Timber Ridge School
Student and Parent Handbook

MISSION

Timber Ridge School’s mission is:
- to teach essential academic skills
- to develop social and coping related skills
- to develop self-discipline and personal responsibility
- to prepare students for re-integration into the highest level of independence
- to provide a positive learning environment
- to build on individual student strengths and support individual student needs

We believe students need to Connect. This makes students feel secure by increasing their cooperative skills and decreasing susceptibility to peer pressure.

We believe students need to feel Capable. This makes students feel competent by increasing their self-control, developing self-reliance, and decreasing dependency and defiance.

We believe students should feel Counted. This makes students feel valuable by increasing their ability to contribute and decreasing revenge seeking behaviors.

We believe that students need to develop Courage. This makes students feel hopeful, equal, and confident by increasing their resiliency and decreasing avoidance behaviors.

PROGRAM FOCUS

Timber Ridge School is designed to provide 21st century academic and therapeutic services for students with specialized behavioral, emotional, and social needs. By providing a unique integration of structure, support, and instruction, the program orients every aspect of the school day towards improvement in appropriate academic and social competencies. Similar to other public schools, Timber Ridge School is aligned to the Common Core Standards. Additionally, Timber Ridge is equipped with specialized curricula for social, coping, and problem solving skills. Timber Ridge works to teach students the social and academic skills necessary to be successful in a school setting. Our goal at Timber Ridge is to prepare students for integration back to their home district. We meet the individualized needs of our students from Kindergarten through 8th grade.

FACULTY RESOURCES

The school’s faculty includes certified learning and behavior specialists, psychologists, social workers, a nurse, a speech/language therapist, an occupational therapist, an English Language Learner (ELL) specialist, a STEM teacher, an art teacher, an educational software and technology specialist, an adaptive physical education teacher, a social emotional support team, and specially trained paraprofessionals. These highly trained specialists work in multidisciplinary teams to meet the unique needs of a diverse student population. When consultations with other specialists may be required, Timber Ridge has access to an extensive network of NSSEO and district resources including consultations with a clinical psychologist.
CURRICULUM

Timber Ridge’s curriculum is individualized to meet both the achievement levels and the learning styles of individual students. Curriculum goals are consistent with the Common Core Standards and the objectives of NSSEO’s member districts.

Teaching strategies are multi-dimensional and may involve individual, small group, or whole classroom instruction. Technology and educational software is integrated throughout the school day to address instructional needs of students. Curriculum materials and methods are consistent with research evidence for effectiveness. In all academic areas, Timber Ridge School engages students by utilizing instructional best practices to build on collaborative learning. Emphasis is placed upon acquisition of core academic skills in reading, language arts, mathematics, social studies, and science. Social and coping skills instruction is an essential component of the school’s curriculum. Formal groups in social and coping skills are taught by therapists and teachers. Curriculum goals are reinforced throughout the fabric of the school day. In keeping with the educational experiences for the state, grades are not provided for counseling, but are provided for the other state approved courses.

Students participate in daily physical education. STEM class is three times a week. Art class and group therapy will also be provided. Additionally, twice a month, students will participate in canine and music therapies. Field trips are planned to support curriculum and broaden students’ social experiences. Each class attends NSSEO’s Sunrise Lake Outdoor Education Center at least once each quarter.

Every student at Timber Ridge participates in core academic curriculums. Adaptations may be made to accommodate and assist students in achieving their individualized objectives, both academically and behaviorally. Grades and report cards reflect individual growth, progress, and level of effort. The academic experience is individualized at Timber Ridge School. As we prepare students for integration, it is important for students to be able to meet the expectations required in their new setting. Therefore, the instruction is rigorously matched to meet students’ individual needs.

Timber Ridge monitors academic progress utilizing both curriculum based measurement and norm referenced testing. Progress in social and coping skills are monitored through the Behavior Motivation point sheets and level system and data collected regarding IEP goals.

Every student at Timber Ridge is equipped with an iPad for educational purposes. The iPad is an integral component of the student’s education. NSSEO uses Google Apps for Education which allows for each student to have access to his/her Google Drive. Gmail is not accessible for students within NSSEO. Additionally, some classrooms will be working within Google Classroom. Additional resources, apps, and programs are available through the student’s iPad depending on individual student needs. Each student is equipped with an iPad, iPad charger, and zippered case. In reference to each student taking the iPads home daily, please consult the letter in Appendix C. Please sign and return, if you agree to the stipulations.

Core Academic Curriculum:

Reading and Language Arts:
StoryTown (Harcourt Publishers) is a reading and language arts curriculum designed for students in Kindergarten through 6th grade. It aligns with Common Core standards and uses an instructional design that lends itself to skill and strategy development for all students. Differentiated instruction is a key component of this curriculum which ensures that the instruction provided is at the correct instructional level. Leveled readers, strategic intervention, and ELL supports are a few of the essential components of Storytown.
Language of Literature (McDougal Littell Publishers) is the middle school reading and language arts curriculum that contains a wide variety of text choices. These text choices are components of high-quality literature. Using this literature, students will learn and practice necessary reading, writing, and grammar skills. Paired with the core curriculum, there are multiple resources for differentiated instruction within Language of Literature.

**Math:**
Go Math! (Houghton Mifflin Harcourt) is a mathematics curriculum that services students in Kindergarten through 8th grade. This comprehensive curriculum is directly aligned to the Common Core standards and combines quality math instruction in digital and written formats. Each unit is focused, coherent, and rigorous. Go Math! emphasizes conceptual understanding, procedural skills and fluency, and real-world applications; all of which are tiered to student’s learning needs.

**Social Studies:**
Pearson Realize is standards-aligned, online social studies curriculum. The textbook and resources are available digitally which students access on their iPads and Chromebooks. A digital curriculum allows for customizable lessons, integrated lessons, a wealth of powerful resources, and embedded individualized assessments.

**Science:**
FOSS (Full Option Science System), developed by the University of California - Berkeley, is a research based science curriculum designed for Kindergarten through 8th grade students. FOSS is a discovery based curriculum that connects research and practice by engaging students in scientific experiences that fortify their learning through active participation. Science units rotate every three years between: life science, physical science, and earth science.

**Social-emotional curriculum supports:**

**Zones of Regulation:**
The Zones of Regulation is a cognitive behavioral curriculum that is used to help students at Timber Ridge grow in their ability to independently identify and regulate their emotions, improve their problem solving skills, and manage their impulses and sensory needs. Students learn new tools to manage their feelings and recognize the impact that their behaviors have on themselves and others. With explicit instruction and ample opportunities for practice, students use the Zones of Regulation to identify their feelings and place them in one of four zones. When students can recognize their zone, staff work with them to develop strategies to regain composure and readiness to learn.

