**  
**Issue Date: November 20, 1997**

If under exceptional circumstances a child is required to take non-prescription or prescription medication during school hours and the parent cannot be at school to administer the medication, only the principal or the principal's designee will assist in self-administration of the medication if the student is competent to self-administer medicine with assistance in compliance with the following regulations:1

Written instructions signed by the parent will be required and will include:

1. Child's name;
2. Name of medication;
3. Name of physician;
4. Time to be self-administered;
5. Dosage and directions for self-administration;
6. Possible side effects, if known; and
7. Termination date for self-administration of the medication.

The medication must be delivered to the principal's office in person by the parent or guardian of the student unless the medication must be retained by the student for immediate self-administration (i.e., students with asthma).

The administrator/designee will:

1. Inform appropriate school personnel of the medication to be self-administered;
2. Keep written instructions from parent in student's record;
3. Keep an accurate record of the self-administration of the medication;
4. Keep all medication in a locked cabinet except medication retained by a student per physician's order;
5. Return unused prescription to the parent or guardian only; and
6. Ensure that all guidelines developed by the Department of Health and the Department of Education are followed.

The parent or guardian is responsible for informing the designated official of any change in the student's health or change in medication.

A copy of this policy shall be provided to a parent or guardian upon receipt of a request for long-term administration of medication.

1. TCA 49-5-415.

## **XII. Statement on academics**

NDA is obviously a school which is devoted to helping students change their behavior. However, we are also very committed to helping students gain needed academic skills. It is not necessarily an either/ or proposition. To begin with, students who change their negative behavior have more time and energy to devote to their academics. Also we have in place a number of innovative programs which can help students make academic strides. First, there is the Title 1 program. We are one of the few alternative programs in the state of Tennessee which is a schoolwide Title 1 school. Being a schoolwide school has had many benefits for us– the purchase of computer labs which have full Internet access, the Compass Learning software,

many additional library resources, the Accelerated Reader program. Second, we have a very well trained and qualified staff (see attached). The entire staff is required to be certified in Therapeutic Crisis Intervention. Of the 14 professional staff at the NDA, 13 have graduate degrees. Also 6 have teacher certification in special education. Also three of our staff members have certification in the BRIDGES program (see below for specifics on this program). Lastly, we have a very favorable student: staff ratio. Every classroom has a full- time teacher and a full- time assistant.

### **XIII. The Bridges Program**

Our school participates in the Bridges program which assesses, profiles, and develops cognition and perception– the very abilities that are essential to academic success. This program is based upon three presuppositions: (1) Intelligence is not fixed at birth, (2) Multiple intelligences can be developed, and (3) A student’s “teachability” can be nurtured at any age.

Certainly if students are not able to process or retain information, it does not matter what you teach or how you teach because learning will not take place. The Bridges program works to improve attention span, memory, comparison/ contrast thinking, eye- hand coordination, systems reasoning, and other skills deemed essential to the learning process. Improvement in these areas helps students to perform better in school.

The program is structured as follows: First, a student is identified by their teacher as having academic or behavioral difficulties. The is then student is assessed for 26 cognitive abilities and 11 perceptual skills including attention, memory, verbal comprehension, visual sequencing, and auditory sequencing. The test scores are then evaluated. From this evaluation, a profile of each student’s skills and abilities is developed along with a determination of what needs to be improved. Thus, a specific program of learning development exercises is developed for that student. Lastly, the student attends the Bridges Lab at least twice weekly for 40 or 50 minute sessions. Cognitive abilities are developed with carefully structured exercises that build one aptitude at a time. Perceptual skills are strengthened through a series of physical activities that repetitively build the neural “bridges” necessary to achieve control of mind over body. These procedures literally “bulk up” attention, memory, rule- following, concept formation, context comprehension, process orientation, and the learner’s other essential thinking skills.

Results that have been garnered at schools throughout the nation are:

- Self- respect, pride, satisfaction
- Better classroom behavior
- More time to teach
- Increased return on instruction
- Reduced referrals to special programs
- Happier students
- Higher test scores

### **XIV. Alcohol and drug program**

Because of the increasing numbers of adolescents experimenting with or abusing drugs and alcohol, NDA provides an in-house drug and alcohol program which has three components:

**Assessment:** Within 30 days of enrollment at the NDA, all secondary students are administered

an alcohol and drug assessment to gauge the student's alcohol and drug history. Elementary aged students enrolled in the NDA because of violation of DCBOE policy 6.3070 are also assessed. This assessment determines the student's level of involvement in the alcohol and drug program.

