

ALLEN STREET CAMPUS 5-12

Be Here, Be Safe, Be Respectful

2025-2026

All students at Allen Street Campus are also part of the RHS/RMS/RIS communities. The handbooks for these schools are also applied at Allen Street Campus with the exception of our MTSS framework for academic/social-emotional programming and behavioral supports. All academic/social-emotional programming is determined in an IEP meeting and is based on each student's individual needs.

The Allen Street Campus Therapeutic Classrooms follow the MTSS (multi-tiered systems of support) model used in all RCPS classrooms K-12. This means that our academic and behavioral interventions are tiered in the following way:

- Tier 1:** All Students in the classroom receive these supports. Any concerns about the need for additional academic and behavioral supports are brought to the weekly treatment team for problem-solving.
- Tier 2:** If the classroom team, or the counselor/teacher and the Director, determine it necessary some students in the classroom will receive these supports. These supports are first in a short-term plan, and if successful, they are brought to an IEP meeting to make any needed changes to the IEP. Parents are part of this process.
- Tier 3:** If the classroom team, or the counselor/teacher and the Director, determine it necessary, more individualized supports will be provided in the classroom. These supports are determined in an IEP meeting only.

Tiered Academic programming

Tiered academic programming is generally offered in one of three ways. Each program option is explained below; please note that each is aligned with RCPS academic standards for RHS/RMS/RIS and prepare students for graduation.

Tier 1:

One option is an integrated, project based academic and social emotional program modeled co-taught by a Special Educator and School Counselor.

Another option is a School to Work program through which students receive core academic instruction from a Special Educator and placement in a community-based work site. Students receive weekly supports from a School Counselor.

Tier 2:

Students who are enrolled in one of the Tier 1 options described above may benefit from further individualized instruction on a short or long term basis. *Decisions for academic*

interventions that are beyond the scope of the two options listed above are determined in an IEP meeting.

Tier 3:

Tutorial and remote services can be an option when an IEP team determines that such a service will best support academic and social-emotional progress. This is only an option after 8th grade and is considered a short term programming option to re-engage students in their academic programming. *The length of the tutorial varies depending on the IEP team's decision.*

The following is a working list of our MTSS BEHAVIORAL Supports/Interventions

Tier 1

- **Points, Bee Bucks and the School Store**

In all classrooms, students work on **Being Here, Being Safe, and Being Respectful**. Each classroom coordinates student reflection and tracking of points for our school wide focus. All daily points and reflection sheets are maintained by the counselor (please see the rewards/incentives section of this handbook). We want to increase the positive incentives we offer students and encourage working hard each day to earn as many points as possible.

- **Bee Bucks**

Positive reinforcement for students. Bee Bucks are given for behaviors we want. Students also earn for going above and beyond. 4:1 positive praise to corrective feedback makes a difference! Please give Bee Bucks as much as you can to support positive behavior.

- **Reminders for Being Here, Being Safe and Being Respectful**

Students are reminded when they are not being present, safe or respectful. When giving the second reminder it is essential that you also offer the student a coping skill reminder, "Get back to work, Do you need to take five?" IF the student does not follow the second staff reminder and also does not choose a coping skill, and the student is being disruptive then the behavior is considered a Major behavior

- **Meet with Classroom Counselor/Clinician**

Time to talk, process, or address environments that may become problematic. If the counselor/clinician is not available, you can offer to give them a note on behalf of the student. Always make sure the counselor/clinician knows a student wants to see them, by telling them in person or giving them a note.

- **Work in an Alternative Space**

An opportunity for students to work away from the group when triggered or in a bad space.

- **Take Five**

Five-minute break away from current activity/group with Staff Supervision

- **Movement Break**

Please use a student or classroom plan and refer to the schedule.

- **Restorative Circles** A restorative circle can be held to highlight and promote our sense of community within the classroom or school.

- **Always offer choice**

“You can x or y, so that you can then –add positive things they are working towards” (choice has to really be ok with you). There is always a choice and one choice is a coping skill.

- **Use squeeze/fidget tools**

Provide students with objects to “fiddle with” to help them stay calm and remain focused.

- **Assessment of Lagging Skills and Unsolved Problems (ALSUP)** All students will have an ALSUP developed by the Counselor and Special Educator, with the input from parents and students. The ALSUP is used in conjunction with the FBA to inform the BIP.