The Zones of Regulation are:

- **BLUE ZONE** (sad, sick, tired, bored, moving slowly)
- **GREEN ZONE** (happy, calm, feeling okay, focused, ready to learn)
- **YELLOW ZONE** (frustrated, worried, silly/wiggly, excited, loss of some control)
- **RED ZONE** (mad/angry, mean, terrified, yelling/hitting, out of control)

**CHAMPS:**
CHAMPS is a research-based classroom management tool that is used to explicitly outline and directly teach behavioral expectations for each period of the day. CHAMPS provides a proactive strategy that can be used to improve the classroom climate, increase on-task behavior, and help students become more motivated, engaged, and responsible in the school setting. As a result of utilizing CHAMPS to communicate clear expectations, less time is focused on behaviors and more time is focused on learning.
Every classroom at Timber Ridge School has the CHAMPS acronym clearly displayed. The CHAMPS expectations are:

**Conversation:** Can students talk to each other during this activity? At what volume level can they speak?

**Help:** How do students get their questions answered? Raise hand? Ask a friend?

**Activity:** What is the objective and end product of this lesson?

**Movement:** Can students move around during this lesson/activity?

**Participation:** How do students show they are fully participating?

**Success:** By adhering to the CHAMPS expectations, students will be successful!

**Social Thinking:**
Social Thinking is a social language curriculum, designed by a speech language pathologist named Michelle Garcia Winter, that aims to help students understand and participate expectedly in their world. At Timber Ridge the speech language pathologist, social workers/psychologists, and teachers teach social language groups where the students learn social skills and strategies to help them communicate effectively with peers, family, and other people in the community during daily activities. Major areas that are focused on in the groups include: whole body listening, being part of the group, expected vs. unexpected behaviors, non-verbal communication, perspective taking, problem solving, and manners. Lessons are presented using a variety of Social Thinking programs such as The Incredible Flexible You, Superflex, Think Social!, ThinkSheets, and ThinkSheets for Teen and Tweens. These social skills are introduced, practiced, and reviewed over the course of the school year and during Extended School Year.

**Second Step Social Emotional Learning (SEL) Program:**
Second Step SEL Program is a research-based, sequenced curriculum that teaches essential life and learning skills. The program builds skills for recognizing emotions in oneself and others, managing strong emotions, having empathy for others, controlling impulses, communicating clearly and assertively, maintaining cooperative relationships, making responsible decisions, and solving problems effectively. The classroom teacher and the classroom therapist collaborate to teach the Second Step lessons. Students practice the concept with skill practice, group discussion, individual writing, and partner work. The teacher continues reinforcing the concept throughout the week. Information is sent home for students to work on with guardians in the home setting.
PBIS

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional and academic success.

PBIS Bingo:
Each week Timber Ridge classrooms will focus on one positive behavior as a whole class (e.g. stay on task, use kind language, etc.). This behavior will be displayed on the Classroom Bingo card. Additionally, each week, students will receive stamp cards. When Timber Ridge staff notice a student displaying the weekly positive behavior, the staff will stamp the student’s card. Once the student receives enough stamps to fill his/her card, the student will place his/her initials anywhere on the Classroom Bingo card. Students will then start on a new stamp card. Multiple stamp cards can be done each week. If the student loses their stamp card, he/she will get a new stamp card, but will lose their accrued stamps. On the first day of the week, a school-wide announcement will be made to announce the winning Bingo square. A winner from each classroom will be called down to receive a prize from the prize cart.

Student stamp card sample:

Classroom Bingo card sample:

PBIS School Store:
School store will be open every Wednesday during student lunch times. Students will use their earned PBIS points to purchase different items from their respective stores. The school store items for sale are identified from surveying the students and staff. With their PBIS points, students can purchase pizza for their lunch on Friday. There will be a school store committee that updates the store throughout the school year. Classroom staff working the school store are responsible for deducting the points from the student’s PBIS points bank and indicating purchases in the log book.
**Behavior Matrix:**
The behavior expectations for students are explained in the The Wolf Pact.

**The Wolf Pact**
Be Responsible, Be Respectful, Be Safe

<table>
<thead>
<tr>
<th>Be Responsible</th>
<th>Arrival &amp; Dismissal</th>
<th>Bus</th>
<th>Restroom</th>
<th>Playground</th>
<th>Specials</th>
<th>Hallway</th>
<th>Field Trips</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• On time</td>
<td>• Follow instructions of bus staff</td>
<td>• Be quick</td>
<td>• Dress appropriately for weather</td>
<td>• Follow CHAMPS guidelines</td>
<td>• Stay on right side of hallway</td>
<td>• Follow instructions given by all staff</td>
<td>• Follow CHAMPS guidelines</td>
<td>• Be prepared</td>
</tr>
<tr>
<td>• Be prepared</td>
<td>• Ignore negative behavior</td>
<td>• Keep bathroom clean</td>
<td>• Line up promptly</td>
<td>• Be prepared</td>
<td>• Stay in line</td>
<td>• Be prepared</td>
<td>• Expected social skills to bring up concerns</td>
<td>• Be prepared</td>
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<tr>
<td>• Follow</td>
<td></td>
<td>• Use expected social skills to bring up concerns</td>
<td>• Use kind words</td>
<td>• Take care of school property</td>
<td>• Voice volume 0-1</td>
<td>• Use kind words</td>
<td>• Take care of school property</td>
<td>• Use kind words</td>
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</table>

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<tr>
<th>Be Respectful</th>
<th>Expected greeting</th>
<th>• Use kind words</th>
<th>• Use bathroom as intended</th>
<th>• Use expected social skills to bring up concerns</th>
<th>• Play fairly</th>
<th>• Take care of school property</th>
<th>• Use kind words</th>
<th>• Take care of school property</th>
<th>• Use kind words</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Voice volume 0-1</td>
<td>• Voice volume - 1</td>
<td>• Voice volume - 0</td>
<td>• Take care of school property</td>
<td>• Respect personal space</td>
<td>• Use kind words</td>
<td>• Take care of school property</td>
<td>• Use kind words</td>
<td>• Take care of school property</td>
<td>• Use kind words</td>
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<tr>
<td>• Expected</td>
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<tr>
<th>Be Safe</th>
<th>Walk</th>
<th>• Stay in your seat</th>
<th>• Wash/dry hands when finished</th>
<th>• Stay in assigned area</th>
<th>• Hands/feet to self</th>
<th>• Hands/feet to self</th>
<th>• Stay in seat</th>
<th>• Hands/feet to self</th>
<th>• Stay in seat</th>
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<td>• Hands/feet</td>
<td>to self</td>
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<td>• Follow</td>
<td>safety rules</td>
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<td>• Stay in your</td>
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INTERVENTIONS

Point Sheets:

Every student at Timber Ridge will have a daily point sheet. This point sheet will be used after every period to assess the students’ behavior and emotions.

Point sheets are used to encourage students to engage in expected behaviors. Staff want to increase the expected behaviors by recognizing and rewarding students exhibiting these expected behaviors. The point sheets also provide objective data to support plan development and individualized supports.

Level System Criteria:

Level 1 - Intensive Behavior Program
Student needs intensive supports. The Tier 2/3 team will meet weekly to assess specific needs and target behaviors. The team will develop individual intensive plans to support the student. The student will also enter the check and connect program.

Criteria to Move to Level 2: Earn an average of 80% for 10 days and less than 3 major behaviors documented.

Level 2 – Behavior Education Program

New students will begin on Level 2 of the behavior program. At this point, the student will be introduced to the school-wide behavior matrix. New student goals will default to: be safe (keep your body and belongings safe around students and staff), be responsible (follow instructions), and be respectful (use kind words); unless otherwise decided at intake meeting. Personal Goal is the BIP goal.

After the initial 20 days, staff will develop (with student) the individual definitions of goal areas based on needs.

