



Student Handbook
2021-2022

Class Schedule

SEMESTER 1

Name: _____

Homeroom Teacher: _____

Locker # _____

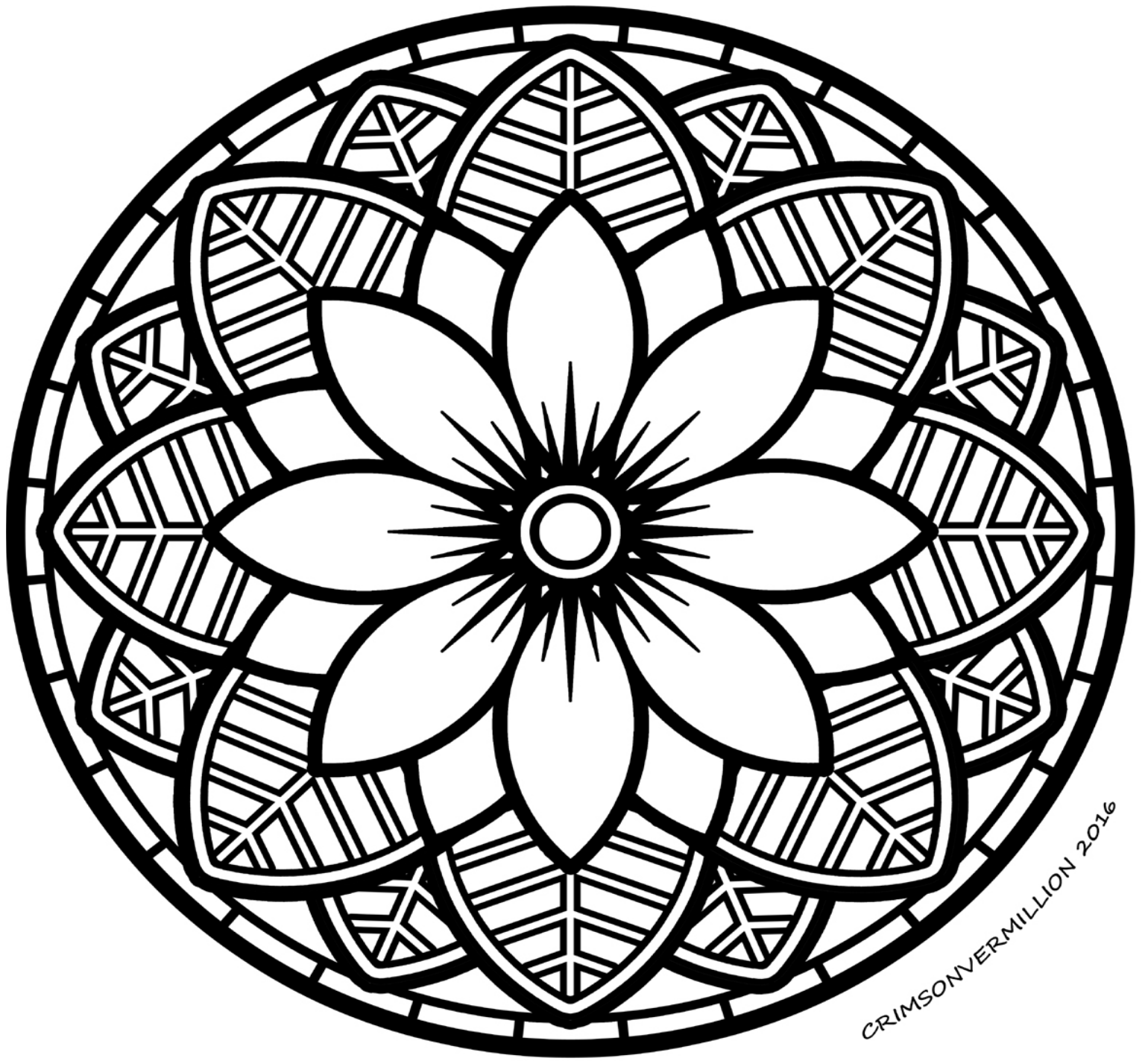
Bus # _____

SEMESTER 1

PERIOD	SUBJECT	TEACHER	ROOM

SEMESTER 2

PERIOD	SUBJECT	TEACHER	ROOM



CRIMSONVERMILLION 2016

Student Handbook

TABLE OF CONTENTS

People to Know	5
MCPS Website	5
R.I.C.A. Website	5
Daily Schedule	6
School Information	7
School Information	8
General School Policies	10
Cell Phone Policy	11
Bus Policies	12
Student Dress Policy	13
Cafeteria Policy	14
Anti-Bullying Policy	15
R.I.C.A. Code of Conduct	17
R.I.S.E. Program	18
Student Support Room	23
RESET Program	24
Behavioral Contract	24
The Stage System	28
Stage Application	33
Referrals	34
Student Planner	36

People to Know

Acting Principal: Jada Langston

HS Program Specialist: John Arianna

Assistant Principal: Nadia Kline-Taylor

ES/MS Program Specialist: Kristen Millios

Administrative Secretary: Cindy Rampp

School Secretary: Melissa Popham

Security Assistant: Vinnie Arianna

MCPS Transportation - Special Ed.
301-444-8580

MCPS Information
240-740-3000

STATE/CLINICAL DEPARTMENTS

Clinical Department Main # 301-251-6800
On Call/Emergency Therapist for Day Students: 1-800-637-4897
Security Office: 301-251-6878

CEO: Ken Basler
COO: James Polimadei
Medical Director: Dr Bernstein
Clinical Director: Dr Menon

MCPS Website



R.I.C.A. Website



Daily Schedule

2021- 2022 Bell Schedule



RICA Class Schedule – Regular School Day

Period	Time
IMT	8:30-9:15
AM Homeroom	9:15 – 9:33
1	9:35-10:20
2	10:22-11:07
3	11:09-11:54
Middle School	High School
Lunch 11:56-12:26	Period 4 11:56-12:41
Period 4 12:28-1:13	Lunch 12:43-1:13
5	1:15-2:00
6	2:02-2:47
7	2:49-3:34
PM Homeroom	3:36-3:45
Student Dismissal/Planning	3:45-4:00

Early Release Schedule

Period	Time
IMT	8:30-9:15
AM Homeroom	9:15 – 9:33
Period 1	9:35-10:04
Period 2	10:06-10:28
Period 3	10:30-10:52
Period 4	10:54-11:16
Period 5	11:18-11:40
Period 6	11:42-12:04
Middle School	High School
Lunch 12:02-12:32	Period 7 12:02-12:32
Period 7 12:34-1:04	Lunch 12:34-1:04
PM Homeroom	1:05-1:15
Student Dismissal/Planning	1:20 – 1:30

Delayed Opening Schedule

Period	Time
Staff Arrival	11:00
AM Homeroom	11:15 – 11:35
Period 1	11:35-12:05
Middle School	High School
Lunch 12:07-12:37	Period 2 12:07-12:37
Period 2 12:39-1:09	Lunch 12:39-1:09
Period 3	1:11-1:39
Period 4	1:41-2:09
Period 5	2:11-2:39
Period 6	2:41-3:09
Period 7	3:11-3:39
PM Homeroom	3:41-3:45
Student Dismissal/Planning	3:45-4:00

School Information

School Hours

RICA is open from 9:15-3:50pm. It is important for students not to arrive earlier or stay later unless you have special permission from a teacher or an administrator.