- **Major Behaviors and Collaborative Restoration**

All students who engage in major behaviors will collaboratively address the issue with a classroom counselor or special educator. This process is focused on understanding the student’s perspective and determining how to help the student with whatever challenge they identify. This process follows the proactive and collaborative model and the accompanying paperwork must be used. Staff and the student may also follow a restorative model for any disruptions to individual and/or group safety.

In addition, the Special Educator/School Counselor/Director may determine that a safety plan will need to be followed to ensure the physical and/or emotional safety of others. Safety Plans will have to be instituted and followed, in cases that include: alleged bullying and/or a pattern of continued unsafe acts against self or others.

Tier 2

- **Updated FBA/BIP**

Addresses the current struggles and specific guidelines for students and staff to follow when a student is struggling in school. All students have this, but on Tier 2 staff are reviewing it for needed changes and making any changes within an IEP meeting.

- **Safety Plan**

A short-term plan to support one student and also maintain safety for all other students and staff. This plan is agreed to by all staff and the student and if it is applied for more than two weeks, and is successful, it will be incorporated into the BIP, during an IEP meeting.

- **Check In/Out**

This can be requested by student or required by staff, depending on the agreements made during treatment team, or any other meeting to such a determination.

- **Peer Mentoring/Discussion Time**

Counselor or clinician facilitated discussion with peer to address issues and “trouble shoot” needs.

- **Meet with School Resource Officer** An opportunity to discuss situations and get advice.

- **Meeting with the Director** This can be requested at any time and it can also be required by a counselor/teacher.

Tier 3

All Tier 3 interventions are determined on an individual basis with the treatment team, student, family and any other relevant community support members. *Tier 3 requires an IEP meeting before being implemented.*

Rewards and Incentives

TO KNOW:

Counselors and Special Educators convert daily points into O outstanding, S satisfactory and U unsatisfactory. It is these letters (O, S, and U) that translate into bee bucks.

Bee Bucks can be used in the community or for online purchases. Bucks needed to be handed in 3 weeks prior to the purchase for accounting purchases. Counselors and the Director can modify Bee Buck purchases depending on the needs of the student and effort. The idea is for students to experience as close to an immediate reward as possible or to save their bee bucks for a larger long-term purchase. There is no right or wrong way for students to approach this.

If you need help with purchases please see the administrative assistant for the PO process.

All other rewards and incentives are designed and implanted through treatment team meetings, positive solutions meetings and IEP meetings. All staff must be aware of these plans before they are implemented.

Other Important ASC Procedures

Use Cell Phones/Electronic Devices

The use of cell phones and all other electronic devices is prohibited at all times.

Allen Street Campus will provide all students with access to a 1:1 chrome book and headphones for music, whenever it is appropriate during the school day.

All students are expected to shut their personal devices off and hand them in at the beginning of the school day (8:30 a.m.). If a student refuses to put their phone away or continues to access it during the school day, the student will be placed on a phone-plan that will require the student to leave the device at home. The length of the phone to school ban will be determined by staff and the Director.

Use of Alternative Space

Almost all students at Allen Street need to use alternative space at some point. Staff are encouraged to offer this space and students are encouraged to ask for it. **Please check in with the classroom about what space is available; spaces assigned to other rooms are available with the permission of the classroom counselor supervising that space and/or the Director.** Students continue to receive all of their services when they access an alternative space; any modifications to how they are received should be determined in conjunction with a professional staff or the Director.

Incident Reports

Incident reports will be written to accompany each entry into Infinite Campus. The incident report will be submitted to the Director via Google who will then ask the classroom counselor to enter the information into Infinite Campus. The Administrative assistant will upload all reports into IC.

Incident reports must be written for all major behaviors, whether they occur on campus, on the bus or during a school activity.

If an incident required the use of restraint, seclusion or a request for the Director to contact the SRO, ALL staff who witnessed the incident must write an incident report.

Outdoor Adventure Restrictions

Attendance is restricted only if a student shows a pattern of not being safe. This is defined as having had a total of 2 major behaviors before the scheduled activity. Students who cannot attend off-campus adventure programming receive on-campus adventure programming in place. Ski/bike student season passes can be held by the school if behaviors are inappropriate.

Suspension

Please see the RCPS RHS, RMS, and RIS policies on suspension. The Director of Allen Street has discretion about suspensions, with the exception of violations outlined in the RCPS RHS, RMS, and RIS handbooks.

