

TIMBER RIDGE SCHOOL

PARENT/STUDENT HANDBOOK 2016-2017

1463 NEW HOPE ROAD
CROSS JUNCTION, VIRGINIA
22625
(540) 888-3456



TABLE OF CONTENTS

ABOUT TIMBER RIDGE SCHOOL.....	4
STUDENT PROFILE.....	5
PHILOSOPHY	6
BEHAVIOR SUPPORT SYSTEM (BSS)	7
RESTRICTIONS	9
RULES AND EXPECTATIONS.....	10
THE LEVELS.....	11
BEHAVIOR SUPPORT AND MANAGEMENT	17
ACADEMIC SERVICES	18
STANDARDS OF EXCELLENCE.....	19
STAFF MEMBERS AND ROLES.....	20
EDUCATION STAFF	21
INDIVIDUAL INSTRUCTIONAL PLANS (IIP) AND INDIVIDUAL EDUCATION PLANS (IEP).....	22
SCHOOL-PARENT-LEA COMMUNICATION AND ENGAGEMENT.....	23
ATTENDANCE	24
GRADING SCALE	24
MAKE UP WORK.....	24
ACADEMIC ALERT/PROBATION	24
HOME WORK PROCEDURES	25
STUDENT PLANNER PROCEDURE	25
DROPPING/ADDING OF CLASSES	26
ADMINISTRATION OF STATEWIDE ASSESSMENTS	26
TESTS AND EVALUATIONS.....	26
VIRTUAL COURSES	26
TRANSITION SERVICES	26
DIPLOMA OPTIONS	27
ISAEP	27
ACADEMIC ACHIEVEMENT	28
2016 - 2017 CALENDAR.....	29
BELL SCHEDULE.....	31
DRESS CODE RELATED TO THE SCHOOL DAY	33

EXTRA-CURRICULAR ACTIVITIES.....	34
OTHER ACTIVITIES	35
MEALS.....	36
ACCESS TO MEDIA RESOURCES	36
TRANSPORTATION FOR FIELD TRIPS	36
EMERGENCIES.....	36
SCHOOL SAFETY	36
CHILD ABUSE REPORTING PROCEDURES	37
STUDENT DISCHARGE CRITERIA.....	37
MANAGEMENT OF STUDENT RECORDS.....	38
COMPLAINTS	41
USDA NONDISCRIMINATION STATEMENT	43
ACADEMIC DAY STUDENT EXPECTATIONS	45
BEHAVIORAL SUPPORT/MERIT CARD FOR ACADEMIC DAY STUDENTS	46
LEA TRANSPORTATION CONTACT NUMBERS.....	47
CLINICAL SERVICES.....	48
RESIDENTIAL SERVICES.....	49
ACTIVITIES.....	49
ON-CAMPUS VISITS, OFF-CAMPUS VISITS, AND HOME VISITS.....	50
PHONE CALLS.....	52
MAIL.....	53
RELIGIOUS ACTIVITIES	54
MONEY.....	54
RESIDENTIAL ADMINISTRATION	55
TREATMENT TEAM.....	56
HEALTH SERVICES	57
HEALTH PRECAUTIONS	58
MEDICATION ADMINISTRATION	58
PHYSICAL EXAMINATIONS	58

ABOUT TIMBER RIDGE SCHOOL

In the late 1960s, Mr. Al Leary opened the Leary School in Falls Church, Virginia, which later became the Leary Educational Foundation, a non-profit boarding and day school to help underachieving students of normal potential. Eventually the school moved to northern Frederick County. In 1977, the non-profit residential school became Timber Ridge School.

Since then, Timber Ridge School has operated continuously serving seriously emotionally disturbed and behaviorally disordered adolescent boys. Our license has expanded from a capacity of 60 students to 96 students. As our population expanded, so did our campus, with the addition of seven new dormitories, two school buildings, a dining hall, an administrative building, and a gymnasium. Our beautiful campus also has football and baseball fields, as well as tennis courts which are presently housing a skate park.



STUDENT PROFILE

Admission is open to male students between the ages of 10 and 18 and in grades 6 to post-secondary. Students may remain in the program until they turn 22. We accept young men based on the completion of a pre-placement assessment interview that determines our facility to be the “least restrictive setting” for the youth and family and the student’s ability to fully access our clinical, academic, and residential treatment program options.

Students admitted to Timber Ridge School are actively displaying various levels of emotional distress, attachment and trauma related behavior, social maladjustment, or non-compliant behavioral disorders. Specifically, they have exhibited inappropriate behavior across home and community settings, poor attention spans, hyper vigilance, legal issues, substance abuse, authority conflicts, disrupted peer and/or family relationships, and inadequate emotional self-regulation levels.

In addition, past school performance is often marked by patterns of truancy, emotional instability, inattentiveness, intellectual disability, and difficulty maintaining academic progress in the mainstream and/or alternative day programming. Consequently, these behaviors ultimately prevent a student from reaching their potential academic achievement.

We do not accept youth with identified handicaps that the school is not approved to serve by the Virginia Department of Education. Acceptance is not limited on the basis of race, origin, or religion.

The following traits are uncommon in our students, but are not the basis for exclusion: a confirmed history of arson or extreme aggression (e.g., using weapons), active suicidality, chemical drug dependency, and emotional disturbances so severe that heavy medication is essential to control behavior.

PHILOSOPHY

Posters are placed around campus noting that Timber Ridge School SHAPES young men. It is important that you understand and be a part of this shaping process because it is your life and future that will be affected.

S- Safety

H- Hope

A- Advocacy

P- Preparation

E- Empowerment

S- Success

S- Safety

Timber Ridge School strives to provide the students with a safe environment to live and learn in. We have our own nursing staff so please report any medical needs. It is important that you do your part to be safe. You will gain nothing by putting yourself or others in dangerous situations and at the same time you will gain the respect and trust of the people around you if you attempt to keep it safe.

H- Hope

Many young men have found themselves in a similar situation to yours because they have lost hope in themselves or their family and community have lost hope in them. This is your opportunity for a fresh start. Timber Ridge School firmly believes that every young person has the right, and deserves a chance, to correct the differences that may have arisen between themselves, their families, their school or their community. Your responsibility is to believe in yourself, and then the work can begin.

A- Advocacy

As a young man it is tough to believe that adults and people in positions of authority can help you. You might believe that parents, teachers, legal officials, social workers, or probation officers are there to prevent you from getting what you want. We are committed to helping you work with these people to get you what you want but you must first commit to working with us.

P- Preparation

You have an opportunity to learn new ideas and practice new behaviors here at Timber Ridge School. Everything you work on here will be lost if you cannot apply it once you leave.

E- Empowerment

Empowerment is one gaining the ability to make choices on one's own. It is our hope for you that you will learn new skills and because of this will have the opportunity to make choices that you thought were beyond your control. Achievement equals reward. In this program you will have the opportunity to gain many things such as your personal freedom, employment, and education. It is up to you to take control over your life. We will help you and give you the chance to prove yourself; the rest is up to you. Being responsible, dependable, and accountable will lead to personal empowerment.

S- Success

It is our hope that you find a ton of success here in the school program. You will have opportunities to earn awards, rewards, and privileges. Eventually, the goal is for you to live in your home community without serious problems. You have to want to succeed. Nothing good in life comes easy and if you can push through the rough times you will find success on the other side.

BEHAVIOR SUPPORT SYSTEM (BSS)

The Behavior Support System is what Timber Ridge School uses to help provide structure to your treatment. The BSS is broken into several sections. This is a brief overview.

The Level System:

The BSS gives a definition of each level. It goes on to talk about the objectives and desired outcomes for a student on each level. It discusses how staff members should interact with students on each level as well as how they should be helping you move to the next level.

Reinforcements:

The BSS outlines the different types of reinforcements that are to be used while you are here. It discusses your allowance and the merit card system. Each level is reinforced differently so it is important that you know these differences.

Consequences & Disciplines:

The BSS also outlines the consequences and disciplines for various types of behaviors. These consequences and disciplines are used to help provide structure to the routine and to help you learn new types of behaviors. Here is an outline of some of the important ones that you will need to know:

Verbal Cues:

A verbal cue is when a staff member will give you a reminder of what a rule is. Staff members should explain the appropriate way to do things. This is done to help you learn the rules.