Criteria to Move to Level 3: Earn an average of 80% of points over last 20 consecutive days and less than 6 major behaviors documented

Criteria to Move to Level 1: Less than an average of 80% over last 20 consecutive days and/or 7+ majors

Level 3 – Generalization of Behavior Program
Student has shown appropriate behaviors across settings and can maintain behavioral expectations. Student is eligible for special Level 3 and 4 activities.

Criteria to Move to Level 4: Earn an average of 95% of points over last 20 consecutive days
Less than 4 majors
Student writes a letter requesting transition to Level 4 to Principal/Assistant Principal explaining skills he/she has learned to be successful at school.
No physical aggression

Criteria to Maintain Level 3: Earn an average of 80% of points over last 20 consecutive days and less than 6 major behaviors documented

Criteria to Move to Level 2: Earn an average of less than 80% over last 20 consecutive days and/or more than 6 major behaviors documented.
**Level 4 – Maintenance Behavior Program**
Student has shown consistency in generalizing the behavioral expectations. The team could discuss the process of transition to the home school or Least Restrictive Environment. At Timber Ridge, students are able to navigate the building independently.

**Maintaining Behaviors:** Average of 95% of points over last 20 consecutive days
Less than 4 major behaviors (no physical aggression)

**Notes:**
- Unexcused absences or unexcused tardies will earn 0 points.
- 20 day time period is tracked through the classroom team. Example: Level 2: Day 1, Level 2: Day 2, etc. Day always increases unless student has an excused absence.

**Major Behaviors:**
Major behaviors are documented through the behavior documentation form. Major behaviors may include, but are not limited to: physical aggression, disrespect, property damage, technology misuse, unsafe behavior, weapons, disruption to the educational environment, sexual language or behavior, gang representation, drug references, bullying, or repeated non-compliance.
Level 1, 2, and 3 Point Sheet:

Front Side

<table>
<thead>
<tr>
<th>Period</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Personal Goal</th>
<th>Zones Check-In</th>
<th>Total</th>
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<td>B G Y R</td>
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<table>
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<tr>
<th>Points</th>
<th>Percentage</th>
<th>My Progress</th>
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<td>77</td>
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<td>10</td>
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Did I use my coping skills?
## Response to Behavior

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<tr>
<th>Type</th>
<th>Start time</th>
<th>End time</th>
<th>Staff Initials</th>
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<tbody>
<tr>
<td>Self Directed -- Take 2</td>
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<tr>
<td>Staff Directed - Take 2</td>
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<td>ALS</td>
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## Notes

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<th>Time</th>
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Level 4 Point Sheet:

Front Side

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<tr>
<th>Period</th>
<th>Monday Homework</th>
<th>Y</th>
<th>N</th>
<th>Tuesday Homework</th>
<th>Y</th>
<th>N</th>
<th>Wednesday Homework</th>
<th>Y</th>
<th>N</th>
<th>Thursday Homework</th>
<th>Y</th>
<th>N</th>
<th>Friday Homework</th>
<th>Y</th>
<th>N</th>
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<tbody>
<tr>
<td>Arrival</td>
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Work to Complete

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assignment</th>
</tr>
</thead>
</table>

Stamping for:

Bank Points:

PBIS Points:

2 → Met expectations for whole period
1 → Met expectations for at least half the period
0 → Did not meet expectations

Tracking: How am I doing?

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>My Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>240</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>216</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>192</td>
<td>80%</td>
<td></td>
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<tr>
<td>168</td>
<td>70%</td>
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<td>144</td>
<td>60%</td>
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<td>120</td>
<td>50%</td>
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<td>96</td>
<td>40%</td>
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<td>72</td>
<td>30%</td>
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<tr>
<td>48</td>
<td>20%</td>
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<tr>
<td>24</td>
<td>10%</td>
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</tbody>
</table>

Timber Ridge Therapeutic Day School
Name: ___________________________ Week: ___________ Level: ______
Personal Goal 1: ___________________________ Level: ______
Personal Goal 2: ___________________________ %: ______
### Response to Behavior

<table>
<thead>
<tr>
<th>Type</th>
<th>Date</th>
<th>Start time</th>
<th>End time</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Directed – Take 2</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Directed – Take 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALS</td>
<td></td>
<td></td>
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</tbody>
</table>

### Notes

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Summary</th>
</tr>
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<tbody>
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</tr>
</tbody>
</table>
**Daily Tracking Sheet:**
The purpose of the daily tracking sheet is for students to reflect on their days and set goals for themselves. The students shade in their daily percentages from their point sheets and keep track for the 20 day time period.
Take 2:
When students identify that they are in a zone that requires a coping time, students are encouraged to Take 2. Take 2 is a coping strategy that students will access to process their emotions and return to class in a short amount of time. This is a strategy that students can learn and apply in various settings. Take 2 can be staff initiated or student initiated.

Take 2 Procedures:

1. The teacher or student will recognize when following classroom expectations is difficult. The student may be fidgety, upset, irritated, or having a hard time listening or following directions.
2. The teacher will ask the student to Take 2, or the student can request a Take 2. The student should say “okay” to let the teacher know they heard.
3. Student then walks to assigned Take 2 area outside the classroom door. The student’s expectation is to walk calmly with a 0 voice volume.
4. Student will sit quietly for two minutes. (Younger classrooms may have the option to sit in a spot on the floor or in a desk.) Staff will remain silent and use a timer. Students should use strategies they have been taught like focusing on relaxing their minds and body, using positive self talk, and calm breathing.
5. Staff will let the student know when two minutes are complete. Staff will walk student back to classroom. Student should enter the room quietly and go to assigned space.

*When a student is unsuccessful using the Take 2 strategy or when they are aggressive/unsafe, the student will go to an ALS Room.

Alternative Learning Sites:
Alternative Learning Sites (ALS rooms) are for providing 1:1 support for students who have not responded to other levels of support. The rooms are empty with no distractors. The program’s goal is maintain student participation in the classroom, but sometimes a student requires time away from the classroom to receive extra support, employ coping strategies, or de-escalate behavioral arousal. These interventions may be brief and are individualized to meet student needs. ALS rooms may also be utilized if a student’s behavior is significantly hampering the educational progress of classmates. In this case, the staff to student ratio is shrunk to 1:1 to provide personal and instructional assistance in a less distracting setting. The student is supported in implementing coping strategies or engaging in problem solving activities. After the student completes a Take 2 in the ALS room, they are brought to the Social Emotional Support Room to complete the processing procedure.

ALS Procedures:

1. Student goes to ALS.
2. Staff provides direction - “When you are ready to complete a Take 2, sit at the back wall.”
3. Staff can allow student time to de-escalate (if needed) with minimal interaction.
4. Student completes a Take 2 in ALS seated at the back wall.
5. When complete, the student goes to the Social Emotional Support Room.
Sensory Rooms:

- There are three sensory room spaces in the building. These rooms can provide students with varying sensory needs including pressure, gentle swinging, or rocking movement.
- Sensory rooms are used:
  - As a break options for students as part of their plan.
  - Presented as a choice when students are struggling to maintain Green Zone behaviors.
  - As a scheduled part of their day (e.g. sensory diet, before PE, etc.)
- Teams will review use of sensory rooms as part of problem solving throughout the year.

Sensory room data is tracked and used to determine successful interventions for students.

Sensory Toolboxes:

Students have access to a sensory toolbox within the classroom. Students can access this toolbox through either student request or adult prompting to try sensory tool. The goal of the sensory toolboxes is to provide students with small sensory input so they may stay within the classroom and continue learning.

PROCEDURE:

1. Student chooses sensory tool (or is directed by staff).
2. Student takes tool and sand timer back to desk.
3. Student uses sensory item until time is up
4. Student returns sensory item.

Social Emotional Support Room:
When a student needs support in dealing with their emotions, they will visit our SES (social emotional support) room. This room is designed to be a space where students process their feelings and prepare for a successful return to class. A Timber Ridge staff member will be in the SES room at all times.

**Social Emotional Support Room Exit Criteria**

1. Sign in
2. Complete processing sheet
3. Review sheet with staff
4. Complete work with expected behaviors
5. Sign out
6. Take 2 outside of home classroom
7. Return to class

If SES expected behaviors are not being followed, student will be asked to Take 2 from the room.

Students who are unable to complete SES as expected may earn detention, lunch detention, recess detention, etc. This will be based on individual student plans and team communication.
**Processing Log:**
This is the Timber Ridge Processing Log that is used for students in the SES room.

*Front Side*

![Timber Ridge Processing Log](image)

**Name:** ____________
**Date:** ____________

**Time in:** ____________
**Time out:** ____________

What was the problem/reason for your behavior?

<table>
<thead>
<tr>
<th>Problem Size:</th>
<th>Big</th>
<th>Medium</th>
<th>Small</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Size:</td>
<td>Big</td>
<td>Medium</td>
<td>Small</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Me</strong></th>
<th><strong>Other Students</strong></th>
<th><strong>Staff</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior</strong></td>
<td>My unexpected behavior:</td>
<td>Other students’ behaviors:</td>
</tr>
<tr>
<td><img src="image" alt="Thought Bubble" /></td>
<td><strong>My thinking:</strong></td>
<td>Other students’ thinking:</td>
</tr>
<tr>
<td><img src="image" alt="Heart" /></td>
<td><strong>My feelings and zone:</strong></td>
<td>Other students’ feelings:</td>
</tr>
</tbody>
</table>

16
Coping strategies that I will use next time:

The expected behaviors I will display when I return to class are:
Check and Connect:
Students who are on Level 1 will receive the Check and Connect intervention.

The student will be assigned a Check and Connect adult that will meet at least three times per week (preferably daily) for up to 10 minutes. This time will be discussed with individual staff member and the student’s team.

When a student has earned Level 3, the Check and Connect team member will be reassigned to another student.

Check and Connect works to increase student accountability, provide structure, improve student’s behavior/academics (when other interventions have failed), provide feedback and adult support, improve student organization, motivation, incentive, and reward.

Check and Connect is intended to support a student who has failed to respond to other interventions, a student who is completing little or no work, a student who is not completing homework, a student who is not participating in the learning environment, or a student who is exhibiting low motivation.

The intervention works best if done consistently, targeting specific times of the day. The student and staff member can explore possible goals for that day or periods of time. Additionally, the staff member and student can explore possible struggles, as well as, determine supports the classroom team can put in place to help the struggling student.

Parents/guardians will be notified by the classroom therapist that their child is involved in this intervention.
Support opportunities at Timber Ridge:

All students have the opportunity to succeed at Timber Ridge using these identified Levels of Supports.

<table>
<thead>
<tr>
<th><strong>“T” Typical Classroom Supports</strong></th>
<th><strong>“M” Moderate Classroom Supports</strong></th>
<th><strong>“I” Intensive Classroom Supports</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAMPS guidelines are displayed and reviewed for the whole class (pre-teaching of expected behaviors)</td>
<td>CHAMPS guidelines are reviewed with individual students.</td>
<td>CHAMPS guidelines are reviewed frequently with individual students. Guidelines may be posted on the student’s desk.</td>
</tr>
<tr>
<td>Student behavior is monitored and reflected on through completion of an individualized point sheet each period</td>
<td>Staff members provide more than 2 prompts to maintain academic or behavioral expectations.</td>
<td>Staff members may restrict the student to sit in a designated area.</td>
</tr>
<tr>
<td>Teachers provide frequent praise.</td>
<td>Staff members provide occasional 1:1 support.</td>
<td>Sometimes the student needs to be accompanied by staff outside of the room for more than 5 minutes.</td>
</tr>
<tr>
<td>Students can initiate a Take 2 (short break) in the room.</td>
<td>Staff members initiate Take 2 procedures outside of the classroom.</td>
<td>Student takes timeout in designated support areas.</td>
</tr>
<tr>
<td>Students receive weekly motivators/rewards (school store or PBIS incentives).</td>
<td>Student needs short-term incentives beyond regular weekly incentives to stay on-task.</td>
<td>The student requires ongoing 1:1 support.</td>
</tr>
<tr>
<td>Staff members provide 2 prompts or fewer to maintain academic or behavioral expectations. Staff may also prompt the student to utilize a coping strategy.</td>
<td>Student uses preferential alternative seating.</td>
<td>The student may require attention from more than one adult during an intervention.</td>
</tr>
<tr>
<td>Student takes sensory breaks for more than 5 minutes in the room (standing, walking around).</td>
<td>The student requires frequent motivators/rewards throughout the day.</td>
<td></td>
</tr>
<tr>
<td>Teacher provides additional planned breaks (special jobs, helper, errands).</td>
<td>Staff members may need to use CPI physical interventions to maintain safety.</td>
<td>Student has difficulty following Take 2 procedures in the classroom. Take 2 is completed outside the classroom or in ALS.</td>
</tr>
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</table>
SCHOOL OPERATIONS

ATTENDANCE

The standard school day runs from 9 AM to 3 PM. Half-days of school go from 9 AM to Noon. If a student will be absent, please call the school at 847-463-8300 before 8:00 AM and call your transportation company early enough to cancel pick-up. Students who also have integration into their home school should also call their home schools. Consistent attendance and active participation are essential for educational progress. If parents are having difficulty getting their student onto transportation, please contact the Timber Ridge office and the Social Emotional Support team can assist.

Truancy, school absence, or repetitive tardy arrival without a valid reason will require intensive collaboration between home and school. If necessary, the School Resource Officer will intervene. The student, family, school nurse, and therapist will address chronic medical problems that interfere with consistent school attendance. The school may require a note from a physician or an assessment by the school nurse if there are repeated absences for illness. Absent students are accountable for all work. Students with excused absences can make up work for full credit. Unexcused students remain accountable for academic work, but will receive zero points on the behavior management level system. This may result in dropping a level within the behavior motivation system. Unexcused absences or tardies may result in after school detention to make up some of missed schoolwork. Attendance matters in making both academic and social gains.

TRANSPORTATION REGULATIONS

Timber Ridge students are picked up and dropped off at home. It is possible to arrange transportation to a consistent child care location as long as it is within District or NSSEO boundaries. It is the student’s responsibility to be ready for pick up 10 minutes before and after the assigned time. Once boarded students are to remain in their assigned seats and belted. All school rules must be followed when on the bus. Students must wear seat belts at all times in transportation where there are seat belts. Students may be required to sit in assigned seats to prevent potential negative peer interactions. Students are to remain on the bus until bus or school staff have instructed them to deboard.

Students who remain after school either for resolution of a crisis, for positive time with staff, or for disciplinary reasons will be picked up around 4 PM unless other specific arrangements have been made with the student’s therapist, teacher, or the school office.