ASC 5-12 MAJOR Behaviors

The following unsafe behaviors are considered Major Behaviors. There are no exceptions to this list.

Truancy	Threats
Aggressive behaviors	Disruption of the learning environment
Destruction of property	Hands-on
Sexualized comments	Sexist comments
Racist comments	Homophobic comments
Leaving group/classroom/campus without permission	Smoking on Campus

MAJOR BEHAVIOR	LOOKS LIKE.....	SOUNDS LIKE....
Physical Aggression	Hitting, punching, kicking, spitting at, biting, throwing items	

	etc. even if the physical act does not touch anyone	
Making serious threats of physical aggression		I Will hurt you...Someone will hurt you...You better watch your back....my father is going to hurt you...I know where you live...
Weapons	Anything that is an actual weapon (see RCPS definition) and/or anything that is built or used with the intent of causing injury to another person	
Unsafely leaving an area	Walking away from staff without permission OR without signaling/verbalizing need to take space. Refusing to let staff visually supervise	
Leaving campus without permission	Leaving campus= crossing the street, going past the fences on the perimeter of the campus, getting into a car to leave without being excused	
Truancy	Leaving campus= crossing the street, going past the fences on the perimeter of the campus, getting into a car to leave without being excused OR not coming to school	Bev tracks whether a student needs a doctor's note to be excused, please do not assume, always check
Smoking on campus	Use of tobacco products on campus	
Racist or Homophobic or Sexist remarks	Racist, homophobic, or sexist words targeted/directed at a person or people in the school or outside of the school.	The Director and classroom counselor will determine if these words are used in a NON-Targeting way....never decide this on your own.
Disruption of learning	Interrupting school learning with noise, words and actions, keeping others from engaging	Usually loud, targeted or inappropriate language, and/or physical threats/actions
Destruction of Property	Tearing up, ripping, throwing away, stomping on, throwing and breaking, crumpling school property or that of others	

StudentStaff Interactions and Safety Across All Worksites

Working in Rutland City Public Schools, and in the profession of public education, requires working with all students. The district mission, “Every Student, Every Day,” means that we will treat each child in the school district as our own and do our best to understand, welcome, nurture, and teach them each day. Rutland City Public Schools has a long and strong history of caring for all students and that will continue.

When we welcome all students, there are times when we must be willing and prepared to teach and interact with students who exhibit behaviors that are aggressive. Maintaining safety for the good of faculty, staff, and students is the main goal of the procedures presented below.

Nothing in this procedure is intended to hinder, or stand counter to, the educational laws that define and protect the rights of students and families who attend our schools. It is also not intended to create a “one size fits all” approach to team problem solving in an effort to support faculty, staff and students. Rather, it emphasizes the critical importance of the team process, including faculty, staff, administration, parents and students in creating informed solutions that honor the rights and wellbeing of all, in keeping with education law.

_ Preventing the #1 cause of injury in the workplace, Slips, Trips, and Falls: Beginning with the 201617 school year, all employees will be expected to wear closed toed shoes with a high traction sole. This will cause us to shift our thinking on professional footwear, but this is the first “step” in preventing injuries. According to OSHA, the majority of injuries and claims are the direct result of slips, trips, and falls.

1. Procedure for staff/student interaction that identifies practices and PPE (personal protective equipment) to be followed/used when dealing with difficult situations and students.

Assessing the need for practices and PPE:

1. The best way to assess the need for additional planning, practices, or PPE related to student interaction is via an historical review. To that end, the following should occur on an annual basis:
 - a. At the end of each school year, classroom teachers, special education case managers and paraeducator, within the team process, should review student history and files to determine if next year’s team will need a plan for practices and PPE in advance. This will allow for an informative transition.
 - b. At the beginning of each year, and upon arrival of new students to the district, the

classroom teacher, special education case manager, and support services administration should review the student's record and file to determine if there is need for a rapid team meeting to plan for practices and/or PPE.

2. In the event that any staff member becomes aware of student life circumstances that are, or may be soon, driving a change in behavior for student(s), the information should be brought to the attention of the school administration and the members of the student's team, including the classroom teacher; case manager. In that event, the team should consider the need for a problem solving team meeting. If a problem solving meeting is needed, school administration will compel team members to attend. Within that team meeting, the team should consider the need for additional practices and PPE.
3. In the event that there is a sudden change of events and behavior, nothing prevents any staff member from requesting PPE in their own interest. In addition, nothing prevents school administration from requiring PPE to be worn or taking needed action to address a situation. If such a request is made by an employee, the school administration will respond within five days.

