



ACHIEVE

Newport Academy's Level/Point System

Newport Academy's Level System, Achieve, is designed to reinforce and motivate positive behaviors in our students. The structure and procedures have been adjusted over the years as a result of teacher and staff recommendations, support staff and administrative observation as well as trial and error. Achieve's design guides teacher response and provides student with clear expectations. As student privileges increase, so do student expectations. Students meet increasing expectations through staff encouragement and praise.

Individualized adaptations can be made to privileges and reinforcers for specific students or classrooms as long as they parallel levels and do not allow higher-level privileges to students on lower levels.

CONSISTENCY

We must be consistent and supportive in our implementation of this system and any other behavior interventions. We must be sure students who get stuck on levels or who do not buy into our system are not unintentionally rewarded for inappropriate behavior.

Example 1: A teacher or assistant spending extra time with a student to discuss student's feelings about another teacher or student. The student feels excused from academic expectations and gets special attention and time with a preferred staff.

Example 2: Student is allowed to sleep in class, but wakes up in time to do some work and make his points. Student gets upset when another teacher wants him to stay awake the entire period or he/she does not earn all points for sleeping part of the period.

Example 3: Student is allowed to curse freely, violate dress code, or roam around the room in one classroom but not another. Student feels he/she is being treated unfairly by the classroom staff policy.

Example 4: Poor documentation on point sheet. Student feels he/she can exhibit negative behavior often and only be accountable for a small percentage.

Example 5: Student is consistently unprepared for class, rarely completes assignments, often disrupts class, refuses to do make up work, has 15 unexcused absences - and passes the class.

Consistency helps everyone. It allows the student to learn positive strategies. It allows students to focus on their behavior and not the behavior of staff. It helps parents understand and support the entire program. It allows staff to work more effectively as a team to support each other and our students. It gives staff a greater opportunity to incorporate positive, real-world expectations and increases instructional time, which reduces inappropriate behaviors.

Level/Day Procedures

All new students begin their year on Level Two – Day One. Students who finished the previous year at Newport Academy in good standing will begin working on the highest Level and Day earned. If the student ended the year on probation, they should start at the beginning of the level they ended the previous year. However, full privileges for level 4 and 5 will not be available until two weeks into the school year. Students cannot lose a level or day once it has been earned unless the student has exhibited over a period months that he/she is not fulfilling level expectations. Students having difficulty reaching or maintaining level responsibilities or exhibiting critical incident behaviors will be placed on probation until a specified number of days are earned. Probation and level privileges are meant to encourage students to achieve level status. *(Students who are involved in a school incident resulting in charges or have been sent to detention/jail for a period of three school days or more, or have been withdrawn from the program due to absences, will begin upon their return at level two day one.)*

Probationary parameters are described later for students receiving Strikes (inability to earn level requirements). Students earning critical incidents will automatically be put on probation for five consecutive successful days (successful days equal to level when placed on probation). Students can receive minimal privileges while on probation. These privileges should never exceed those of students on level. For probation to work, **teachers and all staff must adhere to the guidelines presented**. It is designed to free staff from having to bargain with students to insure they meet Newport Academy expectations.

Students meeting level requirements will automatically move to the next day. It is extremely important that they meet all requirements. Students must also meet all requirements to move to the next level. This is explained in-depth under sections “Moving to Next Level”.

Point Accumulation

Students can earn two points per objective, per time frame. One bonus point will be assigned to each time frame when student has earned all points for that period or when student exhibits success in an area of difficulty. Students should not earn points from begging or haggling over behavior. Following are descriptions of each objective, their expectation as well as how classroom staff will be notified of bus/hall behavior.

During probationary periods, teachers will need to keep a running count of accumulated successful days. Total consecutive days will dictate release from probation.

Five consecutive successful days for critical incident. Three consecutive successful days for three-strike probation.