Attendance/Absences

Regular attendance is essential for your success. If you must be absent for any reason, remember that it is your responsibility to obtain and make up assignments missed during the absence.

If a student misses school, there must be parent communication either by note and/or email with reason in order for staff to determine if the absence is excused.

Early Dismissal

If you need to leave school early, your parent must notify the school in advance. You are expected to sign out in the main office when you leave, and if you return while school is in session, you will sign back in.

Late Arrival

If you arrive to school late, you should report to the main office to sign in. You will then be able to report to class.

Honor Roll

In order to make the Honor Roll you must earn a "B" average. You cannot have more than one "C" and must have at least one "A" to balance that "C". You cannot have any "Ds" or "Es" or incomplete grades.

Report Cards and Interim Reports

You will receive your report card at the end of each 9 week grading period by mail, email, or ParentVue.

Interim progress reports are distributed mid-quarter and this report gives you an opportunity to improve grades before the end of the marking period.

Quarterly IEP progress reports are sent home at the end of each quarter.

Homework

Students are expected to complete their homework and turn it in on the due date.

Students are expected to make up classwork and homework from any missed class time, including therapy and excused absences.

The grading policy will be distributed at the beginning of the school year in each subject.

To indicate that homework has been given, staff will place a mark in the Homework section of the contract.



School Information

Health Services

A nurse is on duty in the health suite during school hours and a pediatrician is on duty part-time. If a student is ill or injured during the school day, staff will consult with the health suite to be sure the student is seen.

Staff will determine if you need to go home, and parents will be notified.

Lockers

Students will be assigned a locker for school supplies, lunch, backpacks, or coats.

If you would like to bring a lock (combination or key) to lock your locker, you must give a copy of the combination or extra key to your homeroom teacher.

REASON: If you should forget or leave your key at home you will still be able to use your lock.

Backpacks/Bags/Purses

Students are required to store backpacks/book bags (including string bags) in their assigned locker during the school day. Students may carry a bag that is no larger in size than a sheet of 8.5 x 11" paper.

REASON: Large bags create safety hazards when carried in crowded hallways or when left in classroom aisles during instruction.

Coats

Heavy coats are to be stored in lockers during the school day.

Media Center

The RICA media center is generally open for students from 9:15-3:50pm, except when classes are taking place. Students should have permission from a staff member before visiting the media center. You must have either a pass or a note on your contract with you to verify.

Please have a staff member ensure that the media center is available by calling before you go.

Books/Textbooks

If students are issued textbooks they are expected to care for them responsibly. Students will be assessed a fine for books that have been damaged or lost.

Personal Laptops/Chrome Books

Students are strongly encouraged to use MCPS chrome books at school. If you bring your own personal device, you are responsible for the safety and security of your personal item. Staff cannot offer technical support, as it is not an MCPS authorized device.

Search and Seizure

Students can be searched on school grounds by an administrator or a person designated by the administrator if the administrator has reasonable belief that you have something that is illegal, harmful to health/safety or can disrupt the instructional program. There must be another adult present when this takes place. School staff has the right to search your locker or any other part of the school if there are similar probable causes. An item that is confiscated from you during this search will be returned to your parent or guardian unless it violates the law or creates a safety or security problem.



General School Policies

1. Illegal substances (drugs including marijuana and alcohol) are prohibited and will be confiscated and police action taken.
2. Weapons and other potentially dangerous objects (including pepper spray, laser pointers, pencil sharpeners, or hanging chains on clothing, or any items deemed dangerous by administration are prohibited, and will be confiscated and police action taken.
3. Students must be in assigned areas at all times.
4. Students are expected to follow directions given to them by any staff member.
5. Cursing, drug, or sex talk are not permitted.
6. Students taking medication prescribed by their physician must take the medication in the health suite. All prescribed medications are kept in the health suite.
7. Matches, lighters, and tobacco, and related paraphernalia are prohibited on school grounds and will be confiscated.
8. Students and their parents are liable for property damage caused at RICA.
9. Toys and other non-instructional related materials should not be brought to school, unless approved by the treatment team for a specific purpose.
10. No giving, lending, buying, selling, or trading of items/ money, or soliciting is allowed.
11. Sums of money, more than \$5, should not be brought to school. If money is lost or stolen, it will not be replaced by the school.
12. Students are not to open or exit through fire doors unless directed by staff.
13. Students are expected to pass through the halls in a quiet and orderly manner.
14. Students may not exchange notes with other students, or communicate using personal electronic devices during the school day.
15. All students must be escorted to and from the clinical area.

Food & Drinks

RICA IS A NUT FREE FACILITY!

All students are offered breakfast and lunch at RICA. Students may also bring their own lunch.

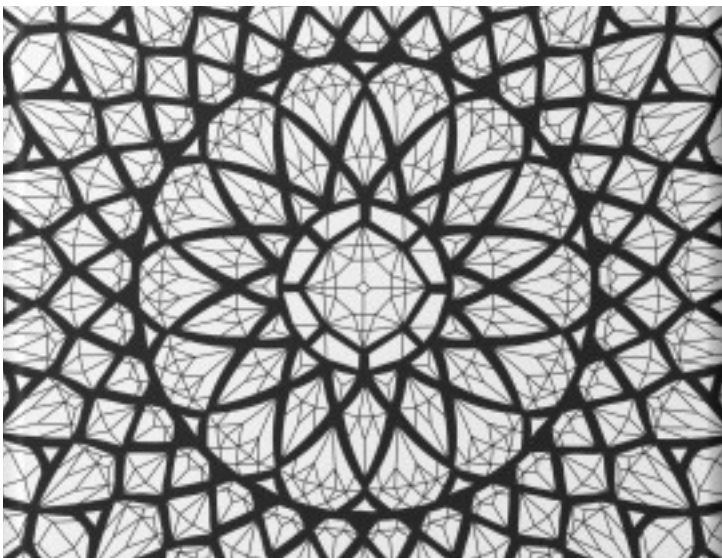
- Students are not permitted to order outside food to be delivered via UberEats, GrubHub, or any other delivery service. If any arrives, it will be held in the main office and your parent will be called to pick up the order.
- Students may not purchase food/drink from the vending machines in the staff lounge.
- Students may not have candy or bags of chips in school.
- Students may not share food/drink with others.
- Students may have water if the bottle is clear and opened or filled in front of staff, which is then documented on the contract.
- Sodas, Gatorade, tea, and water flavorings may be opened and allowed during lunch only.
- Energy drinks are not permitted.