Planning for practices and PPE:

The best method for planning for practices and PPE exists in the team problem solving process. Where students have individual plans in place (IEP, 504, EST), that team will meet to consider the needs of the student and staff. In keeping with those teams and rules, behavior plans, PPE, continuum of placement, and methods of instruction will be considered.

Implementation:

If there is a need for any additional practices in the form of environment, educational plan, behavior plan, or PPE, that will be designed within the team problem solving process. When considering practices, use this list as a resource:

1. FBA (Functional Behavioral Assessment) with Individual behavior plans
2. CSP (coordinated service plan) Part of that team is a safety crisis plan in all environments
3. Consult with specialists, psychologists, local Board Certified Behavioral Analyst, ITeam, New England Center for Children
4. CPI (Crisis Prevention Institute) training and update
5. Advanced CPI or other approved protocol
6. Modify schedule
7. Modify food/nutrition
8. Modify environment to remove potential problems
9. Communication plan (phone, card system, call button, radio)
10. More frequent observation by district administration and specialists
11. "Shifts" for working with different students

12. What data will be collected to assess the efficacy of the plan
When considering PPE, use this continuum as a resource:

1. All staff shall wear closed toe shoes with soles offering good “traction” and movement.
2. Long heavy fabric pants, tops, and sleeves.
3. Arm and leg guards (see NECC resources:
http://www.amazon.com/ClothForearmHandPadXlarge/dp/B00IYQDN24/ref=sr_1_15?ie=UTF8&qid=1462362297&sr=815&keywords=forearm+pads)
4. Torso Protection (see VOSHA resource:
<http://west.loadup.com/military/surplus/13135.html>)
5. The use of handheld protective pads (see NECC resource:
http://www.amazon.com/GoplusBoxingPunchingTargetSparri ng/dp/B00BUI1UKU/ref=sr_1_5?ie=UTF8&qid=1462362500&sr=85&key words=blocking+pads+boxing)
6. The use of large mats/pads for use in planned seclusion/deescalation.
(see NECC resource:
http://www.resilite.com/Products/NonFoldingInclineMats__RIM.aspx)

Ongoing assessment and problem solving:

Upon establishing a team and need for additional practices or PPE, the team should set a next meeting, within a reasonable timeframe, to meet again. The purpose of that meeting will be to assess the quality and success of implementation, and to problem solve any issues.

Nothing in this section prohibits a meeting being called sooner, but the team must consider the amount of time needed to assess the success of the plan. Ongoing assessment of PPE should be part of the process. Teams should track behavior related to the presence of PPE.

2. Standardized method to address staff safety concerns across all (RCPS) worksites. In the event that any staff or faculty member has a concern for their own safety, the safety of the student(s), or the safety of another staff member, the staff member should bring the concern to the attention of the building administration and share all information related to the situation. There is no safety value in withholding information.

When school administration receives a concern, the building leader will assess the state of the staff member in question, offer support, and investigate the safety issue. Then, consider the tangible services. If needed, a team problem solving meeting will be expedited to address the situation.

Please note that a safety concern does not mitigate the requirements of FERPA and student rights. Discussing a student with any person who does not have a “need to know” is a breach of FERPA, RCPS Policy, and school procedure.

All student information, written or discussed, at RCPS is confidential and protected by FERPA. Apply this test when deciding whether or not to share information with any employee or

community member.

1. Is the person a school or district employee, or parent/guardian? 2.

Does this person work directly with the student in question?

3. Will the information the person wants allow him/her to help the student in question? 4. Does the person “need to know?”

If you are unsure, keep it confidential and get back to the person after checking with the Principal or Director of Support Services. If you answer “no” to any of the above questions, it is a clear indication that the information should NOT be shared.

You can always discuss working conditions and contractual issues with union leadership and support . Just remember follow FERPA.as outlined above.