Achievement

Achievement can only be made when students attempt to succeed. Sleeping in class, although no disruption has occurred, is unacceptable and results in no earned points for that time frame. Students choosing to sleep also choose not to succeed. If a student sleeps for five minutes of a given time frame, that student should not be able to earn all possible points for that period, including bonus points. Whether or not concern. Students able to assignments will warrant assignments. Students illness and parent excuse do not necessitate point accumulation. Anecdotal documentation will recognize illness. Points will reflect effort and success. On rare instances, when a student attends school being legitimately sick, the school nurse will examine student, call parent to pick child up and sign off on point card that student is ill and may sleep until parent picks child up. Student will not be involved in class schedule for any reason. More than one instance a month of child sleeping due to illness is unacceptable.

SLEEPING IN CLASS IS UNACCEPTABLE.

student completes assignments is of no sleep part of the day and complete an increase in teacher expectation and coming to school under medication for

Level Advancement

Specific requirements of level advancement are explained later in this document. Each level is assigned Responsibilities, Privileges and Criteria for Moving to Next Level. Strict adherence to the criteria will end in quicker gains for our students. Students who are given contracts for higher-level privileges at lower levels will have less reason to gain higher-level status. Students who have not met criteria for responsibilities, and are allowed to earn their day will not understand why they do not earn the next day having earned the same amount of points or acted similarly.

Privileges are also regimented towards motivating students to achieve. Going to the snack machine is a privilege that should be earned, not one that is given after endless argument. Moving to the next level is similar in that it is non-negotiable. Either students meet criteria or they do not. Earning their points is a major part of moving to the next level, however, there are other requirements that must be met before moving ahead. Those requirements are the responsibility of the student and classroom staff. Letters and meetings in front of a board should be planned far ahead of schedule and not left to student discretion. The purpose of these requirements is to allow for the largest amount of positive interactions with all Newport Academy staff as possible while maintaining a high level of expectation.

POINT SHEET

Level/Day

Mark the highest level and day the student has earned. If on probation, please use Probation Point Card provided.

Time Frames

Time frames can cross periods and subjects. Each time frame indicates an hour of the students' day.

Target IEP Goals

Target IEP Goals should be taken from students' active IEP or contract with their sending school division. Target goals and contracted goals may be the same. Teachers will discuss goals with students and prioritize them according to immediate need. Goals should be discussed with student before implementation on point card.

Follows Directions

Definitions for following directions can be different for every student. Students on level 5 should follow all directions after the first time they are given. Level 2 students may need to meet a set time limit before points become unearned. Whatever limit is set for a particular student, strictly adhere to it. Teachers should indicate limit on point card.

Note: Students failing to follow dress code (hats, bandannas, exposing under garments, exposure of body parts, etc) will not be able to earn all of their Following Direction points for that hour. Some to all Following Direction points will be needed to earn successful day depending on the student's level.

On Task

If the student is accomplishing his/her work, they are on task. Students may be on task and able to talk, sing or tease while working. They still earn On Task points. Perhaps they would not earn Appropriate Verbal points or Follows Directions points if asked to stop talking, sing, etc.

In Area

Area is defined by classroom staff and should be similar for all students. In Area could mean within the classroom or within a certain amount of feet from their desk. Make sure students are aware of classroom parameters. In addition, teachers should make clear and understandable directions as to if students are allowed to freely move to pencil sharpener or to retrieve or drop off classroom materials without permission. Being out of area/room is a critical incident and will result in student being placed on probation. Failure to maintain designated areas, marking point cards appropriately, or otherwise not holding student accountable for following this or other expectations results in highly frustrating situations that are difficult to correct.

Appropriate Verbal

Appropriate Verbal could have many different meanings. We want our students to return to a mainstreamed environment and should expect them to adhere to their requirements. Cussing, sexual comments, derogative slang, name-calling, teasing, etc. should be viewed as inappropriate, therefore earning less than the maximum amount of points for that period. Target IEP Goals may also direct

this section for students who have difficulty minding their own business, speaking under their breath or challenging authority.

Appropriate Physical

Appropriate Physical is another area that could have many different meanings depending on the student. However, regardless of exceptionality, expectations should increase as they progress through the levels. Obviously, we want our students to keep their hands to themselves as well items that could be thrown, turned over or otherwise used as a weapon. We can also expect our students to stay outside others' personal space, away from their belongings and refrain from using hand gestures meant as disrespect or instigation.

Subtotal

Students can earn no more than 14 points in this area for each time frame and 84 for the day. Two points for each objective per time frame.

Bonus Points

Bonus points should be used as a motivator, not an intimidator from staff or student. One bonus point per time frame for a total of 6 a day. If a student earns 14 points in a given time frame, that student automatically earns a bonus point. Students on higher levels will need to earn bonus points to make their day. Teachers may choose to assign a bonus point during a specific period if a student has shown noticeable control surrounding a Target IEP Goal such as physical aggression. If student had an opportunity to strike a peer or staff, or historically would have struck out during a given situation and did not, but used inappropriate language instead, that student could earn a bonus point. *Students will not earn bonus points solely on the grounds of making their day to avoid conflict or impending aggression as a result of less points earned.*

Bus/Hall Points

**ONCE EARNED, BONUS AND
BUS/HALL POINTS CANNOT
BE TAKEN.**

This has been an Academy

the afternoon before or morning of, will receive zero points in this section unless an administrator or support staff indicate on the referral that there is information opposing referral statements. In such cases, a suggestion of points will be made on the referral. A classroom list of your students will be placed in your box every morning after student arrival stating whether a particular student was observed behaving inappropriately in the halls during the prior afternoon's dismissal or morning's arrival. Points earned will be assigned by support staff. Students wishing to argue will be able to speak with the assigned support staff or administrator. If classroom staff observes inappropriate behavior that support staff is unaware of, the teacher has the right to deduct points accordingly.

area of concern for many Newport students. Students receiving a bus referral

Total

Add up all of the points earned during the day.

Time Out

Time Outs should be recorded on daily point sheets in the comments section. This should include the reason for needing time out as well as the time sent to time out and the time returning to the classroom. In certain cases, critical incident forms will also reflect this information.

Physical Intervention

This area should be marked any time Handle With Care's physical procedures are used. An explanation of incident will be written in the anecdotal section of the point card. A Critical Incident Report must be completed and you must have the student seen by the nurse before the student returns to class.

Daily Comments

Area where staff describes student achievement and areas of concern. Descriptions should be brief and precise. Time frames are written to the side of this section indicating where staff are to write in that period's achievements and/or concerns. All time frames should be completed daily. Parents/guardians, community resource workers, LEA representatives and advocates will read student point cards. Daily comments will be void of personal emotion and opinion. Quotes should be used as often as possible.

An extra page is provided when needing to document extended anecdotal information. Staff should keep a copy of both the first and second page and staple a copy of both together for the student to take home. Please indicate on the first page if you are attaching a second so the parents/guardians know to look for more information.

Leisure Room

The leisure room is located on A-Wing. Students achieving Level Three and above can earn time in the room. Teachers are encouraged to use the room as reinforcement and motivation. Students can not use the leisure room while on probation.

The leisure room will be supervised by classroom staff. Please do not send students to the leisure room without supervision.

Homework

The appropriate should be circled below the subject name. Option "yes" indicates to the parents that an assignment/homework has been given to the student for that subject on that day. "No" indicates that the student does not have work to do in that subject. Note: "No" should rarely be used. "Study" will be circled when there is no direct assignment and you are suggesting the student studies for an upcoming assessment.

LEVEL 2**RESPONSIBILITIES**

1. Earn 75 or more behavioral points per day to earn day.
2. Must achieve eight or more On Task points to earn day.
3. On first day of level, discuss and choose Target IEP Goals – Sign statement of participation and understanding (to be placed in blue book).

PRIVILEGES

1. Participate in group activities (processing, recreation therapy, art therapy).
2. Purchase only level 2 items from classroom store with earned points. (Level 2 item descriptions to be displayed in classroom).
3. Make short-term agreement when initiated by staff (no more than one at a time).

MOVING TO NEXT LEVEL

1. Maintain level 2 responsibilities for 10 days.
2. Average 4 bus points over last 5 days.
3. Write a letter of justification to Newport Academy stating successful reasons for change in level as well as describing personal Level 3 goals.

LEVEL 3**RESPONSIBILITIES**

1. Earn 80 or more behavioral points per day to earn day.
2. Must achieve 9 or more On Task points to earn day.
3. Must earn 8 or more Following Direction points to earn day.
4. On first day of level, discuss with teacher progress made and review/change Target IEP Goals – Sign statement of participation and understanding (to be placed in blue book).
5. Present to class of students, a social skills lesson or project surrounding purpose of enrollment at Newport Academy before advancing to Level 4.