Quiet Time and Assigned Quiet Times:

Quiet Time is a 5 to 15 minute period of time away and a redirection from a situation which might cause inappropriate behavior. The student removes himself to a place that is quiet and where he remains alone as a way to regain or maintain his self-control. You may ask to take a quiet time and staff members may ask you to take one. If it is assigned by staff it is an assigned quiet time.

Demerits:

A demerit is a consequence applied to an inappropriate behavior. Actually it is just a written cue. Demerits are recorded in the demerit log and are accumulated over a week. The results determine your grouping. Each demerit has a code to it and there are 36 codes. Demerit codes are outlined in the BSS.

Time Away:

Time away is a consequence in response to behavior that indicates you are not able to maintain your behavior in a way that is needed to continue to participate in a setting or activity. Time away is completed by sitting quietly.

Time Apart:

Time apart is a consequence applied to specific behaviors. The behaviors that result in time apart are outlined in the BSS. Time apart is completed by sitting in a designated area, with no interactions. Time apart may be immediate or delayed as assigned by staff after reviewing the infraction.

FOR ACADEMIC DAY STUDENTS: The student's parents will be responsible to pick their son up if he has afterschool time apart. A call will be placed by the students Case Manager or our Behavioral Specialist to inform the parent of the time apart and reason for the time apart. In most cases the time apart will be served the day it is earned however as we rely on the public school to transport it is not fair to contact them as they are in route to inform them that the student will not be catching the bus. Time apart earned late in the day may be served by the student the next school day; each case will be looked at on an individual basis.

If the parent cannot come to campus to pick their son up Timber Ridge will transport the student one time per semester, however after that any other trips the student will be charged for the round trip

Groupings:

The BSS also explains the weekly grouping system. Each week, a student earns a grouping based on his ability to refrain from inappropriate behaviors. The groupings at each level are identified by the same letters, (i.e., "A", "B", "C", and "D"). The privileges associated with each grouping are different at each level. The student is rewarded for his overall progress and his short term behavior. A listing of the student's privileges at each grouping at each Level can be found in the BSS.

To "earn" his day, the student must maintain Group C or better behavior as noted by the absence of demerits for inappropriate behavior.

RESTRICTIONS

There are five types of restrictions that have been identified to interfere with specific unacceptable behaviors. Each is used as a consequence for specific behaviors as follows:

Dining Hall Restriction:

This will be assigned for behaviors that are unacceptable or disruptive in the dining hall. The student has his meals away from the group as a consequence for inappropriate behavior in the Dining Hall.

Adult Restriction (AR):

Adult Restriction is used as a consequence when the student has shown that he cannot maintain appropriate behavior without adult supervision. The presence of an adult takes away some of his freedom and independent action. The presence of the adult is a cue for appropriate behavior. It also helps the staff member intervene to prevent and interfere with inappropriate behavior. A 7-day period of adult restriction will follow any of the following Type restrictions.

Type 1 Restriction:

Type 1 Restriction is a consequence for behavior that demonstrates the student cannot maintain the behavior needed for interactions within the general community. The student is restricted to campus, providing him with a more controllable and predictable environment. The student is not allowed to attend off campus school activities for 7 days. The student is assigned two hours of time apart. Behaviors that warrant a Type 1 restriction are listed in the BSS.

Type 2 Restriction:

Type 2 Restriction is a consequence for behavior that demonstrates the student cannot maintain the behavior needed for interactions within the campus environment. A student would be required to be with staff at all times while on a Type 2 restriction. Behaviors that warrant a Type 2 restriction are listed in the BSS.

Type 3 Restriction:

Type 3 Restriction is a consequence for behavior that demonstrates the student cannot maintain the behavior needed for interactions with other students. A student would be required to be with staff at all times while on a Type 3 restriction. Behaviors that warrant a Type 3 restriction are listed in the BSS.

RULES AND EXPECTATIONS

General Behavior/ Rules:

- Language must be respectful towards peers and adults, i.e. no profanity.
- Students must comply with directions from staff.
- Students may not interact with other classes without permission from the supervising staff.

Meeting Rules:

- Students are to be seated in the lounge.
- Students are to not bring items of any kind to the meeting without approval.
- Students are to respect others that are talking.
- Students are to raise their hands and be recognized before speaking.
- Students are to pay attention during meetings.
- Students are to maintain confidentiality for group sessions.
- Students are to respect and cooperate with others.

Line Rules:

- Students are to face forward
- Students are to be silent, with no questions that are not related to the line
- Students are to keep hands to their side
- Students are to walk in single file
- Students are to remain one to three feet apart
- Students earn merits for following these rules; demerits for failure to follow the rules.

If the group, or individual members of the group, is unable to follow these basic rules, staff may direct students to “practice” by starting the process over again.

THE LEVELS

A treatment team consisting of Timber Ridge School staff from the disciplines of Education, Residential, and Clinical will work with each student. Day students treatment team will include the Assistant Director of Education, the Behavior Specialist, and a Clinical Counselor (if assigned).

Level I:

At this time, we want to let the student know that there is a reason for him to be here and that we want to help him. To live together, we must learn about each other, and we must learn to work together.

This is a new beginning for the student - a clean slate. He will be learning new ways of behaving toward others and toward himself. To get this message to the student, we must provide an environment that is safe, clear, stable, guiding, caring, and predictable. We must do our best to be consistent and present a clear message. We must show this to the student in action instead of only words.

The desired outcomes for Level I are as follows:

- The student will be able to explain why he is at Timber Ridge School.
- The student will be able to state that the program is a legitimate service for him.
- The student will be able to tell what is expected of him.
- The student will be able to recognize that Timber Ridge School is a caring place that has his best interest in mind.
- Academic Day students need to be able to produce the desired outcomes as it relates to being a day student at Timber Ridge School.

Criteria for advancing from Level I to Level II:

- The student must pass the Level I test and quizzes.
- They must be able to verbalize why they have been placed at Timber Ridge School or in the Academic Day School program and state how Timber Ridge School can help them.
- At this level, the advancement is based on the judgment of the Treatment Team.

Level II:

At the second level, the student learns the behaviors expected at Timber Ridge School. He learns to follow Timber Ridge School rules.

The student begins to accept that others have the right to tell him what to do. He begins to show his control over himself by following rules. By the end of Level II, the student can complete the daily life routine without constant reminders and controls by staff.

The desired outcomes for Level II are as follows:

- The student will be able to recognize how others treat him depends largely on his actions.
- The student knows how to follow and consistently follows the rules.
- The student will comply with adult authority.
- The student will be able to complete assigned tasks.
- Student will show that they can be appropriate with their families

Criteria for advancing from Level II to Level III:

- The student must earn 4 "A" or "B" grouping weeks that are also restriction free.
- The student will also need to earn 85% of his weekly merit punches on his weeks that are to count for criteria.

Please note that simply earning 4 weeks of compliant behavior WILL NOT earn you Level III.

It is not good to remain on Level II for a long time.

Level III:

Level III is about setting personal goals and showing commitment to those goals. Completing this level signifies that you are ready to reenter your home community. For Academic Day students Level III is the beginning of working towards a successful transition back to their home school. You will need to develop personal goals and show in your words and behaviors that you are committed to these goals.

On this level you will have the opportunity to develop and work towards your goals both on campus and in your home.

The desired outcomes for Level III are as follows:

- Can admit that to successfully complete his stay at Timber Ridge School he must learn positive new behaviors.
- Will know that he can learn new patterns of behavior.
- Has used a planning process to set and reach short-term (daily, weekly) goals. This should include use of the G-PAR process as taught through Control Theory.
- With staff participation, develops long-range goals to be accomplished at Timber Ridge School.
- With staff participation, develops strategies to be used in achieving these goals.

Criteria for advancing from Level III to Level IV:

- Student must have demonstrated to his treatment team that he has met the outcomes above.
- The student cannot earn a restriction during this period.
- The student must have 6 weeks of Group B or higher with a minimum of 2 "B" weeks.

Please note that simply earning 6 weeks of compliant behavior WILL NOT earn you Level IV.