**Group counseling:** If the assessment indicates the student has had extensive drug use prior to enrollment, he or she is required to attend bi-weekly group counseling sessions. In these sessions, students are encouraged to examine their drug use, the behaviors leading to drug use, and to develop their own recovery and relapse prevention plan.

**Life skills:** All students are required to attend weekly life skills training sessions, which emphasize decision making, self-esteem, problem solving and anger management – skills deemed important to effective drug, tobacco and alcohol resistance. We generally use Life Skills training to meet this need. Sometimes a similar program is also used. Life Skills Training is a three level program. Level 1 is taught in the elementary classrooms. Life Skills Levels 2 and 3 are taught progressively at the secondary level. Completion of at least one level of this training is required for a student to successfully exit the NDA program.

## **XV. Multi-cultural project**

Each student at NDA is expected to do a multi-cultural project before he becomes a peer leader. The project should show an understanding, appreciation, and respect for a culture different than his own culture. The student may also do a project to help one better understand his/her own culture. Secondary and elementary projects have different requirements.

### Secondary

A secondary student's project can be a 3 to 5 page report and presentation. The paper should be typed in size 12 font and double-spaced. It should have the title of the project at the top of the first page centered. The student's name should be at the top of the page in the right hand corner. Underneath the student's name should be the date of the completion of the project. Make sure the entire paper has been checked for correct spelling and grammar. Some questions the student should attempt to answer in this paper are: What is the language of the culture? What are the beliefs or values of the culture? How does the culture dress? What are some of the customs of this culture that are different from the student's culture or interesting about his/her own culture? (For example, it is a sign of respect for one to look at the person who is speaking to them in the United States. In Japan, however, looking at the person who directly speaks to them is a sign of disrespect.) What is the religion of the culture? Where is the nation the culture originates from on a map or globe? What are some of the holidays of the culture? What foods are eaten by persons belonging to this culture? How does this culture communicate in a non-verbal way? (For example, the people of the Sudan use sign language to communicate in a non-verbal way, but the Maori group of New Zealand use dance to communicate this way.) What kind of music does the culture use? Other information that would help one to show a respect and understanding of the culture may be used in this paper. This report should be supported by 3 different authentic sources. (For example, if a student uses the internet for their paper, there should be 3 different computer sites or addresses typed at the bottom of the last page.) An interview with a person of the culture may be used as a source. Encyclopedias, books and other periodicals may be used as sources for this paper. Other projects that a secondary student may use are: a skit, an art object or craft made by the student, a food of the culture made by the student, or a power point presentation. Students who use these types of projects must have a 1 page explanation of their project. This page will be typed according to the same instructions of the report mentioned above. All of these projects will be presented to the student's group. The student may not read his paper to the group, but he/she may use note cards to look at from time to time during the presentation. Visuals like a poster will be used for the presentation. The presentation should last at least 5 minutes. The project and presentation should be done 1 week before the student requests level 2.

### Elementary

An elementary student may use an art project like a multi-cultural collage to satisfy this requirement. Other types of projects a student could use are: a presentation of the types of games the culture plays, a food from the culture, a power point presentation, or some other report. The project should be done 1 week before the student requests level 2.

## **XVI. School-of-choice students**

Some students prefer the structure, routine, discipline, and small class sizes of NDA. After much discussion and input from staff members and students, we offer a limited number of school of choice slots for students in the alternative school and in the behavior classes. The Adult High School is by its very nature a school of choice. Thus, what follows does not apply to the Adult High School.

There are several different categories of school of choice students. A student has decided to return to NDA after a prior completion. A student has completed our program and has decided to stay here. A student may ask to enter NDA without a prior stay at NDA.

The level system does not apply to such students. They wear their own clothes. They are free to drive or come to school in ways that regular school students can. All other school rules are applicable and they are recognized by a name tag that is white in color.

In terms of consequences, the following policies apply. First, a warning should be tried just like in a regular school. Simply tell them to stop the activity or correct them. The primary ones are IPS placements, counseling sessions, and writing assignments.

Such students do not participate in groups. The students, however, are allowed to participate in them if they desire.

A counseling session is designed to be a wake-up call for a trend in behavior. It is not to be given out for a first occurrence. The homeroom teacher completes a counseling session.

**First offense** Counseling session. The summary of this session will be recorded on a counseling session form. This form will be turned in to the principal.

**Second offense** Counseling session. The summary of this session will be recorded on a counseling session form. This form will be turned in to the principal.

**Third offense** Counseling session. The summary of this session will be recorded on a counseling session form. This form will be turned in to the principal. The student will be removed from the program. The possibilities include a return to one=s sending school or a placement at the New Directions Academy=s day GED program.

School of choice students only leave at the end of a semester.