PRIVILEGES

1. Level 2 privileges plus...
2. Purchase only level 2 and 3 items from classroom store with earned points. (Level 2 and 3 item descriptions to be displayed in classroom).
3. No more than two earned trips to snack machine per week and only when having earned 85 or more behavior points on the previous day of attendance.
4. Seek a contract with classroom teacher. (No more than one contract at a time)
5. Have additional, but limited, lunchtime privileges as designated by classroom teacher and only when earning 80 or more behavioral points the previous day of attendance. **Level 3 students may not go to the cafeteria to get their food without a separate contract.**

MAXIMUM DAYS ALLOWED
ON THIS LEVEL = 50.
STUDENT WILL RESTART
LEVEL SYSTEM ON DAY 51.

MOVING TO NEXT LEVEL

1. Maintain level 3 responsibilities for 20 days; the last five days must be consecutive.
2. If student does not achieve 80 behavioral points in a day, that day will count as a Strike. After three strikes, the student will be put on probation until he/she earns three consecutive successful days according to level three requirements, then return to previous level and day.
3. Average 4 ½ bus points over last 10 days.
4. Present to class of students, a social skills lesson or project surrounding purpose of enrollment at Newport Academy before advancing to Level 4.

LEVEL 4**RESPONSIBILITIES**

1. Earn 85 or more behavioral points per day to earn day.
2. Must achieve 10 or more On Task points to earn day.
3. Return all homework assignments on time.
4. Must earn 9 or more Following Direction points to earn day.
5. Must achieve 4 bus points per day to earn day.
6. On first day of level, discuss with teacher progress made and review/change Target IEP Goals – Sign statement of participation and understanding (to be placed in blue book).

**MAXIMUM DAYS ALLOWED
ON THIS LEVEL = 60.
STUDENT WILL RESTART
LEVEL SYSTEM ON DAY 61.**

PRIVILEGES

1. Level 2 and 3 privileges plus...
2. Purchase only level 2, 3 and 4 items from classroom store with earned points. (Level 2, 3 and 4 item descriptions to be displayed in classroom.)
3. Possible supervised visit to snack machine only when having earned 88 or more behavior points on the previous day of attendance.
4. Ability to go to cafeteria to pick up lunch – supervised.
5. With laminated hall pass, walk in hall unsupervised (restroom, nurse, errands).
6. Ability to go to leisure room once weekly on specified days, at end of day free period if earned. Must sign up for room.

MOVING TO NEXT LEVEL

1. Maintain level 4 responsibilities for 25 days; the last 10 days must be consecutive.
2. If student does not achieve 85 behavioral points in a day, that day will count as a Strike. After three strikes, the student will be put on probation until he/she earns three consecutive successful days according to level four requirements, then return to previous level and day.
3. Student must present a written document to support staff that reviews successes in and out of class.
4. Student must present self to a board made up of his/her teacher, parent/guardian, lead teacher, support staff and administrator to review successes in and out of class, review current target IEP goals and present goals student and staff would like to focus on while in level 5.
5. Average 5 bus points over last 10 days.

LEVEL 5**RESPONSIBILITIES**

1. Earn 90 or more behavioral points per day to earn day.
2. Must achieve 11 or more On Task points to earn day.
3. Return all homework assignments on time.
4. Must earn 10 or more Following Direction points to earn day.
5. Must achieve 5 bus points per day to earn day.
6. Must return signed point cards daily.
7. On first day of level, review with teacher or staff of choice request for mainstreaming and write follow-up letter describing recent achievements.
8. Review with teacher remaining IEP goals and choose target goals while on level 5.

**MAXIMUM DAYS ALLOWED
ON THIS LEVEL = 75.
STUDENT WILL RESTART
LEVEL SYSTEM ON DAY 76.**

PRIVILEGES

1. All level privileges and purchase items plus...
2. Unsupervised daily trips to snack machine FOR SELF only when having earned 95 or more behavior points on the previous day of attendance.
3. Ability to eat lunch in cafeteria with peer with direct supervision.
4. Seek contract with staff to have lunch off grounds - with staff and level 4 or 5 peers who have made similar contracts.
5. Able to use Level 5 leisure room during scheduled time.