Level IV:

At the fourth level the student works towards the goals set at Level III. These goals can be changed as the student progresses.

The student, having set goals for his stay at Timber Ridge School, now works towards achieving these goals. This involves:

- Providing the resources necessary for the student to reach his goals.
- Helping the student learn strategies to reach goals.
- Helping the student learn that reaching goals can be satisfying. This involves the satisfaction both in the effort and in the result.
- Teaching the student to make choices wisely, helping him to stick by correct choices that are difficult as well as changing incorrect choices.
- Helping the student learn that he can, with staff help, reach goals that are set.

The desired outcomes for Level IV are as follows:

- Can state his goals, and in day to day life at Timber Ridge, choose behaviors that will help him reach his goals.
- Can identify and evaluate alternative behaviors and make a choice that is consistent with his goal.
- Can evaluate his progress towards his goals and modify his choices of behaviors accordingly.
- Can evaluate his efforts in terms of both the efficiency (Could he have found a better way?) and the quality of the outcome (Did he get what he hoped for?).
- Can relate his goals to his projected living situation upon discharge.

Criteria for advancing from Level IV to Level V:

- Student must have demonstrated to his treatment team that he has met the outcomes above.
- The student cannot earn a restriction during this period.
- The student must have 8 weeks of Group A Weeks.

Please note that simply earning 8 weeks of compliant behavior WILL NOT earn you Level V.

Level V:

At Level V, the student learns that he has responsibility for more than just himself. He learns that his responsibility extends to his unit, Timber Ridge School, and the community at large.

The student begins to learn the importance of an individual's contributions to the groups to which he belongs. He learns roles of both good leadership and membership.

By the end of Level V, the student is actively participating in the establishment and strengthening of the communities to which he belongs.

The desired outcomes for Level V are as follows:

- Follows on a consistent basis the rules and expectations at Timber Ridge School.
- Understands and can explain the need for rules and laws in a community.
- Can state his personal standards, that are consistent with Timber Ridge School norms and that govern his behavior.
- Demonstrates support for the rules and laws of the communities to which he belongs.
- Contributes to common group goals, either as a leader or as a team member.
- Behaves consistently with established rules and laws in whichever setting he finds himself.
- Demonstrates initiative in encouraging and developing pro-social behavior in others.

Criteria for advancing from Level V to Level VI:

- Student must have demonstrated to his treatment team that he has met the outcomes above.
- The student cannot earn a restriction during this period.
- The student must have 8 weeks of Group A Weeks.
- The student will interview in front of the Utilization Review Committee to be considered for level advancement.

Level VI:

Level VI is the end of the student's stay at Timber Ridge School. The student now defines how his newly gained skills and characteristics will interact with his home/community environment in order to provide him with a successful life experience.

The student prepares for reintegration into his community. We help him do this by:

- Helping the student identify and define his community role and the relationship of that role to the standards he has developed at Timber Ridge School.
- Giving the student the opportunity to stand alone - to test his standards without extensive guidance and support.
- Allowing the student to experience his new setting with support and assistance.

After successfully completing Level VI, the student:

- Can identify the setting to which he is moving, both in terms of its characteristics and in terms of his relationship to the setting.
- Can identify the differences between the community setting and Timber Ridge School.
- Can describe how these differences will affect him.
- Can describe how he will face the challenges of living in the community setting.
- Can identify the community resources he can use in times of difficulty.
- Can show on trial visits to the community an adaptive life-style.

At Level VI, the focus of merits earned for reinforcement is not for basic maintenance behaviors. Rather, the majority of merits should be earned through demonstration of behaviors that are specific to his interpersonal growth at this level.

As the student progresses through Level VI, it is responsibility of the treatment team, in collaboration with the student, to develop an Individual Behavioral Reinforcement Program, with final approval by the Utilization Review Committee. At this point the standard Level VI merit card is discontinued.

The student is expected to demonstrate behaviors that continue to show a self-regulated life-style in keeping with an acceptable set of standards; focus on extending the lessons learned at Timber Ridge to his new life outside of Timber Ridge; show commitment to his behavioral gains by teaching the lessons that the student has learned to other students; and indicate progress towards transition away from Timber Ridge.

- The student has learned about the setting to which he is moving, both in terms of its characteristics and in terms of his relationship to the setting.
- The student identifies the differences between the community setting and Timber Ridge and he describes how these differences will affect him.
- The student describes and demonstrates how he will face the challenges of living in the community setting.
- The student identifies the community resources he can use in times of difficulty.
- The student shows on trial visits to the community an adaptive life-style.

BEHAVIOR SUPPORT AND MANAGEMENT

Timber Ridge School promotes a safe and therapeutic environment to ensure the safety of students and staff by providing the necessary support, training and resources to minimize the use of restrictive behavior management interventions. Our staff support students by co-regulating their behaviors and emotions as they develop skills to self-regulate.

When a student struggles to manage their emotions or behavior, staff may intercede as necessary to maintain safety for the students and the environment.

Timber Ridge School's behavioral support and management policies, procedures, and practices comply with federal, state, and local legal and regulatory requirements.

Timber Ridge School prohibits:

- the use of humiliating, degrading, and abusive actions;
- corporal punishment, verbal abuse, and remarks that belittle or ridicule the student or his family;
- the use of isolation, mechanical restraint, chemical restraint and locked seclusion;
- time-out rooms, isolation and restraint or medication in non-crisis or non-emergency situations as a form of discipline, or for the convenience of staff;
- excessive or inappropriate use of permitted behavior management interventions;
- the application of behavior management interventions by persons served or any other person other than trained qualified staff;
- denial of services, meals and clothing, or personal care products shall not be used as methods of discipline; and
- limitations on contacts and visits from the student's parents or placing agency representative.

This list is not exhaustive and could include other behavioral practices that deny a student access to food, water, medication, phone call, or other basic human needs or cause harm to the student for the purpose of altering behavioral choices.

Documentation of behavioral or other incidents will be done by the appropriate staff working with that student. The Executive Director approves the restraint technique(s) to be used by the school.

There shall be written procedures related to time-to-think and the management of student behavior in emergency situations.

ACADEMIC SERVICES

Welcome to the Timber Ridge School academic program. It is our mission to provide a structured, therapeutic and supportive environment for both student and family that stabilizes the student's academic functioning and addresses emotional and behavioral defects which interfere with learning.

The program provides guidance and structure by introducing new coping and socializing skills. The school program builds confidence and improves self-concept by providing opportunities for positive and rewarding experiences in the academic setting based on curricula aligned with the Virginia Standards of Learning. Every new Timber Ridge student starts with an orientation class where he works closely with a teacher. Timber Ridge School learns about the students learning styles and career interests and the student learns about our expectations and programming prior to moving to open classes.

Timber Ridge School's curriculum is aligned with the Virginia Standards of Learning and offers a broad range of middle and high school courses in Language Arts/English, Mathematics, Science, Social Studies, Health/PE, Computer, and elective areas. Family life education is taught through the Health/PE courses and follows the standards set forth by the Virginia Department of Education. Written consent is obtained from the parent/guardian for the youth's participation.

Services offered at Timber Ridge School include:

- Special Education support
- Career & Technical Training
- Academic Day School
- GED/ISAEP/TASC Preparation
- Related services such as Speech, OT, and PT are provided as specified through a student's IEP by contracted professionals.

Student-teacher ratios are in compliance with or exceed Virginia Department of Education standards.

STANDARDS OF EXCELLENCE

Students are to remove hats upon entering a building. The only exception is the vocational work areas.

All students upon entering the classroom must ENTER QUIETLY and must proceed to sit in their seats at their assigned desks.

All students are to remove their jackets or coats.

Students are to sit in their seats keeping all four (4) legs of the chair on the floor.

Students may be given permission to use the bathroom and get a drink of water.

Students must sign in and out of the classroom when they go to the restroom or when they take a quiet time.

All students must come to class with their notebook binder, pencil, pen, class books, etc.

All students must maintain a notebook with dividers and neatly place all materials given to them by the teacher in the correct section.

All High School students are encouraged to use a pen, or type, final writing assignments.

All students are encouraged to complete work legibly and neatly.

All students are encouraged to use pencils when completing math assignments.