3. Tangible services for staff who have been injured in an incident of student force. In the event that any staff member has been injured (See definition of “injury” in resources below) in an accident of student force, or has been significantly stressed by a difficult interaction, faculty and administration should provide as needed the following continuum of services and supports:

1. All processes in keeping with law and rule 4500
2. Informal check in with the faculty member to assess his/her wellbeing
3. Formal interview process as established by RCPS administration
4. Assessment by school nurse each incident and First Aid as needed
5. Occupational Health assessment
6. Employee Assistance(Invest EAP or other)
7. Short break
8. Allowing sick leave for the remainder of the day
9. Emergency room evaluation
10. Ongoing check ins and support from district personnel
11. Retraining in CPI to ensure safety of staff and students or other approved safety protocol
12. Evaluating the ability of the employee to perform the duties and responsibilities associated with his/her job

Providing a “safe and healthy environment that fosters mutual respect” is the goal of RCPS and of this procedure. The district will provide training, support, and a safe environment according to student needs. In order to maintain a safe environment it is the district's responsibility to provide training and support, and the employee's responsibility to follow the protocols as they are outlined in this document, building level procedures, and the students' individual plans.

Resources:

Autism Speaks: Positive Strategies for Supporting Behavior

Improvement:http://www.autismspeaks.org/sites/default/files/section_5.pdf

Intervention Strategies for Aggression/Hitting:

<http://www.speciallearning.com/blog/article/25> FERPA:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Vermont AOE Special Education Resources:

<http://education.vermont.gov/specialeducation> VOSHA Resource::

<http://labor.vermont.gov/vosha/>

VOSHA Definition of "Injury": Generally, a recordable injury or illness under OSHA is one that requires medical treatment beyond first aid, as well as one that causes death, days away from work, restricted work or transfer to another job, or loss of consciousness.(OSHA 1904.5) *Injury or illness*. An injury or illness is an abnormal condition or disorder. Injuries include cases such as, but not limited to, a cut, fracture, sprain, or amputation. Illness includes both acute and chronic illnesses, such as, but not limited to, a skin disease, respiratory disorder, or poisoning. (OSHA 1960.2)

Preventing Violence Against Teachers: <http://www.apa.org/monitor/2013/11/cecorner.aspx>

Critical Incident Stress:

<https://www.osha.gov/SLTC/emergencypreparedness/guides/critical.html> Intervention

Strategies for Aggression/Hitting: <http://www.speciallearning.com/blog/article/25>

ADMINISTRATIVE PROCEDURE

7699 TITLE I, PART A FAMILY ENGAGEMENT

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, Rutland City Public Schools receives Title I, Part A funds. Therefore, all District schools will follow this procedure. The procedure may be enhanced at each school, given the developmental level of the students and the input of families.

Part I: Procedure Involvement

1. Each District School will hold an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of the school's participation in Title I, to explain the Title I, and to inform parents of their right to be involved. The meeting will be held on the same night of the first community-wide meeting of the year, to allow for the most convenient, highest level of participation.
2. Each District School will also offer additional, flexible meetings and avenues for parent input. Such as meetings in the morning or evening, and may use Title I funds to provide transportation, childcare, or home visits, as related to parent involvement.
3. Each District School will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Schoolwide and Title I programs as noted above in section 2.
4. All District Schools Agree to provide parents of participating children the following:
 - Timely information about Schoolwide and Title I programs
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used, and the achievement levels of the challenging State academic standard
 - Opportunities for regular meetings for parents to make suggestions and participate in decisions relating to the education of their children
 - Responses to these suggestions will be provided as soon as practicably possible via the instructional, counseling, or administrative staff.
 - All District Schools will communicate to the Superintendent of Schools any parent comments or complaints about the Schoolwide or Title I, Part A plan and program.
 - Each District School will welcome input on the RCPS Home-School Compact and communicate that input to the superintendent of Schools
 - All District Schools will offer written and verbal communication of required documents in the language of families

**Rutland City Public Schools
Faculty/Staff Safety Concern**

The intent of this form is to provide employees with a format for working closely with building level leadership to provide a safe environment for students and staff. There is no substitute for direct and “face to face” communication. This form can be used to help facilitate communication about any safety concern on behalf of students or staff.

Name of Employee completing form:

Date:

School Building:

Concern for: Student Other Employee(s) Self Nature of Concern:

Are you directly involved with the issue? Yes No

Please offer specific information about the issue and/or any suggestions you may have:

Building leader follow up:

Name:

Date:

Resolution/Response to concern:

