

***Agency Service Description***  
***Warren County School District – AEDY Program***

***Introduction***

**Name and address of Agency:**

**Beacon Light Behavioral Health Systems**  
**Children’s Center for Treatment and Education**  
800 East Main St.  
Bradford, PA 16701

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**Name, Address and Telephone Number of Program Director:**

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**Address of Program:**

121 Central Avenue  
Warren, PA 16365

**Type of Program:**

The intent of this service description is to outline the program components that define the proposed Alternative Education Program for Warren County School District. This service description is designed to demonstrate that the program meets the regulatory requirements of the Pennsylvania Department of Education.

The Children’s Center for Treatment and Education is a private provider of Alternative Education for young people who are unable to currently succeed in a public general education environment. The program strives to provide a learning environment that will increase the students’ academic achievement, as well as address any behavioral difficulties to enable the students’ return to a public school setting. Educational staffs provide opportunities for growth through individualized academic instruction, behavioral management programs, social skills groups, and counseling.

The emphasis is placed on the positive strengths of each young person while providing structure, supervision, and skill development in the areas of need.

### ***Target Population***

Students attending the Alternative Education Program range in grade placement from 7th to 12th grades. They are usually experiencing emotional, behavioral, and/or academic difficulties in their public school district that require specialized management techniques, social skills development, and academic programs that cannot be provided in a large public education setting.

### ***Capacity of Program***

The program is designed to serve 10 students per classroom setting, with a program capacity of up to 20 students. 10 of these students will be individuals from outside the district receiving services with the Youngsville Residential Treatment Center. Ten additional students (5 per class) can be added within the existing staffing pattern.

### ***Educational Staffing***

The staffing component of the program is comprised of one (1) PA Certified Teacher (Special Education Certified) and one (1) Bachelor's level Classroom Mental Health Technician/Teacher's Aide per classroom. The Teaching staff will be PA certified in Special Education with certification in at least one core content area including Language Arts, Math, Social Studies or Science. An additional Behavioral Health Technician will be available to provide support to students who are experiencing difficulty within the program. A Full Time Master's level Coordinator of Educational Services will be available to provide academic support, behavioral support and ensure that the program meet the necessary PDE requirements. A Master's level Therapist will be available to provide up to 5 hours per week of individual, family and group counseling, to students not enrolled in the RTF, in addition to the 5 hours per week of scheduled psycho-educational groups conducted by the MH Techs/Aides. The Mental Health Technician/Aides will receive a minimum of 1 hour of clinical supervision per week provided by the Master's level Community Based Program Manager.

### ***Intake Policy***

**Admission Criteria:** The Alternative Education Program will consider for admission only the young person who displays any of the following criteria:

- Significant disregard for school authority, including persistent violation of school policy and rules;

- Display or use of controlled substances on school property or during school-related activities;
- Violent or threatening behavior on school property or during school-related activities;
- Possession of a weapon on school property, as defined under 18 Pa.C.S. Section 912 (relating to possession of weapon on school property);
- Commission of a criminal act on school property or during school-related activities;
- Misconduct that would merit suspension or expulsion under school policy;
- Habitual truancy.
- Multiple placements within the WCSD alternative education program.

The initial request for placement is made by telephone or mail to the Coordinator of Educational Services. Information is obtained in writing from the placing school district prior to placement. Information must include school, health, and disciplinary records. Evidence of prior interventions implemented must be provided to the Alternative Education team to assist with the development of an individualized education program (IEP) and behavioral goals.

A student identified for special education services can be served within the program if he/she meets the qualifications for requiring alternative education services. A special education student placed in the program is provided a multidisciplinary evaluation by the Warren County School District, an IEP meeting, and informal hearing prior to placement. If the IEP team determines that the student meets the requirements for Alternative Education then a Notice of Recommended Educational Placement will be generated and an educational and behavioral program will be designed to meet identified needs. If the student's presence in the public education setting poses a danger to other students or provides a severe disruption of the academic process, immediate placement in the alternative program may occur with the informal hearing following as soon as practical. The program is designed to allow the student to make normal academic progress in accordance with his or her IEP.

Prior to any student being transferred or admitted to the Alternative Education Program, a meeting is held with various school officials, parents/guardians, and student. It is at this time that problems/concerns are addressed and a plan is developed. It is important that the student is aware and agreeable to the placement.

