

Summit Program Manual



Elementary Center-based Program for Students
working on Emotional/Behavioral Regulation

Alexandria Public Schools
Voyager Elementary School

2026-27

CONTENTS

Summit Program Mission:	3
Transition Process	4
Foundational Program Elements (FPE) Overview	5
Administrative support and involvement	6
Staff Training	6
Environmentally engineered classroom	6
Evidence-based curriculum/programing	7
Mental health services	7
SEL/Skills embedded throughout the day	8
Data Collection	8
Summit program basics	8
Progressive Rewards	8
Summit classroom schedule	9
General Supervision Requirements	9
Responsive plan for calming	9
Individual programming setup	10
Data collection & Decision making	10
Transition Step-Down	10
Exit Criteria	11
Schedule Changes Process	11
Staff Responsibilities	12

SUMMIT PROGRAM MISSION:

Provide individual student programming that encompasses opportunities to build self-esteem, learn, practice, and exhibit age-appropriate social skills, self-regulate, achieve academic goals, and foster healthy relationships to fuel growth that results in independence outside the Summit program.

WHAT IS THE SUMMIT PROGRAM?

In Minnesota, a Federal Setting 3 program is designed for students with Emotional or Behavioral Disorders (EBD) who require intensive, specialized support for more than 60% of their school day. These programs bridge the gap between a general education setting and a separate school site, providing a highly structured "home base" within a public school building. The Summit Program focuses on stabilizing behavior and closing academic gaps by integrating therapeutic interventions directly into the daily curriculum, and ensuring students receive the personalized attention necessary to eventually transition back into less restrictive environments.

Alexandria Public School's Summit Program provides students with the following specialized programming and experiences:

- **Small-Group Instruction:** High staff-to-student ratios that allow for individualized academic pacing and immediate feedback.
- **Targeted Social Skills Training:** Explicit instruction in emotional regulation, conflict resolution, and self-advocacy to help students navigate interpersonal relationships.
- **Individualized Behavior Intervention Plans (BIP):** Data-driven strategies tailored to each student's unique triggers and strengths, focusing on proactive support rather than just reactive discipline.
- **Therapeutic Environment:** A "trauma-informed" classroom setting that includes sensory tools, quiet de-escalation spaces, and consistent daily routines to reduce anxiety.
- **Crisis Prevention & Intervention:** Staff trained in specialized de-escalation techniques (such as CPI and Ukeru) to ensure safety and provide emotional "re-teaching" after behavioral incidents.
- **Mainstream Integration Support:** Planned and supervised opportunities for students to attend general education classes or electives as they demonstrate increased stability. While setting 3 is a restrictive placement, it is not a completely isolated one. It requires a "bridge" approach where students learn behavioral and academic skills in a separate

setting, with active, supported attempts to integrate into general education as they are ready.

- **Collaborative Team Approach:** Frequent coordination between special education teachers, social workers, mental health professionals, and families to ensure a holistic support system.
- **Functional Life Skills:** Experiences designed to improve executive functioning, such as organization, time management, and goal setting.

WHY SUMMIT?

Alexandria Public School's Summit Program is designed to be a safe, supportive "home base" for elementary students who need extra help managing their emotions and behaviors during the school day. In this smaller setting, our staff uses tools like the **Zones of Regulation** to help children identify "big feelings" and learn how to calm their bodies before they feel overwhelmed. Instead of just focusing on consequences, we use "co-regulation," where a teacher stays calm and works right alongside your child to help them breathe and reset. Research shows that starting this kind of support in elementary school is incredibly effective because young children's brains are still very flexible; by teaching these skills now, we can actually "rewire" how they handle stress, making it much easier for them to succeed in bigger classrooms and graduate later on. Our goal is to close the gap in reading and math while giving your child the emotional tools they need to feel confident, safe, and happy at school.

TARGET POPULATION

The target population includes students, grades K-5, who meet special education criteria and demonstrate significant barriers to learning in a larger general education classroom setting. The program is designed to help students who are withdrawn, have anxiety, are aggressive, or have disordered thought patterns that interfere with their ability to be part of a larger general education setting.

TRANSITION PROCESS

Special Education problem solving teams, use the following criteria when deciding on level 3 placement. Once the team has determined level 3 placement, a transition packet to center-based program documents are completed.