All students shall complete homework assigned.

Homework will be completed during the students' free time or during the time that the unit has set aside each evening.

Students must seek permission from their teacher prior to talking to visitors entering the classroom.

Students must have a pass prior to leaving any area, classroom or unit. It is the student's responsibility to get the pass.

Students have 3 minutes to get from class to class; no running between classes.

STAFF MEMBERS AND ROLES

There will be many people that will be part of your treatment at Timber Ridge School. Each has a different role. This will help you know who is doing what for you.

DIRECTOR OF EDUCATIONAL SERVICES: SUSAN GROOM, M. ED.

CONTACT INFORMATION: EXT. 1134 GROOM@TRSCHOOL.ORG

Coordinates and supervises all aspects of student's educational life

Supervises Assistant Director of Educational Services and Education Behavioral Specialist

Contributes treatment recommendations and updates the Utilization Review Committee (URC) of individual students' academic needs and problems

ASSISTANT DIRECTOR OF EDUCATIONAL SERVICES: JAMES BARRETTA, M.S.

CONTACT INFORMATION: EXT. 1129 BARRETTA@TRSCHOOL.ORG

Acts as a Case Manager for the academic day students

Writes progress reports such as Quarterly Reports and Court Reports

Monitors level advancement criteria

Attend various appointments; FAPT, IEP, Court, etc.

Manages the daily operations of the school setting

EDUCATION BEHAVIOR SPECIALIST: MIKE ATKINS

CONTACT INFORMATION: EXT 1334 ATKINS@TRSCHOOL.ORG

Supervises day to day routine of the school day

Checks day students in when arriving on campus

Assists staff in monitoring student activities

EDUCATION STAFF

Ms. Aurie Cline	Secondary Science Teacher
Ms. Nichole Dudrow	Instructor
Ms. Annie Fitzgerald	Middle School Teacher
Mr. Leighton Henry	ISAEP/GED/Intake Teacher
Mrs. Ladisha Lee	Computer Science Teacher
Ms. Teri Steele	Secondary English Teacher
Mr. Bill Taylor	Secondary Social Sciences Teacher
Mr. Conrad Trump	Special Education Teacher
Mr. Tracey Walker	Physical Education Teacher
To Be Determined	Secondary Math Teacher
Mr. Daniel Broy	Instructional Aide
Mr. Scott Laing	Instructional Aide
Mrs. Kendra Sours	Instructional Aide
Mr. Brad Delawder	Education Specialist and Testing Coordinator
Ms. Holly Crawford	Office Manager

INDIVIDUAL INSTRUCTIONAL PLANS (IIP) AND INDIVIDUAL EDUCATION PLANS (IEP)

Timber Ridge ensures that every student has a current IIP or IEP:

1. Upon admission staff contacts the student's Local Education Agency (LEA) to obtain his educational record and IEP or 504 (if eligible).
2. Staff will assist the LEA's with the special education process to include: goal writing, addendums for change of placement and other IEP procedures.
3. LEA forms will be used by the LEA to draft the IEP.
4. If the LEA does not assume responsibility for the IEP development for a student, a letter will be sent to the Special Education Director asking for support. In the interim, an IIP will be developed.
5. An IIP will be developed for general education students and for special education students placed unilaterally by their parent.
6. Academic IEP and IIP progress reports are generated at least quarterly, or as determined by the IEP, and sent to the parent, LEA, and involved agencies as delineated.

SCHOOL-PARENT-LEA COMMUNICATION AND ENGAGEMENT

Good communication between parents, LEAs, and teachers enriches the opportunities students have to experience success.

Parents have critical information about their children's strengths, assets, and needs that helps teachers make better informed instructional decisions. Our effectiveness as teachers improves when we enter into a genuine exploration of the students we serve, seeking to understand their context, unique gifts, individual learning styles and what motivates each one best. Parents and LEAs can help us do that by being actively engaged. Students are more likely to be successful when their parents are engaged in their education. When parents are truly engaged, children:

- attend school more regularly;
- are better behaved;
- have better academic outcomes;
- have a greater sense of how to be successful in school; and
- are more likely to graduate and go on to postsecondary education.

There are several activities throughout the year when you will have an opportunity to participate. We will also arrange parent-teacher conferences at least twice per year. Visits to the classroom should be pre-arranged to avoid disruption.

Parents have a duty to assist in the enforcement of the code of conduct and attendance. This promotes learning in an atmosphere free of disruption and threat to others or property while supporting individual rights.

Parents are expected to attend parent-teacher conferences, family groups and other scheduled meetings during the school year.

Timber Ridge School keeps families, public schools, and referral agencies updated on each student's progress throughout the school year.

1. Parents, the LEA, and FAPT/MDT will receive progress reports.
2. Parents and LEAs will receive report cards and updated progress on IEP goals at least every nine (9) week grading period or as delineated by the student's IEP.
3. If the parent, LEA, or FAPT/MDT need a report or update, the school will assist, as needed.

ATTENDANCE

1. Regular, daily attendance in class is expected.
2. All Timber Ridge staff will monitor the attendance of students noting all reasons for absences (illness, medical appointments, meetings).
3. Attendance of day students will be monitored by the assigned case manager. Communication with the student's parent and LEA is expected.
4. If a student begins to show an excessive number of days away from school, the case manager and educational staff will discuss the situation along with the student, parent/guardian and the LEA.

GRADING SCALE

Our grading scale is as follows:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = 59% or below

The calendar year consists of two semesters. During the academic year, classes meet for 60 minutes each day for at least 90 instructional days per semester. One unit of credit is given for each course in which requirements are completed with a passing grade.

MAKE UP WORK

Students who have missed classes due to appointments, illness or weather will be permitted to complete makeup work. Standard practice provides one week following the absence for work to be submitted.

ACADEMIC ALERT/PROBATION

The purpose of the academic alert and probation procedure is to quickly identify students who are at risk of failing and to develop a corrective action plan to address the student's individual needs in that class.

An academic alert is a notice sent to a student and unit staff when a student's grade is deficient or near failing. An academic probation is a notice sent to a student and unit staff when a student is failing the subject.

HOME WORK PROCEDURES

Purpose:

To allow students the opportunity to practice the following skills:

- Keeping a planner up to date
- Keeping an organized notebook for each class
- Bring homework to the unit or home and return it to school
- Completing homework on a daily basis as assigned

The skills mentioned above will allow students real practice for skills that are absolutely necessary to function well in a public school setting.

Needs:

- Communication from the teachers to the Residential staff on what homework is assigned through the planner
- Residential Staff will do daily organizational checks on how students maintain organization, their school materials, and completion of homework

STUDENT PLANNER PROCEDURE

Purpose:

To provide a liaison between classroom and unit, but also to empower the students with academic responsibilities. The students and or staff will follow these procedures:

- The student will write down what homework is for the night
- The students are required to get their planners signed by each teacher
- The students are required to get one of their residential staff/parents to look over completed homework and then sign their planner
- The residential staff is **NOT** to sign off on their planner if ALL teachers did not sign
- Academic day students are expected to utilize planners with their parent assuming the responsibility of staff.

DROPPING/ADDING OF CLASSES

Students may not drop, discontinue, or add classes without the permission of the Director of Education or designee. An add/drop form should be completed in the 1st week of the school year and submitted for consideration. The student will be informed of the decision.

ADMINISTRATION OF STATEWIDE ASSESSMENTS

Virginia students in grades 6-12 shall take the Standards of Learning (SOL) assessments for the courses enrolled in and the applicable end-of-course SOL tests. Timber Ridge School will work with the student's LEA's to provide IEP identified accommodations and supports. West Virginia students whose LEA's choose to administer grade appropriate WesTests will be supported in this effort.

TESTS AND EVALUATIONS

Within the first two weeks of admission students will complete an online program reviewing the Behavior Management System (BSS). They will also complete an initial WRAT-4 Test, Casey Life Skills Assessment and the Kudor Career Interest Assessment. Upon a planned discharge the WRAT-4 Test will be re-administered.

VIRTUAL COURSES

Virtual courses will be offered through accredited providers as outlined in 22.1-212.12 and 22.1-253.13:3 of the Code of Virginia.

