

G.U.I.D.E.S.  
Groups United to Inspire, Develop, and Educate Students  
Entrance/Exit Criteria  
Monongalia County Schools

### **Placement into the G.U.I.D.E.S. Program**

Placement into the G.U.I.D.E.S. program should be based on 1) need, 2) the immediacy in which behavior needs to be addressed, 3) the nature of the behaviors exhibited, and 4) documentation of strategies and interventions with corresponding behavioral data. The following criteria reflect both acceptable and unacceptable justifications for placing a student in the G.U.I.D.E.S Program.

Considering that separate schools for students with behavioral issues should be designed for extreme behaviors, placing students in the G.U.I.D.E.S. Program for general anti-social behaviors will not be permitted. Examples of general anti-social behaviors include chronic cursing, incomplete work/homework, and defiant behaviors. These behaviors should be addressed by a student support team, which includes but is not limited to administrators, IEP Specialist, Special Education Instructional Coach, school psychologist, BD teachers and a member of the county behavioral analysis team. The team will develop more intrusive behavioral interventions which could include, but are not limited to, tier II behavior interventions, re-teaching, increased consequences, escorting, and self-containing. A minimum of 1) 5 weeks of unsuccessful school wide PBS plan and 2) 4 weeks of unsuccessful Tier II interventions must be documented. Additionally, documentation of direct consultation with a member of the county behavioral analysis team must be in the student's file. Only when all interventions have been **exhausted and documented with behavioral data** would students displaying general anti-social behaviors be considered for placement into the G.U.I.D.E.S. program.

- Referrals for the G.U.I.D.E.S. program should be made by building administrators.
- For students not currently identified as a special education student, to be identified for placement in the alternative setting, students will have been exposed to ineffective tier I behavior intervention (school wide PBS) for a period of 4 weeks and ineffective tier II behavior intervention (for example, check in/check out) for a 5 week period. Data must be provided. Students exhibiting multiple severe instances that put themselves or others in risk of serious bodily injury may be given preferential consideration.
- For students currently identified as special education eligible, a Functional Behavioral Assessment must have been completed within the last 12 months, Behavior Plan implementation must have occurred with evidence of unsuccessful behavior intervention over the course of 5 weeks. Students exhibiting multiple severe instances that put themselves or others in risk of serious bodily injury may be given preferential consideration.
- For general education and special education students, documentation will be substantiated by an observation by Alternative Education Class Staff or a County employed Behavior Analysts.
- Documentation of behavior plans, intervention strategies, office level referrals, and previous Functional Behavior Assessments will be reviewed by the Student Support Team and the Director of Student Services before the decision is made to consider the student for the Program.

Placement into the G.U.I.D.E.S Program should be reserved for students who display extreme behaviors that are considered an immediate threat to fellow students, staff, and/or themselves. Examples of extreme behaviors include multiple instances of general physical aggression toward peers (i.e. fighting), verbal threats of immediate physical harm towards peers and/or staff, and/or verbal threats or actual self imposed harm to self (i.e. self imposed injuries). Documentation of severe problem behaviors does not need to be as extensive as it does for general anti-social behavior. Each step (school wide PBS and Tier II interventions) are still required to be followed and supported with documentation, however, less time at each level is necessary to generate a meeting of the student support team. Placement into the G.U.I.D.E.S Program could also be independently determined on an as needed basis by the Director of Student Services.

### **Criteria transitioning back to home school**

A transition plan for returning to the student's home school should be discussed and included in the student's IEP prior to change of placement to the G.U.I.D.E.S Program and include specific language/criteria, such as, "The IEP team will reconvene within 45 days to review progress and determine appropriate programming". ***This plan is necessary to avoid permanent unnecessary long-term placement away from the student's peers and the typical educational setting, and it provides criteria for transition back to the student's home school.*** This plan should include the following:

- 1) Phase One of transition
  - a. The student should complete Levels One through Four in the G.U.I.D.E.S Program and meet the behavioral objectives and individual transition goal at the criteria specified in the initial placement meeting. Prior to beginning Level 5 (transition), a Student Support Team meeting should be held to develop an individualized transition plan.
- 2) Phase Two of Reintegration
  - a. After completing criteria for phase one of the transition plan, the student will then be integrated back to their home school using an individualized transition plan. Schools of origin will be provided with training and support so that teachers in the least-restrictive environment can effectively support the student's individual needs. Adult mentors will be assigned to each student upon transition to their school of origin to track student attendance, attitude, behavior, grades, and provide positive reinforcement to aide in a successful transition. Schools of origin will be provided with ongoing support in facilitating student success. Staff from the G.U.I.D.E.S Program will assist in the transition process by: modeling/training staff members at the school of origin as to how to implement the behavior intervention plan, returning to the school with the student during the transition, and conducting follow up sessions to oversee the student's progress within their home school.

## Criteria Checklist for G.U.I.D.E.S Program

\_\_\_\_\_ Attendance report

\_\_\_\_\_ Discipline referrals

\_\_\_\_\_ Bus referrals

\_\_\_\_\_ Documented school wide PBSP **AND** student data

\_\_\_\_\_ Documented Tier II behavior intervention plan **AND** student data

\_\_\_\_\_ Current grades, benchmark results, progress report, etc.

\_\_\_\_\_ Most recent SAT or IEP

\_\_\_\_\_ FBA **and** BIP (Required for Special Education Students)

\_\_\_\_\_ Documentation of county behavior analysis team consultation