In addition, the Alternative Education team reserves the right to exclude a young person who exhibits repeated incidents of high-risk behaviors and/or a combination of high risk behaviors. The Alternative Education team may also exclude a young person if it is deemed that admission in the current population would not be appropriate.

## ***Transfer Policy***

Students can transfer back to the public school system when they have achieved academic and behavioral goals. A meeting will be scheduled prior to the end of each semester to discuss individual student progress and to plan for transition back to the public school program. Academic and behavioral progress is also reviewed quarterly with the students to inform them of their progress toward transitioning back to the public school environment. The Coordinator of Educational Services is responsible for making the arrangements with the public school officials and parents regarding transitioning services.

## ***Exit Criteria***

- Students must maintain a rate of attendance at 90% of school days to transition back to the public school program.
- Students must maintain passing grades in all subject areas to transition back to the public school program.
- Students must achieve their individual behavior goals to transition back to the public school program.
- Based on the individual student's level of need and performance in the aforementioned areas, attempts will be made to schedule the transition of students to correlate with the academic calendar when possible.

Transition planning meetings will be held prior to the end of each academic semester to coordinate the transition process back to the public school program. Members of the transition planning committee will include: the Local Education Agency (LEA) administrator, the Alternative Education Program administrator, teachers, parents/guardians, student, and any current social service providers.

## ***Discharge Policy***

There are two types of discharges:

**Planned Discharges:** A planned discharge is one in which the parent, school district, the child, the agency education staff, and others responsible for the child's welfare agree that the child should leave the program and have planned and prepared for the move.

**Unplanned Discharges:** If the child demonstrates behavior that requires immediate removal, the child's parent and the school district must be notified immediately.

## ***Educational Assessment Process:***

Students' skills in reading and mathematics will be assessed upon program entry. Students will be re-assessed in reading and mathematics annually or upon program exit should that occur prior to the end of the academic year. In addition, students will participate in any required State or local assessments.

The program utilizes the Connors 3 to identify and track behavioral goals' achievement. The instrument is administered upon program entry, at the end of the first semester, and upon program exit. Information is gathered from at least three sources: including, the parent/guardian, teachers, and the student. Student surveys are also used to measure a student's change in perception of the value of education. In addition, student behavioral progress is monitored on a daily basis and reported to parents.

There is a clear and concise written explanation of conduct expectations for students. This is outlined in the student handbook. There are explanations of consequences that are leveled and designed to promote increased acceptance of responsibility for the decisions made by students. This is included in the student handbook and posted within the classrooms.

### ***Additional Services:***

#### **Counseling/Behavior Management Services**

Students receive five hours of psycho-educational groups and behavior management services per week. Additionally, a Master's level therapist will be available up to 5 hours per week to provide individual, family and/or group therapy to students not receiving services in the Residential Treatment Center. The program also uses milieu teaching of behavior during interactions with students. Should a behavioral incident arise in the classroom, the teaching staff immediately offers feedback and provides positive alternatives/skills choices to the student exhibiting the inappropriate behavior. The Mental Health Technicians will receive a minimum of 1 hour of clinical supervision per week provided by a master's level mental health clinician.

#### **Psychological Services:**

Educational Psychology services are provided by the students' home school district.

#### **Health Services:**

The agency provides health care for all youth through a combination of employed staff, contracted professionals, and school district health professionals.

*Medication Monitoring:* Registered nurses employed by the agency ensure all staffs are trained in medication monitoring.

*Medication Administration:* Trained program staffs are responsible for administering medication according to the doctor's orders.

*Infection Control:* The agency Infection Control Committee is a sub committee of the Safety Committee. It is made up of all agency Nursing Staff, the Safety Officer, and staff from other departments. The senior nurse for each company is the Infection Control Officer. This committee meets quarterly and reviews the surveillance reports on infections for both students and staffs. The committee also investigates all incidents or concerns related to the Infection Control Program and Hazardous Waste exposures. The goal of the committee is to proactively seek infection prevention.

### **Ancillary Services:**

Ancillary services including: speech and language therapy, physical therapy, occupational therapy, assistive technology consultation, hearing therapy, and vision services are provided to students through their home school district.