TRANSITION SERVICES

Transition Services include career and technical education in collaboration with community agencies. Students may participate in internships and vocational placements that allow them to function as independently as possible. Timber Ridge School career and technical education programs offer an opportunity to earn certification in Microsoft Office areas. Students enrolled in specific courses will have an opportunity to earn the WISE financial literacy certification and complete the ServSafe certification.

DIPLOMA OPTIONS

Timber Ridge School offers the following diploma options for students. Specific detail about each follows. Any student graduating from Timber Ridge School will meet the credit requirements as outlined in the criteria that follow, with the exception of the requirements for verified credits.

ADVANCED STUDIES DIPLOMA

STANDARD DIPLOMA

STANDARD DIPLOMA WITH CREDIT ACCOMMODATIONS

For students with disabilities

MODIFIED STANDARD DIPLOMA

Limited to students with disabilities who entered the 9th grade for the first time prior to 2013-2014

APPLIED STUDIES DIPLOMA

For students with disabilities

CERTIFICATE OF PROGRAM COMPLETION

GENERAL EDUCATION DEVELOPMENT CERTIFICATES

(GED) or TASC in West Virginia

The education staff collaborates with the local education agencies (LEA) for both in and out-of-state students to insure that students returning to their home LEA to complete their education meet the LEA and out of state requirements for graduation. Timber Ridge School will follow the criteria set forth by the Virginia Department of Education regarding the issuance of diplomas.

ISAEP

Virginia students must meet the criteria set by the Virginia Department of Education for admission into the Individual Student Alternative Education Program (ISAEP). A variety of materials are utilized to help students acquire the necessary academic skills to successfully complete the GED test.

ACADEMIC ACHIEVEMENT

HONOR ROLL

Five times a year students who make the quarterly honor roll will be recognized at a ceremony and be presented a certificate for their achievement. Recognition is given to students who make either the "A" or "B" honor roll. To achieve the "A" honor roll a student must have an "A" average with not more than one "B". The "B" honor roll is earned by having a "B" average with not more than one "C".

A student who successfully achieves the "A" Honor Roll throughout the entire school year will be awarded an academic letter. This letter (a block TR with an embroidered "Academic") will count as a letter earned towards the Timber Ridge varsity jacket.

ACADEMIC HONOR SOCIETY

The Academic Honor Society recognizes students who have earned the A Honor Roll for two consecutive quarters in Math, English, Science, and Social Studies and demonstrated the core values of Timber Ridge School. The student must be recognized as a high achiever and willing to take on the responsibility to assist students with peer tutoring. Candidates will be endorsed by their unit staff and will then be recognized at one of the quarterly Awards Banquets.

Academic Honor Society members who are graduating will wear an academic robe with chevrons indicating that they are a member of the society. High school transcripts will note that they are a member of the Academic Honor Society.

OUTSTANDING ACADEMIC IMPROVEMENT

Every quarter a student is awarded the Outstanding Academic Improvement Award. This student must demonstrate the following attributes:

1. Demonstrates increased desire to learn.
2. Improves cooperation in classroom.
3. Improves accuracy in completed academic assignments.
4. Improved neatness and timely completion of academic assignments.
5. Increased willingness to assist other students in academic assignments.
6. Increased appreciation for scholastic endeavors and increased recognition for the personal need to complete such endeavors.
7. Demonstrated improved classroom behavior as indicated through the Behavior Management System.

OUTSTANDING ACADEMIC ACHIEVEMENT

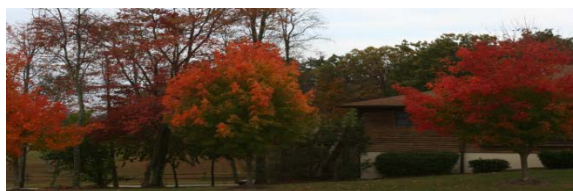
Every quarter a student is selected to receive the Outstanding Academic Achievement Award. This student must demonstrate the following attributes:

1. Consistently demonstrates a desire to learn.
2. Consistently demonstrates a cooperative attitude.
3. Consistently completes academic assignments in a satisfactorily accurate, neat and timely fashion.
4. Consistently demonstrates a willingness to assist other students in academic areas.
5. Consistently demonstrates an appreciation for scholastic endeavors and a recognition for the need for the personal completion of such endeavors.
6. Consistently demonstrates appropriate behavior during academic classes as indicated through the Behavior Management System.
7. Consistently demonstrates attention to personal areas of strengths and weaknesses as evidenced by an awareness of and active work towards, achieving Individual Service Plan objectives.

2016 - 2017 CALENDAR

PLEASE NOTE: ACADEMIC DAY STUDENTS FOLLOW THE TIMBER RIDGE SCHOOL CALENDAR

2016 ~ Fall Session



Monday, August 15	First Quarter, Fall Session, Begins
Monday, August 31	Report Cards (Summer Session) Issued
Friday, September 2	<i>Carnival and Summer Awards Picnic</i>
Monday, September 5	Labor Day Observed - NO SCHOOL
Tuesday, September 6	Students Return from Home/Community Visit
Monday, October 10	Columbus Day Holiday Observed - NO SCHOOL
Thursday, October 20	Last Day of First Academic Quarter

2016/17 ~ Winter Session



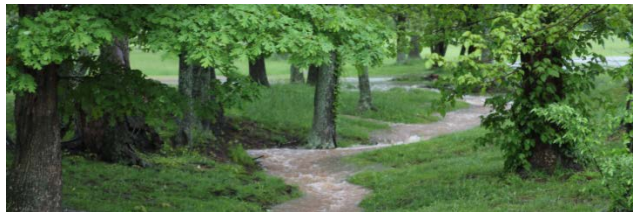
Friday, October 21	First Day of Second Academic Quarter
Friday, November 11	Report Cards (1st Quarter) Issued
Friday, November 11	Veteran's Day (School Day)
Tuesday, November 22	<i>Showcase/ Football & Fall Awards Ceremony</i>
Tuesday, November 29	School Resumes
Thursday, December 22	<i>Winter Awards Holiday Banquet</i>
Thursday, December 29	School Resumes
Thursday, January 05	Last Day of Second Academic Quarter
Friday, January 06	First Day of Third Academic Quarter
Monday, January 16	Martin Luther King's Birthday (School 1/2 Day)
Thursday, January 27	Report Cards (2 nd Quarter) Issued
Monday, February 20	President's Holiday Observed - NO SCHOOL
Friday, March 16	Last Day of Third Academic Quarter

2017~ Spring Session



Friday, March 17	First Day of Fourth Academic Quarter
Friday, April 7	Report Cards (3rd Quarter) Issued
Thursday, April 13	Art Show/ <i>Winter Awards Luncheon</i>
Friday, April 14	Student Holiday (Good Friday) - NO SCHOOL
Monday, April 17	Student Holiday (Easter Monday) - NO SCHOOL
Thursday, May 25	Last Day of Fourth Academic Quarter
Friday, May 26	<i>Graduation Exercises</i>

2017 ~Summer Session



Wednesday, May 31	Summer School Session Begins
Friday, June 9	Report Cards (4th Quarter) Issued
Friday, June 30	<i>Spring Awards Picnic</i> - NO SCHOOL
June 30 - July 10	Summer Break
Monday, July 4	Independence Day Observed
Monday, July 11	Summer School Session Resumes

TIMBER RIDGE SCHOOL

BELL SCHEDULE

Regular Bell Schedule

8:30 – 8:45	Homeroom
8:47 – 9:47	1st Period
9:49 – 10:49	2nd Period
10:51 – 11:51	3rd Period
11:53 – 1:20	4th Period (to include lunch shifts)
11:55 – 12:20	1st Lunch
12:30 – 12:55	2nd Lunch
1:22 – 2:22	5th Period
2:24 – 3:39	6th Period
3:41 – 3:46	Homeroom

* Early Dismissal on Tuesdays: Homeroom – 2:24 – 2:29

1 Hour Delay

9:30 – 9:45	Homeroom
9:47 – 10:27	1st Period
10:29 – 11:09	2nd Period
11:11 – 11:51	3rd Period
11:53 – 1:20	4th Period (to include lunch shifts)
11:55 – 12:20	1 st Lunch
12:30 – 12:55	2 nd Lunch
1:22 – 2:22	5th Period
2:24 – 3:39	6th Period
3:41 – 3:46	Homeroom*