If there needs to be a change in transportation pick-up or drop-off location, please provide the school office with at least 3 days advance notification. Even temporary route changes must be approved and arranged by NSSEO Central Transportation and by the transportation company.

Many buses are equipped with video monitoring equipment. The purpose of videotaping bus rides is to monitor safety for all. It is hoped that visible monitoring will discourage misbehavior. Further, the videotaped record of a ride can be reviewed for disciplinary purposes and for problem solving concerning student bus behaviors. Written bus reports are provided daily by drivers including critical incident reports. Misbehavior on school transportation will impact progress on the level system and can result in after school detentions.

School staff and bus personnel will review bus tapes as necessary. Due to privacy concerns for students, parents or other third parties cannot review videotapes. At the discretion of school administration, a limited segment of a tape may be reviewed when it primarily involves that parent or guardian’s child in a serious safety matter.
DRESS CODE

Timber Ridge students are to dress in a manner that maintains good health, safety, and decency. While self-expression is always respected, there are several areas that are not appropriate in a school or an academically oriented setting. Students should not wear clothing that others could perceive as not academically oriented such as tight fitting clothes, shirts that expose the midriff, spaghetti straps, pants hanging below one’s waist, shorts that are not longer than students’ fingertips at their sides, or images on clothes depicting violence and substance use are all such examples.

Hats, bandanas, or other head coverings are not to be worn in the building. Head coverings (winter hats) are only permitted to be worn outside in severe winter weather unless for religious reasons. All outdoor clothing such as gloves, hats, and coats are taken off in the classroom and not worn during the school day. Hooded sweatshirts, that are not zippered, may be worn for warmth provided the thickness does not resemble a coat for outside use. For safety reasons, hooded sweatshirts of any kind cannot be worn during physical education classes. Body piercings and hoop or dangling earrings need to be removed for PE class. Exceptions will not be made for new piercings. (If your student plans to get a piercing, please plan to do it when school is on an extended break.)

No design, color, nor article of clothing that can be associated with gang participation is permissible (whether or not a student is associated with a gang.) Only a single color charity bracelet may be worn; neither mixing colors of bracelets nor displaying colors that combine with other apparel to potentially represent a gang affiliation are permitted. Clothes displaying images or themes related to drug or alcohol usage, sexual content, or negative attitudes toward others are not permitted. Examples of color combinations that can be associated with gang affiliation are black and gold, red and black, blue and gray, and blue and black. Displaying only a small amount of a third color, such as a white logo, is insufficient to claim that two dominant colors are not being worn. Any item of clothing that has a pitchfork, crown, or other symbol commonly utilized to represent gang affiliation is also prohibited.

Students violating the dress code will be required to correct the problem by changing into appropriate attire provided by student or obtained from the school. Failure to comply will result in placement in an alternative learning site until dress code requirements are met.

The school administration has the final discretion in defining appropriate dress for the school setting.

CONTRABAND MATERIALS

Timber Ridge School strives to maintain a focused academic atmosphere. Items that distract from instruction are not allowed on school grounds. While students are allowed to have cell phones, iPods and other electronic devices, parental permission is required for such items to be brought to school. Once at school, students are
required to turn in phones and electronic devices to classroom staff at arrival. At dismissal, these items will be returned to the student. Students should not bring extra money to school beyond lunch money. Students should not sell nor trade any items at school or on transportation. No item is permitted in the school that can be perceived as a weapon even if it has alternative appropriate uses. This includes even the smallest of pocket knives.

E-cigarettes, cigarettes, alcohol, or other illegal drugs are not permitted. Violations will result in police involvement.

**Cell Phones/Electronic Devices**

If a parent/guardian wants their child to have a cell phone specifically for contacting them after school, they must complete the Cell Phone/Electronic Device Request Form (located in Appendix B of this Handbook). Similarly, if a parent/guardian wants their child to have a portable music device with headphones for lengthy transportation rides, the same form can be utilized for a formal request. (These devices would need to be removed and put away before leaving transportation vehicles.) If the school grants permission in either case, the cell phone or portable music device must be either turned into the classroom teacher at the beginning of the school day or stored (out of sight and not to be removed) in a backpack. Cell phones cannot be used on transportation. Misuse of this exception will result in disciplinary consequences and loss of permission. Permission granted for either of these devices applies only to the student obtaining authorization. Neither the cell phone nor a music device can be loaned for use to another student. The school accepts no liability for any cell phone, electronic device, or other contraband material that may be brought to school even with formal permission. The school is not responsible if a student’s device is lost or stolen.

**Search for Contraband**

In keeping with federal, state, and local laws, school authorities may search students and their belongings to ensure student safety and seize contraband materials. Any student making threats to harm self or others may be searched by school staff including the School Resource Officer. This may include requests to empty pockets, take off shoes, be patted down, or screened by a metal detecting wand.

**BREAKFASTS AND LUNCHES**

Except for special events, lunches will be served in the school lunchroom with multiple classrooms at the same time. No food or drink is ever permitted in the hallways. Students may bring their own lunch (should avoid peanut products) or purchase a lunch (includes milk) through the school for $2.85. The cost for purchasing milk only is $0.25 per day. Students qualifying for reduced lunch fees will pay $0.40. Hot lunches (meals that are part of student fundraisers) will be available for purchase on most Fridays for $3.00 with milk or juice. Hot lunch fees are due Thursday morning.

Breakfast is served every morning upon arrival to school and eaten in the classroom. Breakfast (including milk) may be purchased for $1.40. Milk alone is $0.25. Students qualifying for reduced meal fees will pay $0.30 for breakfast.

Applications for free or reduced breakfast and bag lunches are available in the office.
STUDENT SAFETY

The emotional well-being of students is of central importance to Timber Ridge School. Peer relationships for students who have known emotional disabilities places students at Timber Ridge at particular risk for social challenges. As a result, effective intervention and treatment of social conflicts are necessary for students. In order to effectively employ social interventions to limit peer social conflicts, Timber Ridge School employs a set of specific group-based interventions to enhance social skills and coping for students. Timber Ridge School utilizes a PBIS model and other curriculums listed previously.

Procedures for reports or concerns regarding bullying:

If there are concerns regarding a student being the victim of bullying at Timber Ridge School, a concern is made to the administration directly.

The following steps will occur:

1. An investigation will happen within 2 days.
2. A formal summary of the investigation findings will be constructed.
3. Interventions deemed appropriate to minimize future actions will also be considered as part of this solution.
4. Resolution to the circumstance will be communicated to the individual who raised concerns.
5. An active report of each incident will be kept.

THERAPEUTIC SERVICES

A team of psychologists and social workers join with classroom staff to provide therapeutic services to all Timber Ridge students. Students receive individual, group, and family counseling. Therapists and teachers lead classes in social and coping skills as a standard component of the curriculum. As regular participants in classroom activities, psycho-social staff often provides problem solving, conflict resolution, and crisis intervention services directly within the milieu. Psychologists and social workers utilize intervention strategies from a broad array of therapeutic approaches with frequent employment of cognitive-behavioral, family systems, and systematic social and coping skills training models. Every attempt is made to intervene therapeutically throughout the school environment. Thus, therapists provide individualized support centered on a treatment plan for students which involves counseling, observational data, problem-solving with the classroom team and the student’s guardians/parents. In order to make academic gains and fulfill the IEP for students who have emotional disabilities, all students participate in therapeutic related services. For students who have communication deficits such as autism, which negatively impacts communication, problem-solving and behavioral intervention may provide a larger amount of service than individualized counseling or group counseling.