Entrance Criteria:

- ☐ Student must have a CURRENT behavior intervention plan

- ☐ Contact Sara Richards after 20 days of data showing the need for a more restrictive placement. Schedule for the Summit Behavior Analyst observation.
 - ☐ Data must show that the student has been dysregulated (see chart below) for more than 50% of the day and/or significant aggression towards staff, self or other students. Data needs to be collected for at least 20 school days (about 1 month). Data must be collected for a full school day.
- ☐ Student observation by the Summit Behavior Analyst
 - ☐ Suggested interventions have been implemented for 2 weeks with fidelity
 - ☐ Data collected on interventions, graphed, and presented after 2 weeks
- ☐ The student should be referred to when one or more of the following are present:
 - ☐ Recommendations from observation with Summit Behavior Analyst are in favor of level 3 placement
 - ☐ 50% of day dysregulated (with level 2, 3, or 4, see rubric below), for an extended amount of school days
 - ☐ Special education support for more than 60% due to behavior needs **AND** not making emotional/behavioral progress
 - ☐ Frequent level 4 dysregulation (see rubric)

Behavior Rubric			
Level 1 Struggling In Class or designated area:	Level 2 Losing control:	Level 3 Out of Control:	Level 4 Out of Control:
Examples of: Passive non-compliance Passive moving	Examples of: Verbal Refusal Minor Climbing (Safely) Minor Yelling Excessive Talking/Blurting Disruptive Goofing around	Examples of: Destroying property Climbing (unsafe - high places, jumping between items, etc.) Throwing items Elope in the building Crying uncontrollably/loud Yelling/swearing loud Disruptive to class Antagonizing peers	Examples of: Aggression towards staff or students Severe threats towards others Elope outside of the building Inappropriate touch Self Injury

FOUNDATIONAL PROGRAM ELEMENTS (FPE) OVERVIEW

Alexandria Public Schools' Summit Program will include the following Foundational Program Elements (FPE):

- Administrative support
- Staff trained in behavior analytic interventions and strategies
- Environmentally engineered classrooms
- Evidence-based curriculum/programming
- Access to mental health services
- SEL/Skills embedded throughout the day

ADMINISTRATIVE SUPPORT AND INVOLVEMENT

Administration will support by:

- Attending Team meetings
- Spending time with students in class in a positive way
- Lunch with the principal/supervisor reward
- Trained in Trauma Informed Practices
- Trained in the behavior analytic strategies

This support will allow the rebuilding of relationships tainted by historical behavior challenges through neutral administrative presence and participation to foster positive relationships.

STAFF TRAINING

Staff will be trained in behavior analytic interventions and strategies, including:

- Core behavior skills
- Individualized interventions
- Positively receiving and applying skill building feedback
- Other evidence-based behavior analytic strategies as needed

They will be trained using Behavioral Skills Training (BST). This consists of the following:



Staff will also:

- Be trained and certified in current crisis management techniques (e.g., CPI, Ukeru, etc.)
- Attend monthly staff development sessions (e.g., Core Skill of the Month)

- Practice identified skills in real time with students, receive feedback, and support when needed
- Serve as a valued team member of the program with the mindset to grow professionally
- Demonstrate the utmost respect for privacy of the student and their families
- Demonstrate an unbiased unconditional support for each student and members of the team

ENVIRONMENTALLY ENGINEERED CLASSROOM

The classroom will be engineered to support student growth and development and reduce the likelihood of unnecessary or destructive problem behavior. This can include individualized workspaces for each student, calming areas, and an area for small group teaching.

The classroom will be simple, neat, and uncluttered. The classroom should have a “visual” culture that is easy for students to reference as needed (e.g., Emergent Tree Rubric, visuals for teacher to reference to indicate schedule, expectations, reminders of lesson materials, ect). It is important to keep visual clutter to a minimum for visual support to be effective.

EVIDENCE-BASED CURRICULUM/PROGRAMING

The Summit program will make use of evidenced-based behavioral curriculum and techniques.

Main areas of skill development:

- **Emotional Identification:** Learning to name "big feelings" (like frustration, sadness, or excitement) using the Zones of Regulation so students can communicate their needs before reaching a breaking point.
- **Self-Regulation Techniques:** Practicing "calm-down" strategies such as deep breathing, using sensory tools, or taking a structured break to help the body return to a peaceful state.
- **Co-Regulation and Advocacy:** Learning how to ask a trusted adult for help or a "reset" when they feel their stress levels rising.
- **Social Problem-Solving:** Using "Social Stories" and guided play to learn how to share, take turns, and resolve disagreements with friends without using physical or verbal aggression.
- **Executive Functioning:** Building basic organizational habits, such as following a visual schedule, transitioning between activities, and staying on task for short periods.
- **Active Listening and Following Directions:** Developing the "stamina" to listen to a teacher's instructions and complete a two- or three-step task.
- **Perspective Taking:** Understanding how their actions and words affect the feelings of the people around them.