MOVING TO NEXT LEVEL

1. Maintain level 5 responsibilities for 30 days; the last 15 days must be consecutive.
2. If student does not achieve 90 behavioral points in a day, that day will count as a Strike. After three strikes, the student will be put on probation until he/she earns three consecutive successful days according to level five requirements, then return to previous level and day.

MAINTENANCE

RESPONSIBILITIES

1. Earn 92 or more behavioral points per day to earn day.
2. Must achieve 12 or more On Task points to earn day.
3. Return all homework assignments on time.
4. Must earn 10 or more Following Direction points to earn day.
5. Must achieve 5 bus points per day to earn day.
6. Self monitor a copy of point card. (not the original)
7. Research and report home school behavioral and privilege policy.

PRIVILEGES

1. Level 2, 3, 4, and 5 privileges
2. Any and all reported and documented home school privileges.
3. Ability to go to gym or free room at the end of the day, if earned.
4. Does not need to use a hall pass.

**MAXIMUM CUMMULATIVE DAYS
ALLOWED ON PROBATION = 45.
STUDENT WILL RESTART LEVEL
SYSTEM ON DAY 46.**

MOVING TO NEXT LEVEL

1. Maintain responsibilities until reintegrated into home school or until graduation.

If student does not achieve 92 behavioral points in a day, that day will count as a Strike. After three strikes, the student will be put on probation until he/she earns three consecutive successful days according to maintenance requirements, then return to previous level and day.

PROBATION

RESPONSIBILITIES

1. If placed on probation for achieving three strikes – student must earn three consecutive successful days for current level before returning to last level/day.

If placed on probation due to critical incident(s) – student must earn five consecutive successful days according to their level before returning to their last level/day.

2. Teachers, when appropriate, may give options to students to accelerate probation release.

PRIVILEGES

None –Student is able to participate in recreation therapy and art therapy unless the incident occurred the same day the student is scheduled to attend. Student may not visit snack machine or cafeteria for any reason. Lunch can be ordered or made for student (peanut butter sandwich). Unable to purchase items from classroom store.

Teachers are encouraged to offer items of individual reinforcement upon completion of probation for those students who have difficulty returning to level.

**MAXIMUM DAYS ALLOWED
ON THIS LEVEL = 45.
STUDENT WILL RESTART
LEVEL SYSTEM ON DAY 46.**

RETURNING TO LEVEL

1. Earn five consecutive successful days per current level if on probation for critical incident or three consecutive successful days per current level if placed on probation for achieving three strikes.
2. Review in writing current Target IEP Goals, including reason(s) for placement on probation and coping strategies if similar instances should occur again.

IEP MEETINGS WILL BE CALLED FOR REPEATED DIFFICULTIES. DURING MEETING, OPTIONS TO RESTART FROM THE BEGINNING CAN BE DISCUSSED.



STATEMENT OF PARTICIPATION

Target IEP Goals/Contracted Behaviors

I, _____, have reviewed my IEP/Contract with my teacher, _____,

and understand that my Target IEP Goals on my daily point card while on Level _____ will be:

1) _____

2) _____

Student: _____

Date: _____

Teacher: _____

Date: _____

Support Staff: _____

Date: _____

****A double-day will be awarded when this form is completed within three days of starting the new level.*
Please turn in to the Behavior Specialist***



PROBATION PLACEMENT STATEMENT

On this day, _____, I, _____, was placed on probation because:

I am aware that I have no level privileges while on probation and that I must earn _____ consecutive successful days before returning to my previous level and day, and regain my level privileges.

Student: _____ Date: _____

Teacher: _____ Date: _____

Support Staff: _____ Date: _____

****One day will be removed from the above probation period if this form is completed on the first day of probation, the student uses at least five legible and complete sentences, and indicates that he/she has identified their actions and emotions leading to probation.*
Please turn in to the Behavior Specialist
Offer void if probation is restarted – Unless the above is completed again.***