* Early Dismissal on Tuesdays: Homeroom – 2:24 – 2:29

1.5 Hour Delay

10:00 – 10:15	Homeroom
10:17 – 10:47	1st Period
10:49 – 11:19	2nd Period
11:21 – 11:51	3rd Period
11:53 – 1:20	4th Period (to include lunch shifts)
11:55 – 12:20	1 st Lunch
12:30 – 12:55	2 nd Lunch
1:22 – 2:22	5th Period
2:24 – 3:39	6th Period
3:41 – 3:46	Homeroom*

* Early Dismissal on Tuesdays: Homeroom – 2:24 – 2:29

2 Hour Delay

10:30 – 10:45	Homeroom
10:47 – 11:17	1st Period
11:19 – 11:50	2nd Period
11:52 – 12:22	3rd Period
12:24 – 1:23	4th Period (to include lunch shifts)
12:25 – 12:50	1 st Lunch
12:52 – 1:16	2 nd Lunch
1:22 – 2:22	5th Period
2:24 – 3:39	6th Period
3:41 – 3:46	Homeroom*

* Early Dismissal on Tuesdays: Homeroom – 2:24 – 2:29

DRESS CODE RELATED TO THE SCHOOL DAY

ACADEMIC CLASSES AND SCHOOL DAY ACTIVITIES

Leisure attire, such as sweat suits or jogging suits, is not allowed.

Shorts are not allowed during the academic year (excluding summer session) unless specifically authorized by the Director of Educational Services.

The Director of Educational Services may decide on attire appropriate for specific educational activities or events. Advance notice is to be given to all staff and students involved.

DRESS UP DAY

The intent of "dress up day" is to teach students at Timber Ridge School that in their life time there would come a day when they would need to dress in a more respectable manner. It may be for a court appearance, a job interview, a banquet, etc.

In order to offer the students an opportunity to practice this, the following has been established as the school "dress code" for school Monday's and begins the first Monday of the fall semester.

This Educational procedure is in compliance with the policy of the Leary Educational Foundation, dress code regulation No. 7010.

1. Shorts, sweat pants, and jeans are prohibited.
2. Shirts shall have collars, specifically excluding T-shirts and tank tops. Shirts with crew-necks or turtle-necks are considered to have collars. Polo and rugby shirts are not allowed.

Exception: Team jerseys may be worn on days when students are participating in sanctioned interscholastic games or at other times designated as a "Team Day" by the Director of Residential Services.

3. Ties are to be worn with proper collared shirts.
4. Shoes or well-maintained boots shall be clean and tightly laced. Loafers or dress clogs may be worn.
5. Dress pants or khakis and belt are to be worn.
6. Students will arrive to the dining hall dressed in this manner and remain dressed like this throughout the school day until they return to their Unit
7. Students going off campus for appointments are to follow this dress code also.
8. Students who have gone home and return on a Monday are to follow this dress code.

EXTRA-CURRICULAR ACTIVITIES

Students will have the opportunity to participate in many of our extracurricular activities. These activities will allow the student to experience many things a young man would normally be allowed to if he was not in placement. We hope students take advantage of some of these.

Sports: Timber Ridge School is very proud of its sporting program. We have opportunities and great sporting facilities on our campus. Because of this we also have the opportunity to play organized sports against other schools. We know many of the students might not have played sports before. It is a really fun way to be active and belong to something. A student must be at least Level II Group A for 2 weeks to participate.

Sports offered at Timber Ridge School include football, basketball, wrestling, and track.

Timber 4 GOD Spiritual Opportunity: This is a non-denominational opportunity offered to all students who wish to participate in a praise and worship session. The session is offered weekly and is led by church leaders from the community. Participation is voluntary.

Student Leadership Team: As many schools do, Timber Ridge School elects a student leadership team each year. This group is voted on by the students to represent the students in making decisions that affect them. A student can participate in the student leadership team at any level.

Youth Corp: The TRS Youth Corps is a U.S. Marines based program that teaches military history, drill and marching movements, discipline, and fitness both physically and mentally. Students learn various topics such as the differences between the service branches, proper wear and care of uniforms, and the formation of the military in America. A vital ingredient of the Youth Corps' strength and program effectiveness is the pride and self-discipline that Youth Corps members bring to Timber Ridge School and themselves.

Employment: Timber Ridge School allows the students on its campus the opportunity to gain experience and get paid for working. Students can gain employment in one of two areas if they meet the criteria.

Dining Hall: Level III or above

Maintenance: Level III or above with GED or Diploma

Students who meet criteria also have an opportunity to work off campus.

OTHER ACTIVITIES

Banquets:

We hope you have noticed Timber Ridge School is a very family oriented school. The banquets we hold are a great opportunity to recognize the accomplishments of the young men at our school in front of their peers and families. There are five (5) banquets each year. The banquets are held around major holidays and coordinate with the beginning of Home/Community Visits. Families will be notified via mail of upcoming banquets.

Agency Meetings:

Students are placed at Timber Ridge School through a state agency (i.e. public school, probation, social services). Meetings are held to discuss progress and to make treatment recommendations. It is important that parents attend these meetings too. It will allow you to let his workers know how he is making progress with his family and allow you to advocate for his future needs.

Sporting Events:

Timber Ridge School is very proud that we have the opportunity to have organized sporting events as part of the Timber Ridge School program. Sporting events are a great time for parents to come to campus, or other schools, to show support for their son. If your son is planning on playing a sport, please contact the school to get a copy of his schedule.

Parent Support Groups:

These groups are a great resource for the parents. They are held monthly in a location in Winchester or Martinsburg if there is enough interest expressed by parents from the locality. A Clinical Counselor facilitates these meetings.

Appreciation of the Arts:

Students are provided opportunities in enrichment in the arts via music and art presented by on-campus speakers and presentations, contests, and off campus activities.

MEALS

Students are offered breakfast, lunch, and snacks daily through the USDA. Dinner is also provided.

ACCESS TO MEDIA RESOURCES

Timber Ridge School students have access to a variety of instructional and research resources. These resources provide accurate, up-to-date information that supports the school's curriculum.

TRANSPORTATION FOR FIELD TRIPS

Timber Ridge School provides transportation for field trips and community based instruction in compliance with local, state, and federal laws.

EMERGENCIES

Timber Ridge School policy and practice is to maintain care, safety, and welfare of each of the students served. If a student is involved in an emergency or crisis situation, the school staff, along with other trained professionals, will treat the student as appropriate. The school staff is certified in CPR, First Aid, MATY, and Therapeutic Crisis Intervention (TCI). Timber Ridge School students and staff participate in routine emergency/disaster drills as required.

In the case of a medical emergency, the student will be transported to the nearest available hospital with signed consent from the parent.

SCHOOL SAFETY

All Staff are trained to support students in emergency situations. Emergency drills are conducted on a regular basis to include earthquake, fire, bomb threat, severe weather, power outage, and intruder. A flipchart of procedures is located in each classroom and unit and in common areas across campus.

CHILD ABUSE REPORTING PROCEDURES

Timber Ridge School adheres to the standards set forth by the Code of Virginia requiring the reporting of any suspected abuse, mistreatment, or neglect of children to appropriate child protective agencies. Specific regulations and procedures are outlined and reviewed at least annually with all staff.

STUDENT DISCHARGE CRITERIA

Discharge planning for residential students begins at pre-admission. Discharge planning is reviewed and updated monthly by the clinical team. Discharge planning for day students is a collaborative effort between Timber Ridge School, the parent or legal guardian, and the placing Local Education Agency. Monthly narrative reports are provided to the IEP team members.

Discharges are categorized as:

- A. Planned Discharge – Initiated by the facility on the basis of the student's progress in the program.
- B. Agency Initiated Discharge – A discharge initiated by the individual or agency with legal guardianship responsibility or by the individual or agency with funding responsibility for any reason.
- C. Therapeutic Discharge – A discharge initiated by Timber Ridge School on the basis of significant emotional/behavioral problems presented by the student.
- D. Emergency Discharge – A discharge initiated by Timber Ridge School on the basis of immediate and critical needs presented by the student.