- **Safe Body Awareness:** Learning to maintain "personal space" and using safe movements even when they are feeling upset or energized.

MENTAL HEALTH SERVICES

- **Daily Social-Emotional Skills Lessons:** Every day, students participate in a dedicated 30-minute skills lesson embedded directly into their schedule. These lessons are led by the classroom teacher with active support from the school social worker and/or behavior analyst to ensure students are learning practical tools for success.
- **Weekly Group Therapy:** Students take part in group therapy sessions once per week, providing a safe space to practice social communication and build a supportive community with their peers.
- **Individual Therapy Sessions:** One-on-one therapy with school staff or a co-located mental health provider is offered when determined appropriate to meet a student's specific therapeutic goals.
- **Staff Consultation:** A Mental Health Professional is on-site to provide ongoing consultation to the classroom team, helping teachers and assistants tailor their daily interactions to each child's unique emotional needs.

SOCIAL EMOTIONAL SKILLS EMBEDDED THROUGHOUT THE DAY

In the Summit program, social emotional learning is not only taught, it is exercised throughout the entire day through academic blending, modeling, practice, and discussion.

Primary curriculum: Zones of Regulation, We Thinkers, Social Thinking, Be Good People and Skills Streaming, Mind Up, and Calm Classroom.

Adjunct/Supplemental curriculum:

- Executive functioning
- Anger management
- Restorative practices

DATA COLLECTION

Program iPad, Chromebook, or paper data collection will be used to collect daily progress monitoring, report minor and major academic or behavior incidents, and used to show students progress reports and graphs during weekly student core meetings. Currently, the program uses Emergent Tree to track data based on the students' individual behavioral rubric.

SUMMIT PROGRAM BASICS

PROGRESSIVE REWARDS

To encourage positive behavior and celebrate small wins, the Summit Program uses a progressive reward system tailored specifically to students interests. This system provides clear, immediate feedback throughout the school day, allowing students to earn points or tokens for practicing their daily skills, such as staying on task or using a "calm-down" strategy. As students consistently meet these short-term goals, they "level up" to earn larger, more meaningful rewards, helping them understand the connection between their choices and positive outcomes. By focusing on what a child is doing *right* rather than just what they are doing wrong, this approach builds their self-esteem and helps them develop the "stamina" needed to stay engaged and successful in the classroom.

SUMMIT CLASSROOM SCHEDULE

The Summit Program's Scheduled hours are 8 AM - 2 PM. Students may arrive between 7:45-7:50 if they eat breakfast at school. Students should not be dropped off any earlier than 7:45 AM. All students must be picked up or take transportation home at dismissal at 2 PM.

GENERAL SUPERVISION REQUIREMENTS

- Paraprofessionals will provide supervision and interaction with students throughout their assigned work day except during scheduled breaks and their duty free lunch period.
- Paraprofessionals will provide active supervision at breakfast and lunch unless they have met criteria to participate in these times with their general education class.
- Paraprofessionals will provide supervision and support in other classroom settings: music, physical education, art, media.
- Paraprofessionals will provide hallway supervision and support to students until students have met criteria to transition with their general education class.
- General supervision requirements may be individualized based on student needs and current data.

RESPONSIVE PLAN FOR CALMING

The team will review the responsive plan listed in the student's BIP for implementation: The plan may include the following strategies, which all staff will be trained to implement:

- Temporary interruption
- Prompting hierarchy to ensure temporary interruption
- Differential social reinforcement and non-social cues/prompts

- Use of calming areas within classroom AND breakout safe space(s)
- Use of calming strategies and tools to support status re-regulation
- Crisis management - use of UKERU pads and/or physical holding by trained personnel only
- Reactive Skills practice (prior to returning to schedule):

For a student to re-enter the social learning environment, student(s) will need to demonstrate a calm status and show willingness to follow instruction and follow through with task demands. Further, some students will require a temporary interruption to reduce their interfering/disruptive behaviors, though their status may still be well regulated (calm). To ensure learning and practice are occurring with the temporary interruption, the student(s) will be asked to engage in a reactive skill that aligns with the overall function of their behavior that led to the temporary interruption. The following skills practices will be available and occur daily within social skills class with the social worker and embedded throughout the day. Supplemental individual instruction may occur as well.

- Social skills practice
- Coping skills practice
- Present moment awareness/mindfulness practice
- Sensory regulation practice

INDIVIDUAL PROGRAMMING SETUP

- Orientation will be completed with students. Classroom/school wide expectations, schedule, and program structure will be covered.
- Baseline data will be collected based on the daily behavior monitoring system for no less than 5 days or until a steady trendline is established.
- Any needed assessments will be completed to determine academic performance level.
- Objective and measurable behavior goals will be written.