Cell Phone Policy

Cell Phone Policy

Secondary school students (MS & HS) may possess Personal Mobile Devices (PMD) on MCPS property and at MCPS sponsored activities.

- It is the student's responsibility to ensure that the device is turned off and out of sight during times of unauthorized use.
- Students are responsible for ensuring their PMDs are managed securely at all times.
- Students may use their cell phone for educational purpose only if instructed by a teacher.
- Students may use cell phones during lunch.
- Use of PMD by high school students riding to and from school on MCPS buses is permitted as long as it does not impact the safe operation of the school bus.
- In accordance with the Student Code of Conduct in MCPS, information may not be communicated using a PMD if it:
 - violates the privacy of others,
 - jeopardizes the health or safety of students,
 - is obscene or libelous,
 - causes disruption of school activities,
 - plagiarizes the work of others, or is a commercial advertisement.
- Any student who violates this regulation will be subject to disciplinary action in accordance with the Student Code of Conduct in MCPS.
- Residential students are not to have electronic devices in school.



Bus Policies

Students are expected to demonstrate safe and appropriate bus behavior per the MCPS guidelines. Inappropriate behavior may result in bus suspension. Students on bus suspension are to make alternative arrangements to get to school.

- Follow the directions of the bus operator and attendant at all times while under their supervision.
- Remain seated while bus is in motion.
- Keep arms and head inside the bus at all times.
- Student use of electronics is the bus driver's decision. If using personal electronics, use headphones.
- Glass objects are not allowed on MCPS school buses.
- Ride only assigned buses unless permission has been given from parents or guardians, and administration has been made aware.
- The bus is an extension of school. The operator/attendant may write a referral for any infraction of their rules. Three bus referrals will lead to a bus suspension.



**Riding the Bus Home with Someone Else*

If a student wants to ride home on a bus other than the one to which they are assigned or if they wish to be picked up after school by someone other than their parent/guardian, students must either bring a note signed by the parent/guardian or have their parent email the administrative secretary.

A note or email from the parent/guardian of the other student to be ridden home with is also required. This information

must be given to the school office in advance and needs to be approved by an administrator.

Student Dress Policy

Students are expected to dress appropriately for the school environment. No article of clothing may be worn that the administration deems disruptive or offensive to a respectful school atmosphere. This would include (but not limited to) attire that:

- Is associated with gangs
- Is lewd, vulgar, obscene, revealing, or of a sexual nature
- Promotes the use of tobacco, alcohol, drugs, sex, violence, or any product/ideas that are prohibited during school.
- Is offensive to any ethnic, social or religious group
- Endangers health or safety.

The following items are not permitted during school:

- Sunglasses, goggles (except ones issued by a teacher)
- Bandanas
- Purses bigger than 8.5" x 11"
- Spaghetti straps, strapless shirts/dresses, or any other article of clothing which exposes midsections or chest areas (to include low cut shirts)
- Chains hanging from clothing, spikes, wallet chains or sharp key chains
- Exposed undergarments, including pants worn below the waistline
- Clothes that expose the torso
- Garments that are shorter than mid-thigh and/or expose undergarments when a student bends, sits, or crouches (bottom of skirts/shorts must touch fingertips)
- Clothing deemed to be inappropriate or provocative by administrator.

Possible actions:

- The student will be asked to remove or cover up the offending attire while on school premises.
- Alternate clothing will be available to lend to students as needed. Items must be washed and returned to the school.
- Parent(s)/Guardian will be notified.
- If the student refuses to remove or cover up the offensive attire, the student will meet with a program specialist and/or administrator; contract marked for non-compliance for the goal "follow staff directions" and a comment added on the contract that the student is refusing; if necessary; student may be restricted from program.

MCPS Discipline Policy

A Student's Guide to Rights and Responsibilities in MCPS and The Code of Conduct, which are distributed to all students each year, can also be found online at:



Cafeteria Policy

- Students are expected to follow the direction of staff at all times in the cafeteria.
- Students must notify staff if they need to leave the cafeteria for any reason.
- Students are expected to clean their lunch area before leaving.
- Students may be given an assigned seat at the discretion of staff.
- Students who are unable to demonstrate acceptable behaviors in the cafeteria may be assigned an alternate location for lunch for a period of time as determined by staff.
- All cafeteria expectations remain true when eating lunch in a classroom
- HS students will have the option to eat lunch in a classroom, they must sign up by homeroom on that day.

Cyber Security

The internet is a fabulous resource for education, entertainment, and more. But the Internet is not regulated or controlled by any one entity. It is extremely important that students use the internet appropriately and also report it if you witness inappropriate use.



Need to Know: Cyberbullying is intentionally embarrassing, humiliating, threatening, or targeting an individual or group of people using e-mail, instant messaging, social sites, blogs, mobile phones, computers, tablets, or other technological methods. Cyberbullying comes in many forms, including the following:

> Flaming—sending angry, rude, or vulgar messages directed at another person in private or in a public forum.

> Harassment—repeatedly sending a person offensive message.

> Masquerade—pretending to be someone else and posting false information or placing another in danger.

> Outing and trickery—sending or posting sensitive, private, or embarrassing material about a person.

Anti-Bullying Policy

Harassment and intimidation (bullying) are serious and will not be tolerated at RICA. Harassment and intimidation (bullying) means repeated conduct, including verbal conduct, that creates a hostile educational environment by interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being, and is motivated by an actual or a perceived personal characteristic such as race, national origin, sex, sexual orientation, gender identity, religion, or disability, or is threatening or seriously intimidating.

MCPS form 230-35 is used to report alleged harassment and intimidation (bullying) that occurs. If you believe you have been harassed or intimidated (bullied), you should complete this form and return it to your homeroom teacher. Once the incident is reported, the school will conduct an investigation.

STOP

BULLYING

STAND UP. SPEAK OUT.



	All Settings	Classroom	Cafeteria
Work Hard	<ul style="list-style-type: none"> Comply with dress code Keep your body to yourself (hand-holding allowed) Electronics allowed grades 6-12 at lunch only 	<ul style="list-style-type: none"> Stay on task Be prepared and on time Be engaged Use your accommodations Complete assignments Follow staff directions Move up in stages Set goals Use coping strategies 	<ul style="list-style-type: none"> Keep your area clean Turn in your contract
Be Kind		<ul style="list-style-type: none"> Respect yourself, others and materials Use appropriate language 	<ul style="list-style-type: none"> Keep your place in line Be positive in peer interactions Use indoor voices Use appropriate language Use good manners
Be Safe		<ul style="list-style-type: none"> Stay in location Keep your body to yourself Use materials as intended Show self-control 	<ul style="list-style-type: none"> Stay in your location/table/booth Keep your food on your tray Keep your body to yourself

