

## **ACADEMY FOR LEARNING**

The Academy for Learning School is a public day school designed to meet the educational and therapeutic needs of students not experiencing success in their home high schools due primarily to behavioral/emotional problems. Individual student behaviors vary greatly, ranging from aggression to withdrawal. However, one thing remains constant – failure to be successful in the home school environment.

The Academy for Learning environment has been carefully designed to nurture the individual's ability to once again, believe that he or she can be a successful student. We provide a learning environment that is structured and predictable. Our goal is to aid each student in the attainment of the following personal competencies:

### **Personal Competencies**

A sound self-concept.

The capacity to manage emotions, thoughts, and behaviors.

Basic social and interpersonal skills.

Basic academic skills.

Life skills necessary for independent living and economic self-sufficiency.

Those personal competencies will allow a student to choose one of the following graduation options:

Return to and graduate from the student's home school.

Graduation from Academy for Learning with a home school diploma.

### **REINTEGRATION TO HOME SCHOOL**

Our goal at the Academy for Learning is to encourage and assist all students to become self-confident productive members of the community. Consequently, whenever a student has demonstrated the skills necessary to be successful in the regular high school setting, it is our recommendation they return. Reintegration is not necessarily the only measure of success, however, there are many students who do not wish to return to their home school because, at this point in time, they need a little more support and attention. This is not a criticism. But a reality of adolescence. The Academy for Learning can provide that support and attention until such time that the student is ready to move on to other accomplishments in his/her life. All students are evaluated on the Level System. Student's levels are discussed regularly in PSR and evaluated each quarter.

Recommendation for reintegration is made at the semester only and is contingent upon the student having displayed consistent level IV behavior, as well as the recommendation of his teachers, counselor, Dean and other members of the multidisciplinary team.

Those students who are reintegrated to their home school return on citizenship probation and their behavior is monitored for one quarter.

Educating the behavior disordered, emotionally disturbed or troubled adolescent is a complex and sensitive process. It involves careful individual assessment and subsequent programming for cognitive and emotional growth to occur. Each student brings to school a unique mental and physical make-up, a bank of life experiences, a world view, perceptions of self and others and a definite style of interacting with other people and the school environment. Students come to the Academy for Learning exhibiting maladaptive style of interacting with other people and an unsuccessful method of solving school oriented problems. The educational process then must be directed at providing a school environment where new, more productive patterns of behavior are both taught and systematically reinforced. The process must also provide experiences where perceptions of self and others may be objectively analyzed and where necessary, adjusted.

The Academy for Learning has adopted a therapeutic milieu approach to provide an environment in which students can ultimately grow to their individual, emotional and intellectual potential. Milieu implies the total environment. In this case, the school environment. Therapeutic implies the idea of helping. Hence, at the Academy for Learning, the helper, the teacher, the therapist is the environment itself.

Academy for Learning students need more than just an hour or two of individual and/or group therapy. The significance and nature of their problems mandates that every aspect of their school life be designed and manipulated to encourage and offer healthful growth. Furthermore, opportunities for insights into one's perceptions, attitudes and behaviors can and do occur, not only in the therapists office but in the classroom, on the basketball court, in the lunchroom, on the school bus and in all of the incidental interpersonal encounters that occur from the time the student steps on the school bus in the morning until the time he or she gets off the bus at the end of the day. The Academy for Learning milieu, for clarity sake, is presented here in its basic component parts. In reality, these program components interface and are one to provide opportunities for growth.

### **SAGE—Students Achieving Growth Through Education**

Therapeutic Day High School

Serves Special Education severely emotionally disturbed students

Unique placement for students who internalize problems that interfere with their learning or with the learning of students around them.

Preferred classroom staff/student ratio 1:6

Individual psychological services

Regimented daily instruction in personal and social responsibilities

Academic Curriculum aligned to state standards as an inherent part of the learning process

Objective standards for home school reintegration firmly stated and practiced

Service-Learning component infused into the curriculum

Option of Physical Restraint program for Physical Management

### **OAS—Opportunity Adjustment School**

Therapeutic Day High School

Serves Special Education severely behavior disordered students

Unique placement for students who internalize problems that interfere with their learning or with the learning of students around them.

Preferred classroom staff/student ratio 1:6

Individual Social Work services

Regimented daily instruction in personal and social responsibilities

Academic Curriculum aligned to state standards as an inherent part of the learning process

Objective standards for home school reintegration firmly stated and practiced

Service-Learning component infused into the curriculum

Option of Physical Restraint program for Physical Management

### **SEGA—Students Evolving Growing and Achieving**

Regular Education High School for students removed from Home High School in lieu of expulsion

Unique placement for at risk regular education high school students

Preferred classroom staff/student ratio 1:8

Regimented daily instruction in personal and social responsibilities

Academic Curriculum aligned to state standards as an inherent part of the learning process

Objective standards for home school reintegration firmly stated and practiced

## **LS-Life Skills**

Therapeutic Day High School

Serves Special Education cognitively disabled students

Preferred classroom staff/student ratio 1:6

Individual psychological services

Regimented daily instruction in personal and social responsibilities

Academic curriculum aligned to the state standards as an inherent part of the learning process

Objective standards for home school reintegration firmly stated and practiced

Service-Learning component infused into the curriculum

Option of Physical Restraint program for Physical management

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