DATA COLLECTION & DECISION MAKING

- Consistent utilization of Emergent Tree Data collection
- Decisions regarding placement in different learning environments should be made based on current data in Emergent Tree and Office Incident Referrals.

TRANSITION STEP-DOWN

Para support will fade over time as a student transitions into a larger general education setting. Fading will be individualized based on data. The following is an example of a potential fading process:

- 100% para support in a new classroom setting upon introduction or as needed for the first 1-3 days
- Paraprofessional support from the neighborhood school will then take over support as needed

Other considerations:

- Ensure accommodation and modifications are implemented in all classroom settings.
- Continued access to break space, when needed
- Self-monitoring skills when able
- Move to school wide behavior rating same as all other students, (Elementary code of conduct)
- Move to utilization of other break spaces and other support persons (gen ed teachers, social workers, ect).
- Return to short intense bursts of service where needed to return to 80% mastery of replacement skills.

EXIT CRITERIA

- Transitions will begin when a student has shown mastery in skills determined by the Summit team necessary for success in general education or in small group classrooms.
- At the initial transition meeting, the team will determine an individualized transition plan with the student's team for reentry into the general education classroom
- Mastery is generally considered 80% successful use of a replacement/alternative skill out of total opportunities observed over a predetermined period of time, (typically 20-30 days). Generally, this would look like two school weeks of 80% average and two additional school weeks of maintenance with lower intensity or natural reinforcement only.
 - If a student requires more than one skill in order to be successful in a less restrictive setting they would need to demonstrate this mastery and maintenance in all necessary skills before moving into a less restrictive environment.
 - The student will be provided para support as described in the transitions section above.
- Data will continue to be collected using Emergent Tree in new classes at less frequent intervals. The seamless transition will provide support to the student and ensure continued progress monitoring.
- Students will transfer social skills instruction to a resource special education teacher as they show maintenance of skills within their general education classroom.

- Structure and predictability are important when students are transitioning, thus academic strengths and available classroom support will be considered to guide the transition. In general, classes will be assigned in the following order:
 1. Morning meeting or less demanding academic time
 2. Core academic time/Special education resource instruction
 3. Lunch with peers
 4. Transition to resource special education social skills social instruction

SCHEDULE CHANGES PROCESS FOR INITIAL TRANSITION

1. Share student data and recommendation with the Principal and child study team
2. Principal assigns classroom teacher and inform office secretary
3. Contact the new teachers and share accommodations/modifications
4. Include changes in parent meeting/IEP: Set long term transition planning schedule

STAFF RESPONSIBILITIES

Program Elements	Staff Responsible
Entrance Criteria to SUMMIT program	Assistant Director of Student Support Services
Functional Behavior Assessment	BCBA
Writing Behavior Intervention Plan	BCBA
Training Behavior Intervention Plan	BCBA
Implement Behavior Intervention Plan	All Summit staff
Fidelity checks of implementation BIP	BCBA
Review of data and effectiveness of BIP	BCBA and special education teachers
Data collection design, methods, and analysis	BCBA, Student Support Services Director and Assistant Director
Data collection	All Summit staff
Training General Classroom Management Techniques	BCBA and special education teachers
Implementing General Classroom Management Techniques	All Summit staff

Fidelity checks of implementation GCM	BCBA and special education teachers
Design program evaluation measures	BCBA, Student Support Services Director and Assistant Director and special education teachers
Analyze program effectiveness	BCBA, Student Support Services Director and Assistant Director and special education teachers
Decide and Implement changes as needed	BCBA, Student Support Services Director and Assistant Director and special education teachers
Academic testing	Special education teachers
Academic instruction	Special education teachers
Social Emotional Learning instruction	Special Education Teacher; Social Worker; Behavior Analyst
Emotional Regulation Skills Instruction	Special Education Teacher; Social Worker; Behavior Analyst
Parent collaboration	BCBA, Student Support Services Director and Assistant Director, special education teachers and social worker (SW)
Scheduling staff meetings	Special education teachers
Para scheduling	Special education teachers
Professionalism training	Special education teachers and BCBA
Professional communication training	Assistant Director of Student Support Services
Confidentiality training	District provided training modules
Student Schedules/Programming	IEP team including parents
Student Orientation	Special education teachers
Exit Criteria	BCBA, Student Support Services Director/Assistant Director, special education teachers and SW