Code of Conduct

Bus	Special Events	Hallway
<ul style="list-style-type: none"> • Be responsible • Be prompt • Follow staff directions 	<ul style="list-style-type: none"> • Stay in seat • Follow staff directions 	<ul style="list-style-type: none"> • Keep your locker clean • Move to class promptly • Follow staff directions
<ul style="list-style-type: none"> • Use appropriate language and volume • Be polite to staff and students • Respect property 	<ul style="list-style-type: none"> • Show respect for others • Show appreciation and gratitude • Participate appropriately 	<ul style="list-style-type: none"> • Be positive in peer interactions • Use appropriate language • Respect decor
<ul style="list-style-type: none"> • Stay in seat • Respect physical boundaries • Manage self • Ride by the rules 	<ul style="list-style-type: none"> • Stay in location • Show self-control 	<ul style="list-style-type: none"> • Stay in location • Walk • Keep your body to yourself • Respect school environment

R.I.S.E. Program

(RICA Individualized Stages of Enrichment)

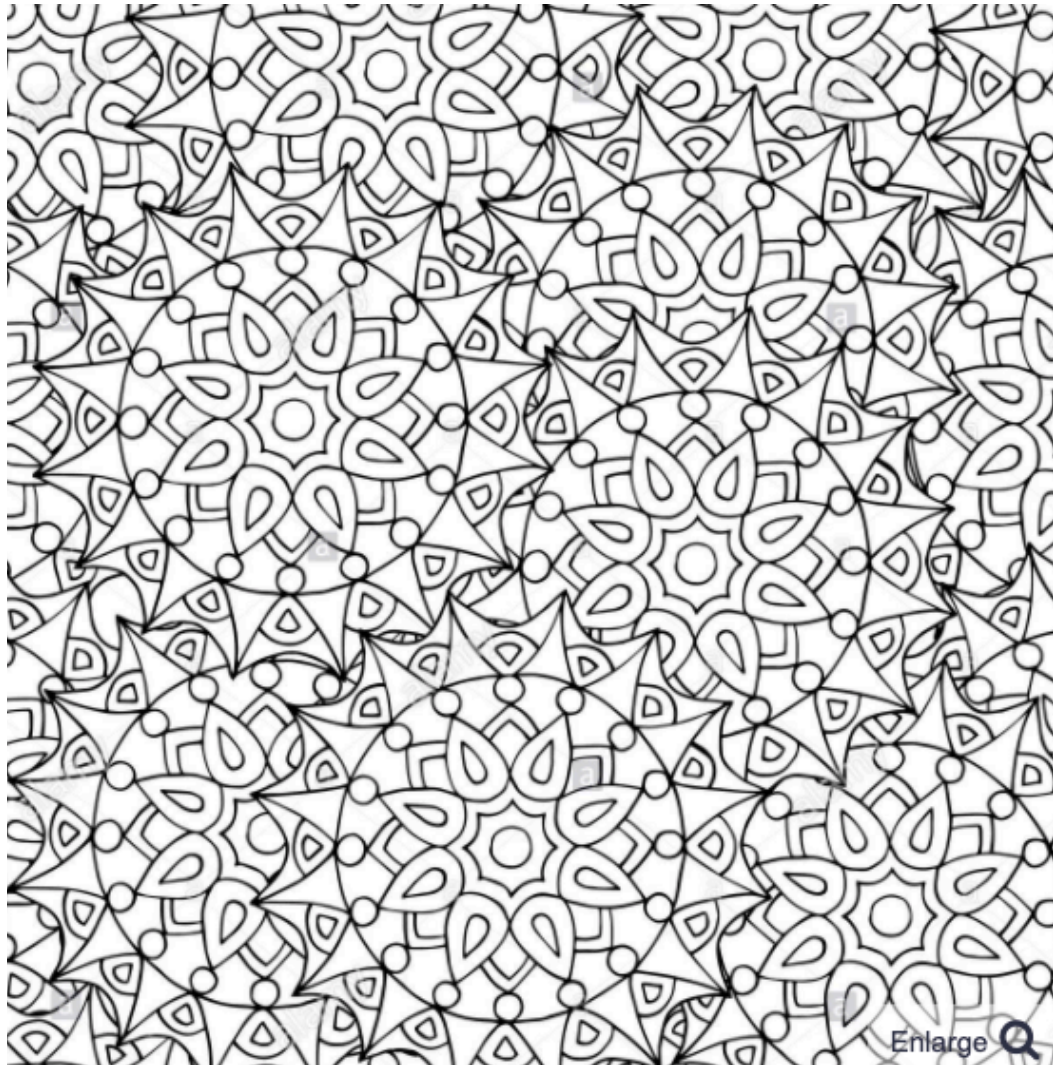
The JLG-RICA RISE Program is designed to promote positive social and emotional personal growth, utilizing staff guidance, support, and education to emphasize student awareness, accountability, and self-responsibility for all JLG-RICA students.

The student progresses through a series of five stages of development (orientation and four additional, progressing stages). This movement is determined by completing clinical and school goals as determined by clinical and school staff. As a student progresses through the stages, they receive consistent reinforcement and feedback, gain additional responsibilities and privileges, and use self-reflection to improve behavior.

The JLG-RICA RISE Program is one component in an overall treatment approach. The RISE Program is designed to provide data and feedback to students and staff, and is integrated with other treatment components such as counseling, contracting, and other modes to help each student.

Our overall treatment goal is to help students function successfully in the least restrictive environment possible. JLG-RICA is aware of the importance the family plays in building the child's adaptive behavior in the school and community.

Therefore, from the onset of contact with a student, the family should be active participant(s) in all treatment team planning decisions. Because the essence of the RISE Program is monitoring and reinforcing behavior and because the family is seen as an important change agent, it is essential that the family play an influential role.



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SUPPORTS IN SCHOOL

Incentives and Reinforcers

Peace Tickets – students can earn peace tickets throughout the school day for demonstrating positive behaviors. Peace tickets earned during the day will be marked on the student contract. In Homeroom students will be able to see the total of peace tickets earned. Turning in peace tickets for coupons, school store, or events will be weekly.

Students may use the menu below to choose how they would like to spend their peace tickets on a weekly basis. You may not use the same item more than once a week.

REASON for Tickets	# of Tickets Earned
Successful Day (Met Target)	10
No Referral Before Lunch	5
No Referral After Lunch	5
Contract Points	various

Be sure to consult with your homeroom teacher to make arrangements to earn the rewards.

Peace Ticket Menu

PEACE TICKET MENU

STAGE 1

School Store Visit.....	Items start at 50 tickets
Assist in decorating a Bulletin Board.....	50 tickets
Student Spotlight.....	100 tickets
No Homework Coupon.....	200 tickets
Attend a PBIS Activity.....	200 tickets

STAGE 2 ALL OF THE OPTIONS ABOVE PLUS:

Eat Lunch with a preferred staff member	150 tickets
Be a student helper in class in your grade.....	200 tickets
Sit in teacher's chair/Help teach a class.....	200 tickets

STAGE 3 ALL OF THE OPTIONS ABOVE PLUS:

Be a peer tutor for younger students.....	100 tickets
Create a bulletin board.....	150 tickets
Coupon to play Clean music at the end of a class.....	150 tickets
Coupon to make school announcements.....	200 tickets
Apply to be a School Ambassador.....	250 tickets

STAGE 4 ALL OF THE OPTIONS ABOVE PLUS:

Coupon to shadow the Principal for an hour.....	200 tickets
Help teach a class in your grade.....	200 tickets
Open Lunch with another Stage 4 peer.....	300 tickets

R.I.G.E. Program

School Store

Students who have earned peace tickets may visit the store once a week when it is open. The items will be arranged by various amounts of tickets earned. More tickets equal larger rewards.

Tree house rewards

Students will have the opportunity to visit the treehouse when they move up a Stage. The treehouse items will also be arranged by value so higher stage students are eligible for larger rewards. This will be dependent on the time that the treehouse is available, usually once per week. Students may also have the opportunity to earn a treehouse visit based on an individual incentive/goal discussed with your treatment team.

Successful Week Raffle

Students are eligible for the successful week raffle if:

- *they attended school for the whole week
- *they receive no referrals for the week
- *they have successful days on their contract each day of the week (meeting target)

Students will earn a trip to the School Store to pick a top tier item if their name is selected as the raffle winner.



PBIS activities

Positive Behavior activities will be offered throughout the school year. This is an opportunity for students to engage in social interaction with peers and earn an activity for demonstrating positive behaviors. These will be offered by the stage students are currently on. Students may be eligible for PBIS activities dependent on their Stage and the number of peace tickets needed.

Random Rewards

During the school year students may be called by Stages to receive a random reward. Do your best to listen to school announcements so you do not miss this opportunity.



Student Support Room

Student Support Room

The student support room is a resource students can utilize when they need a break from the classroom, when using a “flash pass,” if a classroom interfering behavior occurs, if a student receives a Lower level or Higher level referral and/or at the discretion of school staff. T

he student’s contract will be noted in SSR in conjunction with classroom staff if a referral is earned.

If a student receives a referral the student will report to SSR or an alternate assigned location. They will follow the direction of SSR staff which will include the following:

- complete a reflection form
- participate in restorative justice practice (such as: resolve, repair,
- reflective conversation, make commitments). This is dependent of the behavior for which the student received the referral.
- demonstrate appropriate classroom behavior

Requesting a Therapist

If a student requests to speak to their therapist, they may ask a staff member of the class they are currently with to make the call.

A note will be marked on the contract to indicate the call has been made.

When the therapist is available, they will come to your location. The student support room is a resource students can utilize when they need a break from the classroom, when using a “flash pass,” if a classroom interfering behavior occurs, if a student receives a Lower level or Higher level referral and/or at the discretion of school staff.

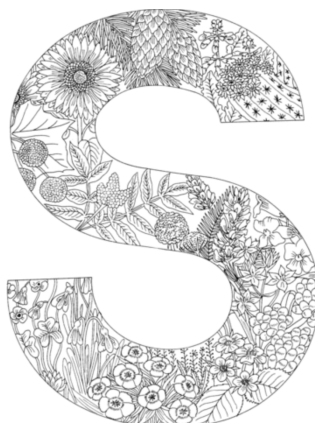
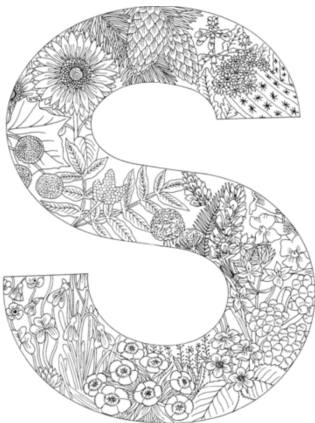
List of Coping Strategies Available

- Break from class
- Therapist
- Break Box
- Stress Ball
- Coloring Sheets
- Breathing Exercises
- Drawing paper
- Writing paper
- Talk to staff
- Put head down and rest
- Yoga/Exercise
- Take a Walk or Run
- Throw a weighted ball
- Bubble Wrap
- Listen to music
- Shuffle cards
- Play solitaire
- Make origami
- Rubik’s cube
- Fidget toys
- Put on lotion
- Essential oils
- Weighted blankets
- Weighted stuffed animals
- Blow bubbles

ALTERNATE LOCATIONS AVAILABLE

*these rooms will be dependent on availability

- Quiet Room
- Sun Room
- Forest Room
- Zen Den
- Weight Room
- Gym
- Sensory Room
- Outside areas/fields
- Tension Reduction Room



RESET Program

This is an alternative therapeutic feedback intervention to an out-of-school suspension (OSS) when incidents/behaviors occur that require a higher level of response but do not meet the criteria for OSS.

This intervention supports a student(s) who has engaged in aggressive and negative behaviors, or who behaves unsafely in other ways. Staff will assist the student with relocating to the RESET location and initiate the referral protocol. Once the RESET protocol is completed the student will be allowed to re-enter the school program.

Example of behaviors resulting in RESET program: Physical aggression (toward others or property), continued verbal harassment, incidents deemed serious by treatment team

RESET Activities: Restorative Activities (examples: reflective conversation, apology letter, reflective writing prompts) and/or one of two RESET (Restorative) Circles (questions about behavior leading to RESET, taking accountability for behavior leading to RESET, and reflection on what to do differently in the future.)

Completion of RESET: RESET Activities should be completed, communication with parents, and during RESET students will complete 70% or more of their academic work, and show improved mood stability through safe behaviors as evidenced by no aggression or other unsafe acts, in order to complete RESET and be allowed to re-enter the school program.

Behavioral Contract

The contract is a tool to collect/communicate data and provide feedback on student behavior.

The treatment team develops individual behavior goals on these contracts based on IEP observed behaviors and ITP goals. These are placed on the top section of the contracts.

The treatment team utilizes the data and information from the contract(s) to assess how each student is meeting their contract goals and to determine when the student is ready to move to the next stage.

INITIATION OF THE CONTRACT

Homeroom teachers will initiate the current day's school contract for all homeroom students (day and residential) to include name, phase, date, and individual goals.

School Contract

For residential students: Residential day staff will bring the previous day's school contract to a.m. homeroom. Homeroom teachers will initiate for all homeroom student's to include name, stage, date, and individual goals.

For day students: Homeroom teachers will initiate the current day's school contract for all homeroom students to include name, stage, date, and individual goals.

Home Contract

Therapists will initiate home contracts, as needed, in collaboration with student(s) and family.

Behavioral Contract

POSSESSION OF THE CONTRACT

School Contract - In school, students will be responsible for giving their contracts to the appropriate staff at the beginning of each period. If a student loses, crumples, refuses to give up, or destroys his/her contract, a second contract is issued. Treatment team can decide upon staff carry when indicated.

MARKING THE CONTRACT

Target Behaviors

When in school the target behavior is observed during any part of the period, staff will record observed behavior with:

- 0= Not achieved: You did not demonstrate the expected behavior today
 - 1= Needs improvement: You've partially achieved the expected behavior.
 - 2= Achieved: You've demonstrated the expected behavior today.
 - 3= Outstanding: You've met and exceeded the expected behavior.
- Also indicate outstanding behavior in comment section

Goals included on Contract:

- 1.) appropriate location
 - 2.) following directions
 - 3.) work completion
 - 4.) following electronic protocol
 - 5.) Individualized goal #1
 - 6.) Individualized goal #2
- **individualized goals will be determined by treatment team.

*Behavior note section will include referrals, and/or positive behaviors.

Homework

When homework is assigned the "HW" column should be marked for that period.

*If homework incompleteness becomes a frequent issue the treatment team should consider making this an individual goal on the student contract.

Unmarked or Unsigned Periods During The School Day

If student misses a class (is in therapy, in SSR, out of location, job, etc.) the appropriate staff member should document on the contract.

Special circumstances: Unmarked OR Unassigned Periods during the School Day:

Example(s): Delayed Opening/Early Release/Excused student leaves early/arrives late

*Student's target will be adjusted accordingly.


Behavioral Contract

PAGE ONE

JLG -RICA School Contract

DAY OR RESIDENT

Name: _____ Date: _____ Stage: _____ Daily Target: _____ Met/Not Met

	AM HR	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period	PM HR	Lunch	TOTAL
 Work Hard, Be Kind, Be Safe, and Dream Big!											
Work Completion											
Following Directions											
Appropriate Location											
Following electronic protocol											
Individual Goal 1											
Individual Goal 2											
HOMEWORK											
PEACE TICKETS											
TOTAL & STAFF INITIALS											

3 = Outstanding: You have met and exceeded expected behavior
 2 = Achieved: You demonstrated the expected behavior today
 1 = Need Improvement: You partially achieved expected behavior today
 0 = Not Achieved: You did not demonstrate the expected behavior today

To count toward Successful Week Raffle, today's contract must:
 Meet your daily target
 Have no referrals

Behavioral Contract

PAGE TWO

Strategies:

Therapist:

REFERRALS		PASSES	
TIME	DESCRIPTION	RESOLVED	STAFF INITIALS

Period	Staff Comments - Please Include Positive Communications	Staff Initials
AM Homeroom		
1		
2		
3		
4		
5		
6		
7		
Lunch		
PM Homeroom		

Target Points

Stage 1 (80%)	Stage 2 (85%)	Stage 3 (90%)	Stage 4 (95%)
96/120	102/120	108/120	114/120

The Stage System

Orientation Stage

Overall Goal - The goal of the Orientation Stage is for the student to familiarize themselves with the rules, routines, and expectations at RICA. This Stage is primarily staff-driven; in other words, the staff makes concerted efforts to communicate and clarify expectations. We want to ensure the students understand the different roles of staff at RICA, so they understand exactly who is here to help them and how.

Length - 5 days. This stage is purposefully kept as short as possible, to quickly give the student a sense of success

1. Familiarity with Program - Student is introduced to the rules of school, residence, and clinical.
Student expresses understanding of
 - School Rules
 - School Schedule (student can be placed on escort based on their preference)
 - Classroom location
 - Familiarity with school contract
2. Welcome group in homeroom
3. Personal Goals - Identify at least two personal goals
4. Personal Incentives - identify rewards or incentives that will help motivate student
5. Assigned a task/understand expectation
6. Student will be required to be on 'Escort' with a staff member

Apply for next stage: Verbal discussion with staff to discuss preparedness to move on from orientation.

Reinforcers/Privileges:

- Welcome/coping bag (given to students at admission)
- Upon completion of Orientation stage student can visit the Treehouse
- Upon completion of Orientation stage student will earn peace tickets
- Student spotlight

*Treatment team can determine individualized privileges as deemed appropriate

Stage One

Overall Goal - At the end of Stage 1, the student will identify personal goals across RICA settings. After assessing the student's baseline behavior, the RICA team will identify appropriate, achievable goals for school. These goals may look different between different individuals. The point is to make the RICA program personally relevant to each student, as they work to individually improve their specific problem areas.

Length of Time Before Consideration - 21 days

Clinical Goals

Student will work with therapist to identify problem areas, triggers, participate in creation of ITP (must identify Student Goal for each problem area on ITP), identify family goals, meet with psychiatrist, initiate family therapy.

School Goals

Student will work with treatment team to attend classes, initiate in-class assignments, engage in

The Stage System

positive interactions with others, remain in location, follow electronic protocols, following directions and working towards set individualized goals (goals will be set based upon students needs).

Apply for the next stage - Paper application, approved by therapist and case manager.

Privileges:

- Can visit school store based upon peace tickets earned
- Continue to earn peace tickets/bucks
- Add one item to student's welcome/coping bag identified in orientation stage
- Trip to treehouse (stage 1)
- Student spotlight
- Help create a bulletin board
- Student is no longer on 'Escort'
- Choose location of eating lunch - with staff (café, academic support, outside)
- No-homework pass for one class (with coupon) - Automatic reward for each phase

*Treatment team can determine individualized privileges as deemed appropriate

***Students will receive a certificate upon completion of each stage.**

Stage Two

Overall Goal - At the end of Stage 2, the student will begin practicing coping skills across settings (it's the effort that counts - the skills don't always have to be effective, but we want them to TRY). Most serious behaviors (physical aggression, suicidal behaviors, serious self-injury behaviors, high-risk AWOL) are decreasing. More minor behaviors (verbal aggression, not following directions, isolation, superficial self-injury, leaving location) are likely occurring. The student will regularly attend therapy (exact time and manner of participation as deemed appropriate by the therapist, according to the student's ability). The student will demonstrate gradual improvement in their behavioral goals - an overall improvement from their individualized baseline

Length of Time Before Consideration - 35 days

Clinical Goals

Student will work with therapist on identifying problem behaviors, identifying coping strategies, participating in ITP to include completing one STO, take medications consistently, participate in family and individual therapy.

School Goals

Student will work with treatment team to attend classes, initiate in-class assign-



The Stage System

ments, engage in positive interactions with others/improving prosocial behaviors, remain in location, follow electronic protocols, following directions and working towards set individualized goals (goals will be set based upon students needs).

Apply for the next stage - Paper application, approved by therapist and case manager

Privileges while on Stage 2:

- Can visit school store based upon peace tickets earned
- Continue to earn peace tickets/bucks
- Trip to tree house (stage 2)
- Student Spotlight
- Lunch with preferred staff member
- Use teacher's chair for a period (with coupon)
- Help out in your, or another, classroom
- No-homework pass for one class (with coupon) - Automatic reward for each phase

*Treatment team can determine individualized privileges as deemed appropriate

Stage Three

Overall Goal - At the end of Stage 3, students are regularly trying coping skills in different settings. The most serious behaviors (suicidal behaviors, high-risk AWOL, serious self-injury, physical aggression) are gone or greatly reduced, depending on the student's baseline at admission. More minor behaviors (verbal aggression, not following directions, isolation, superficial self-injury, leaving location) may still be occurring, but the student is generally able to accept consequences, reflect on their behavior, and (with guidance) make appropriate efforts to repair. The student generally attends therapy, groups, classes, and activities, depending on their baseline at admission.

Length of Time Before Consideration - 50 days

Clinical Goals

Student will be an active participant in family and individual therapy, demonstrate the ability to use coping skills a specific amount of time (individualized), have successfully completed atleast two STO's, will begin to attend ITP meetings and take medications consistently.

School Goals

Student will work with treatment team to attend classes, initiate in-class assignments, engage in positive interactions with others/improving prosocial behaviors, demonstrate specific helping behaviors, demonstrate leadership behaviors, remain in location, follow electronic protocols, following directions and working towards set individualized goals (goals will be set based upon students needs), a mainstream survey is sent out.

Apply for the next stage - Paper application. Students then participate in a meeting with the treatment team to make their case. Therapist and case manager, all approve during an in-person meeting

Privileges while on Stage 3:

- Student Spotlight
- PA announcements

The Stage System

- Design a bulletin board (with coupon)
- Choose clean version of music for the end of a class (with coupon)
- Apply as a 'student ambassador'
- Help out in a younger classroom
- No-homework pass for one class (with coupon) - Automatic reward for each phase

*Treatment team can determine individualized privileges as deemed appropriate

During this stage, the team begins discussing discharge - initiating longer weekend passes, beginning to mainstream, maybe discharging from residence - as appropriate and in accordance with the student and family's goals.

Stage Four

Overall Goal: At the end of Stage 4, students are regularly and successfully using coping skills in different settings. The most serious behaviors (suicidal behaviors, high-risk AWOL, serious self-injury, physical aggression) are entirely gone. More minor behaviors (verbal aggression, not following directions, isolation, superficial self-injury, leaving location) may continue to occur, but much more rarely. The student is consistently able to take accountability for their behaviors and independently make age-appropriate efforts to repair.

Length of Time Before Consideration - 70 days

Clinical Goals

Student will be an active participant in family and individual therapy, demonstrate the ability to use coping skills a specific amount of time (individualized), have successfully completed three STO's, will consistently attend ITP meetings, take medication consistently.

School Goals

Student will work with treatment team to attend classes, initiate in-class assignments, complete homework assignments, engage in positive interactions with others/improving prosocial behaviors, demonstrate specific helping behaviors, demonstrate leadership behaviors, remain in location, follow electronic protocols, following directions and working towards set individualized goals (goals will be set based upon students needs), a mainstream survey is sent out.

Privileges while on Stage 4:

- Location of eating lunch - with peers (café, academic support, outside)
- Shadow the principal for an hour
- Help teach a class
- Open lunch with another Stage 4 peer
- No-homework pass for one class (with coupon) - Automatic reward for each phase
- Visit another homeroom/visiting with another peer (if on same level)/visiting another unit for an activity

*Treatment team can determine individualized privileges as deemed appropriate

During this stage, transition and/or discharge are actively occurring. The student is home more (if residential student), may possibly be mainstreaming, and likely has a specific date for complete discharge - as appropriate and in accordance with the student and family's goals.

The Stage System

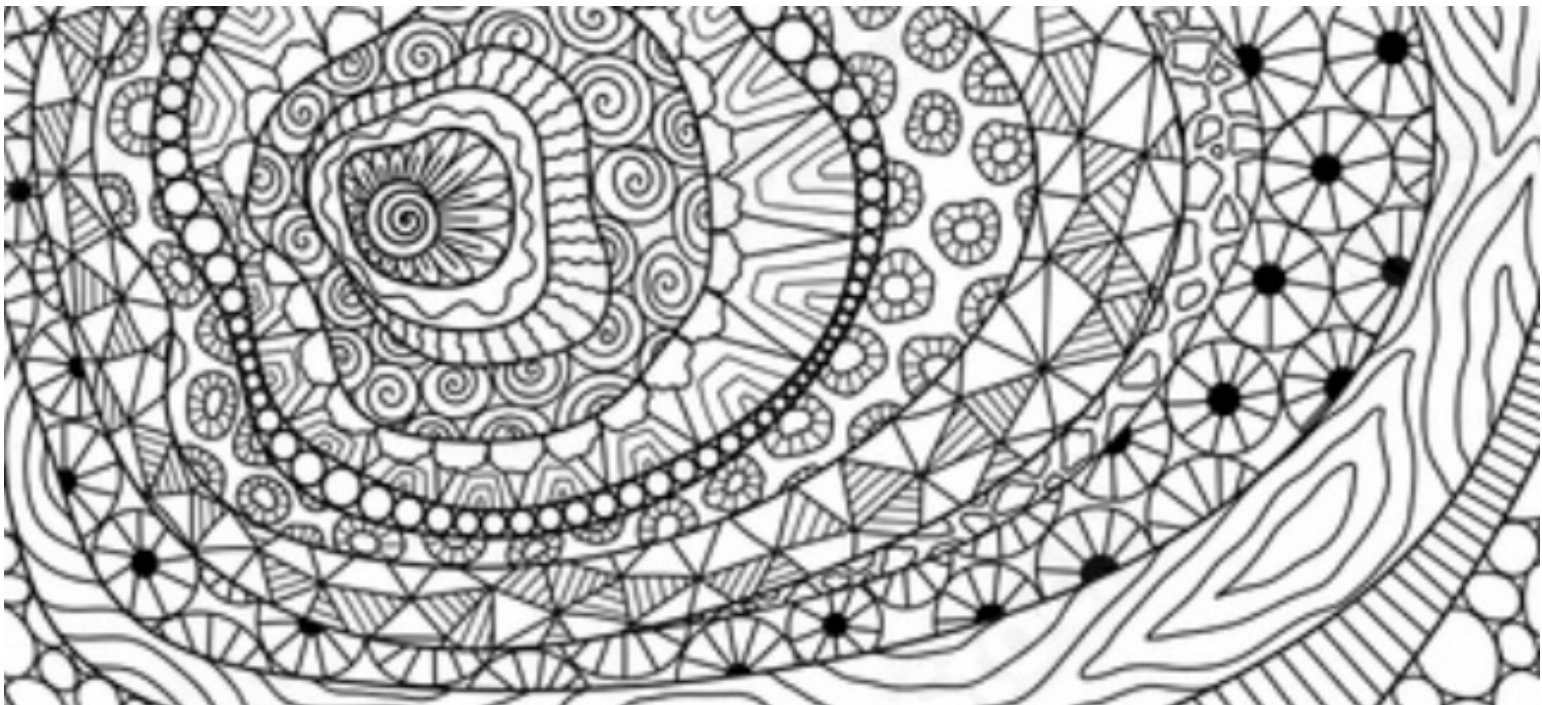
Successful days in school will be measured by percent of 2's given on that stage. The percent will be different for each stage with Stage 1 being the lowest and Stage 4 being the highest percent. See chart below.

Target Percentage by Stage:

Stage 1- 80%	Stage 2- 85%	Stage 3- 90%	Stage 4- 95%
96/120	102/120	108/120	114/120

Stage Progression:

ORIENTATION	NEW RICA Students Begin Here This stage lasts for 5 days and gives students the opportunity to learn expectations and clarify goals.
Stage 1	Review progress on goals with therapist at 21 days
Stage 2	Review progress on goals with therapist at 35 days
Stage 3	Review progress on goals with therapist at 50 days
Stage 4	Review progress on goals with therapist at 70 days



Stage Application

Stage Application

Name: _____

Date: _____

Stage Applying to: _____

Residential / Day Student (Circle One)

Identify current goals: (IEP, ITP, treatment)

List current strengths:

What are 3 areas you need to have continual growth in?

Describe why you should move on to the next stage:

Referrals

A referral is received when a student demonstrates a specific problem behavior.

Students who receive a referral during school will:

- Will be asked to go to SSR or an alternative location to resolve/process the issue. Student will be asked to complete a reflection sheet, and staff will determine student's readiness to return to program.
- Will be asked to complete restorative justice conversation if applicable
- Other follow-up may be necessary as deemed by treatment team/administrator.

Tier 1 Behaviors *Redirection prior to Referral

- Destruction of Property (repairable damage/restore the damage)
- Interfering in a crisis (Verbally; Responsive to Redirection)
- Forging contract
- Location (Able to Be located)
- Class refusal (separate protocol)
- Verbal abuse directed towards a person (Tiers?)
- Stealing/Theft (Minor Objects, I.E. Pencil, Snacks)
- Buying/selling/trading (Minor Objects: I.E.: offering candy/food)
- Inappropriate behavior during fire drill
- Noise disruption (cell phone talking/music/facetime, singing, yelling loudly, talking loudly so that it interferes with learning environment)
- Object disruption: banging objects, throwing objects, knocking over furniture, disruptive inappropriate electronic usage (not directed towards a person)
- Physical disruption standing in front of the room talking, dancing or running around the classroom, climbing the furniture, refusing to move when asked to the point that SSR is called to assist)

Tier 2 Behaviors

- AWOL (Leaving building without permission/does not Return)
- Interfering in a crisis (Not responsive to redirection)
- Inappropriate touching of safety equipment
- Location (Not able to be located)
- Harassment (bullying, unwanted advances, gender/cultural insensitivity, name calling) (Revise language, reparative action)
- Stealing/Theft (Major Objects, I.E. Phone, Electronics)
- Buying/selling/trading (Major Objects; I.E.: clothing, electronics)
- Threatening in a menacing posture/physical manner (revise language)
- Any other incident deemed serious by tx team

Referrals

Tier 3 Behaviors *Automatic RESET

- Fighting (if suspended, student does not go to reset)
- Destruction of Property (Causing irreparable damage to a permanent facility fixture and/or intent to harm)
- AWOL (If police is called/repeated) (Treatment team decision)
- Interfering in a crisis (Physically)
- Documented Repeated Harassment (bullying, unwanted advances, gender/cultural insensitivity, name calling)
- Physical Aggression (Using something as a weapon with deliberate intent to harm)
- Any other incident deemed serious by treatment team

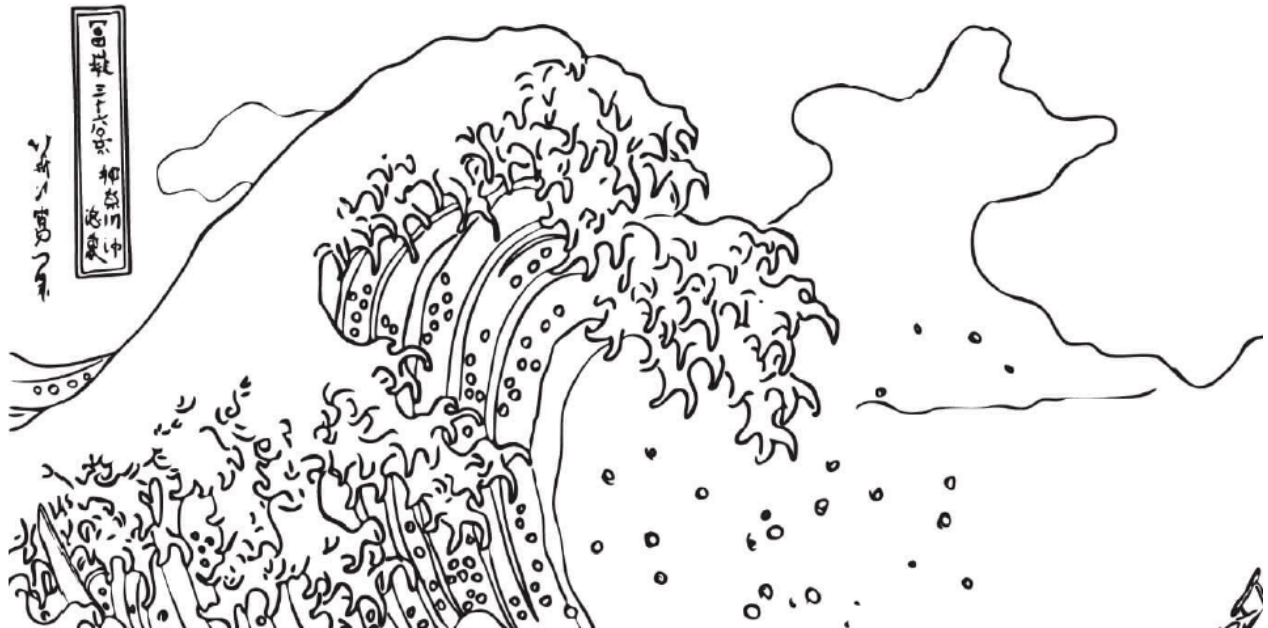
* This plan is not exhaustive, and the Treatment Team has the write to review, amend and abandon this plan under certain circumstances. While the writers have attempted to foresee areas of concern that interfere with students' learning, if something arises that is not included in this plan but that negatively affects the milieu or the student's ability to access education, or is in blatant violation of the spirit of school, this plan will be reviewed and modified as needed.

Appeals

A student who receives a Tier 1 Referral may request to appeal the referral. They may submit a letter to the referring staff stating reason they disagree with the referral. The appeal letter must go to the staff member who wrote the referral, program specialist, and/or the principal or assistant principal.

Reflection Sheet

If a student receives a referral, they will be expected to complete a reflection sheet as shown on the next page. This form, along with exhibited behaviors after the referral and any other expectations, will all be taken into consideration when determining student readiness to return to class.



Year

PLAN

2021-2022 School Year

August

September

October

November

December

January

February

March

April

May

June

July

September

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Notes

April

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TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					

Weekly

PLAN

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May

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June

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Weekly

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