### ***Dietary Management:***

The home school district provides lunch to the students of the Alternative Education Classroom program by:

- Creating menus that meet the nutritional needs of students.
- Ensuring that all guidelines for the Federal School Breakfast and Lunch program are followed as appropriate.
- Delivering meals to the school campus.

### ***Transportation:***

The home school district is responsible for providing transportation to and from the Alternative Education Program, on field trips or special school events upon agreement with the transportation office, and for job shadowing and vocational education experiences.

## ***Services Planning and Counseling***

### **Program Planning:**

The program provides:

- a positive, supportive learning environment;
- structured and well-managed classrooms in which learning can occur;
- clear behavioral expectations and consequences outlined in the student handbook;
- communication with other programs and providers concerned with the student's progress so that all actions are directed toward a common goal occurring no less than once every eight weeks;
- the establishment of a pattern of behavior that will allow the student to successfully function in school and in the community demonstrating appropriate social skills;
- frequent tracking and monitoring of behaviors, triggers, and interventions in order to develop an effective plan for reintegration into home school;
- the development of an understanding of his/her environment and the roles that need to be demonstrated when interacting socially and responsibly with peers and teachers;
- opportunities for students to establish trusting relationships with educational staffs;
- opportunities for students to develop self-awareness by assuming increasing responsibilities, developing commitments, and leadership roles while being guided by caring adults;
- successful learning opportunities in a supportive learning environment;
- academic remediation in areas that are at least one year below grade level;
- opportunities for the demonstration of academic gains in core content areas;
- the development and implementation of an educational plan for each student according to his/her current level of achievement;
- academic instruction in the core content areas of language arts, mathematics, science, and social studies;
- opportunities for the development of learning skills that allow a student to pursue educational endeavors as an independent activity which one may accomplish in and out of the formal classroom setting;
- a collaborative and cooperative relationship with the Warren County School District regarding curriculum, programming, and placement of students with diverse learning needs;
- implementation and utilization of available technology; such as, web-based instructional programs, computer based programs, video-streaming, instruction in popular software programs, and virtual fieldtrips to assist students in reaching their full potential;
- vocational experiences such as career exploration, job shadowing, programs at the Warren County Career Center, and internships to teach students skills that will facilitate transition into the workforce;
- focused teaching with differentiated assignments to assist students in achieving passing grades in core content subject areas;
- A smooth reintegration into the public education setting through periodic planning meetings, academic and behavioral skill development, and a gradual transition process when appropriate;

- Credit recovery using computer based programs;
- Use of a point/level system as reinforcement and tracking of behavioral concerns.

**Special Intervention Meetings:**

Any member of the education team may initiate a Special Intervention Team Meeting. The necessary team members, inclusive of the student's family, will then be assembled and the identified problem will then be discussed, recommendations and action plan developed, and the meeting documented.

**Participation with other community providers:**

Other community services involved with a young person attending the Alternative Education Program may include the following:

- |                             |                                |
|-----------------------------|--------------------------------|
| • Children and Youth        | • SAP                          |
| • CASSP                     | • Outpatient Therapy           |
| • Drug and Alcohol          | • MST                          |
| • Juvenile Probation        | • Family Based Therapy         |
| • Intensive Case Management | • Community Based Wraparound   |
| • Mental Health Services    | • Family Group Decision Making |

In addition, Beacon Light Behavioral Health Systems operates an outpatient mental health clinic and partial hospitalization program that could be utilized in the event that the education staff feels that there are underlying mental health or emotional issues that limit or interfere with educational gains and processes.

**Emergency coverage:**

To assure linkages with other parts of the system, the following agreements have been established:

- An agreement has been established with Warren General Hospital, Warren, PA to provide Emergency Medical Care and acute psychiatric in-patient services to the students as needed.
- To the extent that vocational rehabilitation programs are appropriate for the client group, these services will be provided through the Office of Vocational Rehabilitation or other community resources.
- Crisis Hot Line for those community students who require emergency services.
- Other psychiatric and psychological resources are available as needed.

**Follow-up Survey:**



Within 30 days after discharge, a program staff contacts the child and/or his/her family to assess the child's progress since discharge and to determine if the recommendations made at the time of discharge were followed. In addition, the Program Evaluation Department conducts a telephone interview with the child or his/her family at least once between 30 days and six months following discharge. Information during this interview is used to examine the individual child's progress since discharge, and to examine, in aggregate, the functioning of children following treatment with the agency.