Timber Ridge’s speech/language therapist integrates therapeutic goals directly into classroom instruction. The occupational therapist supports students and consults with staff for managing motor and sensory issues. Other related services required by student needs and specified in IEPs may be provided through other resources at NSSEO as necessary.

THREAT ASSESSMENTS

Timber Ridge is proactive with maintaining a safe school environment by preventing an act of violence from taking place. Timber Ridge follows a comprehensive school safety plan includes three levels of intervention and prevention. Prevention focus includes school wide programs aforementioned to teach and reinforce socially
appropriate skills to promote a caring and supportive environment. For students who may be at-risk for engaging in undesirable behaviors such as physical acts of harm or threat behaviors to self or others are assessed by the school threat assessment team and are provided interventions to support their needs by qualified staff. A threat assessment is an approach to evaluating students’ level of severity of risk of harm. The school threat assessment team consists of the school administrator, psychologists, social workers, nurse, and school resource officer. If a student at Timber Ridge demonstrates an act of violence or engages in a threatening behavior, the assessment team will immediately contact the parent and begin the assessment process. The threat assessment process is an investigation that consists of interviews and gathering information from multiple sources. The level of threat will be determined if it is mild, moderate, or severe. Interventions are developed by the student, parent, and school assessment team based on level of severity.

MULTI-SENSORY ENVIRONMENTS

Sensory stimulation allows one to apprehend the environment and respond to it through the use of one’s senses. It is through our senses that we learn. Students with disabilities may experience sensory limitations that create obstacles that are difficult to overcome unless provided strategies to bridge barriers. Multi Sensory Environments offer students with cognitive/social-emotional impairments and other challenging conditions the opportunity to enjoy and control a variety of sensory experiences.

The purpose of a Multi Sensory Environment is to improve the development of thought, intelligence and social skills by generating a relaxing and calming effect while activating different perception areas aimed at basal stimulation. Research has shown that spending time in a Multi Sensory Environment has been shown to:
- Increase concentration
- Focus attention
- Improve alertness
- Awaken memories
- Improve mobilization, creativity, social relations, communications, and general awareness.
(www.cdhaf.org)

As needed, Timber Ridge works to provide multi-sensory stimulation in classrooms and in sensory rooms to help students become aware of strategies that help to build self-regulation skills. The goal is for students to increase their learning capacity and independence while feeling happier.

FIELD TRIPS

Education takes place in many settings. Timber Ridge students regularly attend NSSEO’s Sunrise Lake Outdoor Education Center (SLOEC). All normal school and bus standards for behavior apply to field trips. Students must remain with their groups and assigned staff at all times. Negative behaviors prior to a field trip may prohibit a student from participation. In general, students require behaviors necessary so as to follow directions and participate in a manner that allows for the safety of all involved. Emergency medical consent programs must be on file in the school for students to participate in field trips. Students should not bring extra money on field trips.

PARENT CONFERENCES

The positive involvement of parents/guardians in the education of their children is critical for student success. Parent conferences will be periodically held to monitor student progress and to plan coordinated home-school interventions to assist student progress. Parents/guardians can initiate conferences by calling their student’s teacher or therapist. The school will develop a conference schedule depending upon student needs. At the very least, parents are encouraged to participate in Open House, Teacher Conferences, and the Annual Review. Most
parents receive contact by the therapist at least once every two weeks. Parents/guardians will receive daily communication by receiving copies of point sheets. We encourage regular phone contact between therapist, teacher, and home to provide further progress reports, answer questions, and clarify any critical incident reports.

Arrangements to observe a classroom can only be made through the Principal and require an advance appointment. Timber Ridge staff wants our families to clearly understand our program, but also strive to maintain a consistent learning environment, to minimize distractions, and to protect the privacy of our students.

HONOR ROLL

Timber Ridge School encourages and recognizes academic excellence. A “B” average or better earned during an academic quarter achieves honor roll status. Students are honored at a special breakfast with their families and homes and through other special celebration activities at school. Grades are earned by progress and effort beginning at the individual student’s current instructional level. Thus, a student whose instructional level may be below actual grade level, e.g., a 3rd grader reading at a 1st grade level, can still earn excellent grades if he or she demonstrates significant achievement progress and effort. At the same time, a student who is at or above grade level in achievement, e.g., a 7th grader instructed at the high school level, still needs to demonstrate substantial progress and effort starting from his or her advanced level to attain excellent grades. Timber Ridge’s goal is to motivate students toward significant academic progress and positive work habits. The “Honor Roll” designation solely focuses on academic progress and does not reflect behavioral progress.

REINTEGRATION INTO HOME SCHOOLS

The overarching goal for many Timber Ridge students is to return to their home schools. Minimally, all special education Individual Education Plans (IEPs) are reviewed annually. Progress on IEP goals is provided quarterly in conjunction with report cards. Feedback on student progress is sent home daily on point sheets. Frequent phone communication and parent conferences also provide progress information. The best indicator of student progress toward mainstreaming is his/her status on the level system incorporated into the Timber Ridge Behavior Motivation System.

- Level 1 provides the highest level of feedback and supports.
- Level 2 students are developing their understanding of the school-wide behavior matrix. Daily progress is monitored on academic behaviors such as being responsible and respectful. Additionally, progress is monitored on social, coping, and problem solving goals such as being respectful, safe, and goals tied to their behavior intervention plan.
- Level 3 students are required to demonstrate increasing independent functioning and take more responsibility for self-monitoring.
- Level 4 specifically focuses on preparation for integration. At this stage, students will participate in special activities designed to ensure successful integration, social opportunities, school visits, and an integration support group. Progress is monitored through the implementation of increasingly challenging academics and behavioral expectations targeting specific, individual goals judged to be essential for successful mainstreaming. Continued success at Level 4 leads to a meeting to consider integration.

While all cases are evaluated individually, it is common for students to be involved in a reintegration schedule that gradually reintroduces them to participation in their home school. Timber Ridge arranges transportation between schools. It has been the long-term experience of our school program that students are more likely to succeed in re-integration to their home schools when they successfully move through the entire level system and master level 4 expectations. The Timber Ridge Program has a 35+ year record of successful re-integration of students. It has been our consistent experience that attempts by either parents/guardians or
students to prematurely mainstream students is counterproductive, will hamper student growth, and will result in delaying the timetable toward successful full re-integration into the home school.

Once partial integration has been initiated, a communication system monitoring progress is established among parents/guardians, home school, and Timber Ridge. Periodic reviews of progress determine when it is appropriate to increase integration. In middle school settings, it is often advantageous to make schedule changes at the beginning of new academic quarters. Even when a student is well prepared, mainstreaming can be challenging. It is not uncommon for a student to focus positive energy into successful performance within a limited mainstream schedule and then experience some behavioral difficulties for a period of time at Timber Ridge. **It is when a student is doing well in both school settings that an increase in home school integration is advisable.** It is the shared goal of Timber Ridge and its member districts that students return to their home schools as quickly as is prudent; however, it is critical to avoid the setback of unsuccessful re-integration which could make mainstreaming more difficult to achieve in the long run. Timber Ridge students have an excellent record of successful re-integration into their home school settings.

**PROPERTY DAMAGE**

Students are responsible for compensation to cover the costs of any property damage they have caused. Restitution may take the form of direct monetary payment, community service at the rate of minimum wage, or a combination of these two methods. A review of circumstances will determine amount, method of reimbursement, and payment schedule. This will be summarized in writing from the Principal’s office. Failure to make appropriate restitution may affect participation in school extracurricular activities. Eighth graders owing compensation will not receive their diplomas until full restitution has been completed.

**SCHOOL RESOURCE OFFICER**

Timber Ridge School is served by a full time School Resource Officer (SRO) from the Arlington Heights Police Department. The officer’s main responsibility is to assist the staff in providing a safe school environment. Duties include education, crime prevention, truancy intervention, assistance with crisis intervention, and coordination with community resources. The officer provides assistance with domestic violence education, personal safety, substance abuse, and bullying prevention and intervention programs. As a support to everyone in the school community, students, staff, and families, the SRO will present to classrooms and have informal and formal contact with students throughout the school day. The officer will team with teachers and therapists in working with parents whenever student actions warrant either a preventive intervention or a law enforcement response. Because the officer will be an integral part of the Timber Ridge staff on a daily basis, parents/guardians will not necessarily be notified in advance of his/her having contact with a student. The SRO is one more school resource for supporting student growth in social problem solving and the development of appropriate coping skills. In addition, many students choose to earn “positive time” after school with the officer.

**BEHAVIOR SUPPORT**

Timber Ridge deploys a social emotional support team lead by team leader and including specifically trained paraprofessionals. They work closely with classroom staff, administration, and the SRO to provide support to students who require immediate intervention and additional supports to cope with a personal or social crisis. This support team assists the classroom teacher and therapist in implementing individual therapeutic intervention plans designed to support student progress. All NSSEO staff are trained and certified in the **Crisis Prevention Institute**’s model of responding to student crises. The focus of this training is to provide staff with skills to ensure the care, welfare, safety and security of all students and staff. Interventions focus on verbal de-escalation of crises; however, if health or safety is threatened, staff are trained to safely physically utilize the training provided through Crisis Prevention Institute regarding specific interventions so as to decrease
opportunities where students or staff are physically hurt. Timber Ridge School is committed to both maintaining a safe learning environment and responding effectively to students experiencing significant behavioral, emotional, or social stressors. In keeping with CPI, staff are trained in verbal de-escalation as the primary manner in which to intervene with a student who is experiencing an emotional crisis.

Illinois State Board regulations require the school to notify parents in writing when a child has been physically restrained. NSSEO utilizes the techniques of the Crisis Prevention Institute’s Model for physically managing students when health or safety are concerns.

In situations where students cannot be held, a student appears to want repeated physical restraints for unhealthy reasons, student repeatedly is let go after a restraint and resumes assaults on staff members, student consistently attempts to spray staff members with bodily fluids (spit, urine, etc…), or other attempts of non-physical holds have been implemented such as CPI de-escalation techniques, consultation with therapist, and consultation with school principal/assistant principal, we utilize an Isolated Time Out. ITOs involve a modified ALS room where a student’s egress is blocked with a locked door. The student is under direct, constant visual supervision of staff members. Students who need ITOs will have them listed as part of their crisis plan in their BIP. If a student requires an ITO as part of a crisis and it is not part of their BIP, principal, assistant principal, social worker, or school psychologist can approve initiation and will schedule a meeting to review the BIP. In addition, parent will be notified when an ITO is utilized.

Since Timber Ridge does not suspend students outside of school, students may receive disciplinary consequences that continue academic and therapeutic instruction, but require a temporary separation from their normal classroom. This consequence may be served in an ALS room or in some other area of the school building where individual supervision and instruction can productively occur. During disciplinary action, students are required to appropriately complete academic work in order to return to the classroom setting. This consequence is reserved for serious behavioral incidents such as aggression or serious destruction of property. The goal is to teach students to take responsibility for their behavior, to learn from mistakes, to understand the impact of their behavioral choices on others and their own progress, and to continue educational progress even when behavioral or emotional episodes may occur. The goal is to have students in such experiences as little as possible so as to ensure physical and emotional safety of the student or students.

**AFTER SCHOOL PROGRAM**

Timber Ridge School provides some after school activities including: running club, homework club, art club, and girls club. Some students may earn time in the PE area or technology lab as a reward for successfully achieving certain academic or behavioral goals. However, sometimes students may remain after school for resolution of a crisis or for disciplinary reasons. Students will not be placed on transportation if they are exhibiting unsafe behaviors or requiring therapeutic support to resolve a personal crisis. Misbehavior on the bus may result in removal from the standard afternoon route and assignment to late transportation. When students are after school for discipline-related reasons, it is often the expectation that the student work with staff to complete academic work during the time until late transportation arrives. Parents/guardians will be notified if their student earns positive or negative time after school. Parent permission is not required for after school detentions for disciplinary or academic reasons. If a student has a medical, therapeutic, or other urgent appointment that requires postponement of the earned after school detention, parent/guardian should notify the student’s therapist when informed of the consequence; and it will be moved to the following day.
MEDICATION POLICY

If there is a need for the student to take medication during the school day, it is important to note all medication dissemination is supervised by our school nurse. Written permission from the parent and prescribing physician is required. Required authorization forms are available through the school office. Medication should be brought to school in a prescription bottle by an adult. The school nurse will provide quarterly medication monitoring reports to parents to share with their physicians. However, the therapist, administration and the school nurse frequently communicate with physicians as often as necessary to benefit a student. Whether or not a student takes medication at school, it is important for Timber Ridge School to be aware of his/her treatment regimen and to have parental/guardian permission to exchange information with the prescribing physician. For many types of medications administered to impact mood and/or behavior, school functioning information is important data for physicians in evaluating medication effectiveness and appropriateness of diagnostic formulations. Authorization for Exchange of Information forms are available through the school office. Families will receive a copy of the complete NSSEO policy regarding the delivery of medications at school.

STUDENT RECORDS

Timber Ridge maintains student records in collaboration with each student’s home district. The home school district remains the official custodian of school records. School staff utilize these records for planning and progress monitoring for students. A signed release by a parent or legal guardian is required to release information to third parties. For records covered by the Mental Health Code, students older than 12 years of age may be required to sign a release as well. Signed permission is not necessary to send school records to a new school when a student transfers. Timber Ridge School wants to maintain communication with doctors, therapists, or community agencies whose assessments or services may impact school functioning. Release of Information forms are available through the school office or by contacting the student’s school therapist. Parents/Guardians will receive copies of Child Review and Individual Education Plan conference summaries, including any formal testing or data collection reports that summarize student progress. Please contact your student’s therapist or the Principal’s office for any questions regarding student records.

EXTENDED SCHOOL YEAR: SUMMER SESSION

Consistent with student IEPs, Timber Ridge provides an opportunity for an extended school year for students. The Timber Ridge summer session extends the school year for four weeks beyond the traditional end of term in early June. This program provides further academic instruction and camp-like social and recreational experiences which serve as a context for additional instruction in social and coping skills. Field trips to the NSSEO Sunrise Lake Outdoor Education Center, swimming pools, museums, and other recreational facilities provide structured fun and an opportunity to learn appropriate behavioral skills for managing these less structured environments. Complete details of the extended school year program are mailed to parents each spring.

CAAEI (Chicago Area Alternative Education League)

Timber Ridge is now a member of CAAEI. CAAEI is a co-curricular program that gives educators a powerful set of instructional tools to help students learn how to interact positively with peers, show respect to others, work as a team, demonstrate compassion and tolerance, and win or lose gracefully. This is done through bowling, chess, art, flag football, volleyball, soccer, softball, basketball, spelling bees, and academic bowls. Timber Ridge students 5th-8th grade can earn the opportunity to play in these events by meeting behavior and academic expectations set by the coaches and the program. The main goal of CAAEI is sportsmanship and hopefully Timber Ridge students can earn many sportsmanship awards this year. For more information go to: http://www.caael.org/
APPENDIX A

NSSEO NETWORK/INTERNET USE POLICY
Northwest Suburban Special Education Organization
Network Access Agreement

Purpose

Computer use has become an essential part of many school activities. Computers are used to support learning and to enhance instruction and computer networks allow people to interact with many computers. The Northwest Suburban Special Education Organization (NSSEO) has the ability to enhance students’ education through the use of computers. Network access is available to students and staff members at NSSEO. We believe this offers vast, diverse and unique resources to both students and staff. Our goal in providing this service to staff and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

With this opportunity comes responsibility. Proper use of technology resources is a joint responsibility of students, parents, and employees of NSSEO. It is a general policy that all computers are to be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to the policy and guidelines may result in the revocation of the user’s access privilege or other disciplinary action. Access to computing resources is a privilege to which all faculty, staff, and students are entitled. Certain responsibilities accompany that privilege. Understanding these responsibilities is important for the users. It should be noted that NSSEO complies with CIPA (Children’s Internet Protection Act) requirements, which includes enforcing an Internet Safety Policy and that includes a Technology Protection Measure, including monitoring the online activities of minors.

- NSSEO blocks and filters Internet Access to pictures that are: (a) obscene, (b) child pornography, or (c) harmful to minors.
- Online activities of minors are monitored by staff members.
- Access by minors to inappropriate matter in the Internet is monitored through the use of filters/blocking software and supervision of students by staff members.
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications is provided through the use of filters/blocking software and staff supervision.
- Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online are prohibited.
- Unauthorized disclosure, use, and dissemination of personal information regarding minors are prohibited.
- Access to harmful materials on the internet is restricted through use of filtering/blocking software and through supervision of students by staff members.

Use of Local Area Network, Wide Area Network and Internet

Definitions
The Northwest Suburban Special Education Organization (NSSEO) provides access to educational and informational resources for Users through computers connected to local area networks (LANs). These networks may be connected to the district’s wide area network (WAN) and to the internet. The internet is a worldwide network of computers and provides access to electronic mail (e-mail), databases, software, discussion groups, and other informational services. Internet service is provided through a third party service provider. In addition to the LAN/WAN system, access to the internet may also be provided via dial access modems. For the purpose of this document, the LAN/WAN/Internet system is referred to as the “Network”, whether accesses via a direct LAN/WAN connection or modem from within or outside the District facility. The term “User” applies to anyone accessing the Network for any purpose.
User Responsibility
The following guidelines have been established to help ensure responsible and productive Network usage.

1. All use of the Network must be in support of educational and research consistent with the mission of NSSEO.
2. Private information about students and school staff is not to be transmitted over the internet, including social security numbers or credit card numbers.
3. Accessing, submitting, posting, publishing, or displaying any abusive, profane, discriminatory, offensive, obscene, harassing, threatening, intimidating, or disruptive messages or images to any User or other person is prohibited. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religion or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.
4. Any use of a Network for commercial or for-profit purposes is prohibited.
5. Extensive use of the Network for personal and private business is prohibited.
6. Any use of the Network for product advertisement, political lobbying, religious activities, gambling, chain letters, or pyramid schemes is prohibited.
7. Users shall not intentionally seek information on, obtain copies of, or modify files, other data or passwords belonging to other users, or misrepresent other users on a network.
8. All communication and information accessible on the Network should be assumed to be public information that would be accessible via the Freedom of Information Act.
9. No use of a network shall serve to disrupt the use of the Network by others; hardware or software shall not be destroyed, modified, or abused in any way.
10. Malicious use of the Network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
11. Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the Network.
12. The illegal installation, duplication, or distribution of copyrighted software on a school district computer or the illegal transfer of software over a network is prohibited.
13. Unauthorized downloading of software, files, or images is prohibited. This includes downloading any program, partial program or game without the express approval of the NSSEO Coordinator of Technology or NSSEO Network Manager.
14. Use of the Network to access or process pornographic material, inappropriate text files, or files dangerous to the integrity of the Network is prohibited.
15. Transmission of any material in violation of any U.S. or state regulation is prohibited (e.g. copyrighted material, threatening or obscene material, or material protected by trade secrets).
16. NSSEO reserves the right to log Network/Internet use and to monitor file server space utilized by Users.
17. Using the Network while access privileges are suspended or revoked is prohibited.

Network Etiquette
You are expected to abide by the generally accepted rules of Network etiquette. These include, but are not limited to, the following:
1. Be polite. Do not become abusive in your messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any inappropriate language.
3. Illegal activities are strictly prohibited.
4. Do not reveal the personal addresses or telephone numbers of students or employees.
5. Recognize that electronic mail (E-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of inappropriate activities will be reported.
6. Do not use the Network in any way that would disrupt its use by others.
7. Consider all communications and information accessible via the Network to be private property of NSSEO.
Disclaimer

NSSEO is providing a conduit to information and is not responsible for the information that is retrieved from outside sources. This includes the loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by the User’s negligence, errors, or omissions. Use of information obtained via the Internet is at your own risk. NSSEO denies any responsibility for the accuracy or quality of information obtained, or for any unauthorized financial obligations resulting from the use of school resources and accounts to access the Internet.

This Authorization does not attempt to state all required or prescribed behavior by users. The failure to follow the terms of the Network Access Agreement will result in the loss of privileges, disciplinary action and/or appropriate legal action. The signature(s) at the end of this document is legally binding and indicates the party that signed has read the terms and conditions carefully and understands their significance.
APPENDIX B

CELL PHONE AND ELECTRONIC DEVICE REQUEST FORM
TIMBER RIDGE SCHOOL
CELL PHONE AND ELECTRONIC DEVICE
REQUEST FORM

Purpose: in general, cell phones and all electronic devices such as CD players are not permitted in school. This form is intended for parents/guardians to make a request to permit one of these items to be permitted in school.

Permission for cell phones will only be granted when a parent/guardian wants their child to have a cell phone specifically for contacting them after school. Cell phones can still not be utilized in school, on grounds, or on transportation.

Permission for portable music device with headphones can be granted when the student has a lengthy transportation ride. Personal student laptops are not permitted in school.

If permission is granted for either of the above exceptions, the item must be either turned into the classroom teacher at the beginning of the school day or stored (out of sight and no to be removed) in a backpack. Misuse of this exception will result in disciplinary consequences and loss of permission. Neither the cell phone nor a music device can be loaned for use to another student. The school accepts no liability for any cell phone or electronic device even if kept by the teacher during the day. The school is not responsible if a student’s device is lost or stolen.

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Student: ____________________________ Date: ________________

Request: (List device): ____________________________________________________________

Reason for exception: ____________________________________________________________

Parent signature: ________________________________________________________________

Student signature: _______________________________________________________________