MANAGEMENT OF STUDENT RECORDS

Timber Ridge School maintains an education record for each student. The educational director is responsible for education records. These records contain information about scholastic work, grades, evaluations, registration, health, attendance, standardized test results, programs of study, and discipline. Students with special needs and certain students requiring differentiated programs or special services have records related to their educational programs maintained in the education records. All data for an individual student are maintained in a single record. Timber Ridge School forwards education records upon request of a school in which a student intends to enroll.

Access to a student's education record is limited to parents, eligible students (over 18 years old), school officials, and others who have the written permission of parent or eligible student. Natural parents, regardless of custody status, have the right of access to all student records unless specifically prohibited by a court order.

Directory information, which includes student name, address, grade, date and place of birth, telephone listing, email address, photograph (whether maintained by hard copy or digital format, still or in motion), dates of attendance, participation in officially recognized activities and sports, awards and honors received and other similar information, may be made public unless a parent or eligible student notifies the principal of their wish not to disclose the information.

Information required under state law is retained permanently. Timber Ridge School will provide to parents upon request a list of the types and location of education records collected and maintained by the school, as well as written policies and procedures on the management of education records. A parent or eligible student may request a copy of the records policy and procedures from the principal.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the student's education records. They have the right to:

- Inspect and review the student's education records within 45 days of the day the Director of Education or designee receives a request for access. (Parents or eligible students should submit a written request that identifies the records they wish to inspect. The Director of Education or designee will notify the parent or eligible student of the time and place where the records may be inspected.)
- Request in writing to the principal the amendment of the records that the parent or eligible student believes are inaccurate or misleading. (If the Director of Education or designee decides not to amend the record as requested, the Director of Education or designee will advise of the right to a hearing. Additional information regarding hearing procedures will be provided.)

- Consent to disclosures of personally- identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent. (One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Timber Ridge School as an administrator, supervisor, teacher or support staff member, including health staff members and law enforcement unit personnel; a School Board member; a person or company with whom the school has contracted to perform a special task, such as an attorney, auditor, medical consultant or therapist. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.)
- File a complaint with the U.S. Department of Education concerning alleged failures by the school division to comply with FERPA requirements.

The legal and ethical maintenance of student records is important, and Timber Ridge School recognizes its responsibility to protect the rights and privacy of the student and parents and to adhere strictly to statutes designed to safeguard information in your child's record.

If you have questions, please contact the Director of Education or designee.

General Records:

Timber Ridge School abides by the Rules and Regulations of the Virginia Board of Education with regard to the management of student records. In accordance with these rules and regulations, the parent or legal guardian of the student is accorded the following rights:

1. The right to review all of the records maintained on the child. Timber Ridge School will provide an individual to explain or interpret the contents of the record.
2. The right to have a copy of the record. Timber Ridge School has established the following rates for copies of the student's record in excess of those routinely forwarded to the parent or guardian.

1 – 10 Pages	\$2.00
Each Additional Page	\$0.05 per page

3. The right to challenge material contained in the student's record, and in cases of disagreement regarding the accuracy or relevance of material in the student's record, the right to an impartial hearing in accordance with procedures established by the Virginia Board of Education.

4. The right to control access to material in the student's record. Access to the student's record is granted to individuals who are not employees of Timber Ridge School only with the written consent of the parent, legal guardian, or student if they are of age, or as provided by the rules and regulations of the Virginia Board of Education.

A copy of the Rules and Regulations of the Virginia Board of Education is maintained on file in the offices of the Leary Educational Foundation, Inc., or may be obtained on request from the:

Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216

COMPLAINTS

If a student or parent has a complaint about the school as it affects the student's education or treatment, the following procedure will be employed:

Filing a Complaint:

Timber Ridge School students and/or their parent/legal guardian have the right to:

- A. File a complaint with the Department of Education private school licensure office.
- B. A timely and fair review of any complaint in accordance with the Department of Education regulations.
- C. Have someone file a complaint on his behalf.
- D. Complain under any other applicable law, including complaints to protections and advocacy agencies.

Procedures:

- A. If a student or their parent/legal guardian makes a complaint, Timber Ridge School shall make every attempt to resolve the complaint at the earliest possible step.
- B. Timber Ridge School shall not take, threaten to take, permit, condone any action to retaliate against anyone filing a complaint or prevent anyone from filing a complaint or helping a student to file a complaint.
- C. Timber Ridge School shall assist the complainant in understanding the full complaint process, the options for resolutions including the formal and informal processes, and the confidentiality elements involved.

Responsibilities:

- A. When a complaint is made, the Executive Director or designee shall try to resolve the complaint immediately. If the complaint is resolved, no further action is required. The complaint and the resolution shall be documented.
- B. If the complaint is not resolved within five (5) working days, the Executive Director shall refer it for resolution under a formal review process. The student or parent/legal guardian may extend the informal process up to five (5) additional days for good cause.

Formal Review Process

- a) Within five (5) days, the Executive Director will convene a panel to resolve the complaint.
 - b) The panel will consist of three (3) unbiased employees approved by the Executive Director.
 - c) One (1) employee shall be designated as the Chairperson by the Executive Director
 - d) The panel shall recommend action to be taken to resolve the complaint. The decision of the panel shall be placed in writing and forwarded to the Executive Director.
- C. In instances where the Executive Director is the individual causing the complaint, the grievance shall be forwarded to the Chairman of the Leary Educational Foundation Board of Directors, who shall act in lieu of the Executive Director.

If the complaint is not resolved and is referred for resolution to the Department of Education private licensure office, Timber Ridge School will abide by the general provisions and regulations outlined in the Code of Virginia.

Complaints and concerns can be submitted to the Office of Private Day Schools for Students with Disabilities at:

Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120.

USDA NONDISCRIMINATION STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Revision Release Date: January 2016

ACADEMIC DAY SCHOOL PROGRAM

ACADEMIC DAY STUDENT EXPECTATIONS

ATTENDANCE:

Student will wake up and be ready to leave on time each day as determined by the local school transportation department to be transported to Timber Ridge School. Student will follow the Timber Ridge School rules.

UNEXCUSED TARDY:

If student is not ready by the time the transportation aide comes to pick them up this will be considered an unexcused tardy unless the student arrives to school on time. Student will have one hour of after school time apart. The campus charge will notify the school transportation person and the parent that the student has after school time apart and that the parent will need to pick the student up at Timber Ridge School.

REFUSAL TO GO TO SCHOOL:

If student refuses to go to school, parent or legal guardian will notify Timber Ridge School campus charge person. This will be considered an unexcused absence. The student will have 3 hours of after school time apart to serve the next day the student is back in school. The student will be expected to complete missing assignments.

EXCUSED SICK DAY:

The parent will notify the transportation person and Timber Ridge School charge person that the student is sick. The student will be expected to complete missing assignments.

After two consecutive absences, or five within a semester, an excuse from the student's physician will be required to have the absences recorded as excused otherwise the absence will be considered unexcused and the student will be required to serve 3 hours of after school time apart.

INCLEMENT WEATHER:

Students will follow their local education agencies delays and closings. This means that if a student's home school system is closed for the day due to snow, then the student would not need to report to TRS. If the school system is on a two hour delay then the student would follow that and report to school two hours later and etc. This is also true of early dismissal due to weather.

DRESS UP DAY:

Students across campus are required to dress up throughout the year including every Monday of the academic school year with the exception of the summer program. If needed, Timber Ridge will assist in getting dress clothes for the academic day students. If a student fails to dress up on Mondays they will be required to serve 1 hour of after school time apart. The campus charge will notify school transportation and the parent that the student has after school time apart and that the parent will need to pick the student up at Timber Ridge.

DRESS CODE:

Students at TRS are required to dress in attire that supports the growth and treatment that occurs here. Clothing with skulls, drugs, money, etc. is not allowed. Please refer to the dress code at the end of the handbook for more details about the dress code policy.

BEHAVIORAL SUPPORT/MERIT CARD FOR ACADEMIC DAY STUDENTS

Students will be expected to adhere to all behavioral expectations of the school as indicated in the Behavioral Management System.

MERIT PUNCHES:

Student will carry a merit card throughout the school day and turn the card in to the homeroom teacher at the end of the day. The merit card will be sent back to the Education Behavioral Specialist who will input the allowance earned for that day. The student can earn a maximum weekly allowance of \$15.00 for meeting school expectations and counseling goals.

DEMERITS:

Student will earn demerits according to standard BSS procedures which will be recorded on students merit sheet. In addition, the blue demerit tracking sheet will still be used. If a student earns 5 demerits during a school day they will be required to serve a half hour of immediate time apart. If the student continues with his behaviors and earns a total of 10 demerits for the day he will be required to serve 1 hour of after school time apart. The campus charge will notify the school transportation person and the parent that the student has after school time apart and that the parent will need to pick the student up at Timber Ridge School.

MERIT CARD:

Demerits will determine daily grouping and will be recorded on the merit card. If the merit card is not turned in at the end of the day the merits for that day will not be counted.

TRS DAY SCHOOL Merit Card			
(250 merits per week @ \$.06 per merit = \$15.00)			
Date: __/__/____			
School Arrival			
(4 per day; 20 per week)		(4 per day; 20 per week)	
On time	Preparation		
Lunch			
(3 per meal; 15 per week)			
Meal Prep: enter quietly; stand behind chair,			
Good Table Manners: napkin in lap, hand in			
Good Conversation: appropriate topic,			
Balanced Meal: 2 meat/alt, grains/bread, 1			
Academics			
Goals			
(1 per goal per class; 16 per day; 80 per week)			
1	2	3	4
Goal #1: Earn 80% for classwork			
Goal #2: Appropriate peer interactions			
Goal #3: No defiance			
Goal #4: Ask for assistance			
Classroom Expectations			
(1 per class; 4 per day; 20 per week)			
1	2	3	4
I entered class quietly; sat at my desk quietly; raised			
I completed my work with thought and effort			
I avoided all off task behaviors in the classroom.			
I maintained an organized binder			
I interacted appropriately with peers and adults			
P	L	A	N
N	E	R	
(1 per class; 4 per day; 20 per week)			
Dressed Appropriately for school (10 punches per day 50 per week)			
	Demerit	Count	

CHARACTER VALUES (5 merits per day; 25 merits per week)
 Helpful Trustworthy Hardworking Unselfish Responsible Honest Self-Disciplined Dependable Accountable Embracing Diversity Kind

LEA TRANSPORTATION CONTACT NUMBERS

Frederick County Transportation

Judy Young
2261 Front Royal Pike
Winchester, VA 22602

540-667-2770 (phone)
540-869-8060 (fax)
youngj@fcpsk12.net

Winchester City Transportation

Sherry Whittington, Coordinator
Linda Jenkins, Lead Driver
12 N. Washington St
Winchester, VA 22601

540-667-4253 (phone)
whittington@wps.k12.va.us
jenkinsl@wps.k12.va.us

Clarke County Transportation

Randy Trenary, Director
Sue Harrington, Office Manager
309 West Main Street
Berryville, VA 22611

540-955-6100 (phone)
540-955-6109 (fax)
trenaryr@clarke.k12.va.us
harringtons@clarke.k12.va.us

Berkeley County Transportation

Eric Keesecker
Director of Special Ed
Transportation Services
401 S. Queen Street
Martinsburg, WV 25401

304-267-3500 (phone)
304-267-3506 (fax)
ekeeseck@k12.wv.us

CLINICAL SERVICES

All residential students enrolled at Timber Ridge School get individual, group, and family counseling from our experienced staff of licensed clinical counselors. Day students have the option of receiving clinical services if supported by their IEP. Individual counseling is problem oriented, with sessions typically scheduled weekly. In crisis situations, the frequency can be accelerated or intensified.

Students are also placed into group counseling sessions with others who have similar needs, with emphases in areas such as substance abuse, anger management, physical abuse, and transition back to the community. They may participate in more than one group.

Family counseling is available to parents and family members; sessions can be held with or without the student present. Although we prefer face-to-face sessions, family counseling can be held via phone and videoconference when distance and circumstances require it. When a student is preparing to return home, family meetings are especially important. We also offer support after the student has returned home to ensure that family connections are secure.

DIRECTOR OF CLINICAL SERVICES: EILEEN MARTELLI, M.SW, LCSW

CONTACT INFORMATION: EXT. 1166 MARTELLI@TRSCHOOL.ORG

Develops and oversees the clinical counseling for students

Supervises Clinical Counselors

Serves as Chairperson for the Utilization Review Committee

RESIDENTIAL SERVICES

Residential life at Timber Ridge School begins when the student enters the Intake phase. During the intake phase students will learn to accept the reasons for their placement and identify what adults are doing to support their success. They will also begin to learn the rules of Timber Ridge School so that they clearly know the behavioral expectations and how to succeed in the program. During this phase all of their time and activities are structured and actively supervised.

Students entering an Enhanced Residential Unit will remain in the unit based on identified need for enhanced services. Once this need is considered diminished, the student is transferred to one of the open units or discharged from the program. The development or progress through developmental levels remains consistent. The Enhanced Residential Unit offers a treatment structure, set curriculum, and a more intensified counseling schedule to address the needs of the student.

Students identified as requiring substance abuse treatment are admitted directly into the Dedicated Substance Abuse Unit. Students placed in the unit remain there throughout their placement at Timber Ridge School. The Dedicated Substance Abuse Unit is fully accredited by the Council on Accreditation for services specific to substance abuse conditions. Services include:

- Daily substance abuse group sessions, based on one of the following evidence-based curricula: *Motivational interviewing; Pathways; or Living in Balance*
- Weekly individual and group therapy sessions
- Family counseling and parent training
- Parent support groups

ACTIVITIES

Students will have the opportunity to attend sporting events (high school, college & professional), attend theater presentations (Shenandoah University & Shepherd University), as well as many other attractions and events that become available from time to time, beginning on Level III. Most importantly, we work hard to teach our students how to have fun in appropriate ways, using skills and games that will serve them for years to come.

Timber Ridge School encourages a broad range of cultural experiences. A summer concert music series has been held the past several years. Museum trips, guest speakers and volunteer work are other life experiences provided for students.

On occasion, we take groups of students to visit a regional prison. The escorted tour of the prison facility is conducted by correctional officers. Then students meet a specialized group of trusted prisoners who have devoted their time and efforts to preventing teen tragedies. This is strictly an educational experience (not a scared straight program) to ensure that students clearly understand the realities of prison life for making seriously irresponsible decisions. Our efforts are directed at encouraging the students to adopt a non-criminal life style.

ON-CAMPUS VISITS, OFF-CAMPUS VISITS, AND HOME VISITS

Contact between students and their parents is a critical and essential part of successful, effective treatment.

We ask parents and guardians to coordinate visits on campus with the Treatment Team in a manner consistent with the student's overall treatment needs and goals. This guideline is intended to help the students focus on "settling in" to the program, rather than dragging out the adjustment period by trying to bargain with, or manipulate, their parents to get out of the program during the first several weeks. Most parents find the initial separation to be helpful because it offers temporary relief from the stress they experienced just before their sons' admission, and it gives them a chance to think clearly about what to do next and how they will be involved in the treatment program. Meanwhile, their sons work on accepting the placement, forming relationships with staff and peers, and practicing accountability.

Typically the visit will be from 1:00pm to 5:00pm on a Saturday or Sunday afternoon.

Campus visits occur when indicated as productive and beneficial to the student's adjustment. In addition, there are other events that might overlap with your son's first couple months in the program and provide opportunities to have face-to-face contact during this early stage of treatment. For example, parents are strongly encouraged to attend important events such as family therapy sessions on campus, Individual Service Plan (ISP) meetings, Parent Days which are held every three months, and various award banquets scheduled throughout the year.

Visits are encouraged and should occur often based on the readiness of the student and his family. A home/community visit occurring prior to the student's and family's ability to manage it could be a serious setback in treatment. These "day visits" may occur on campus, or off campus, for the afternoon. Usually they will be scheduled to start at 1:00pm and end at 6:00pm. When a student's home is located within a relatively short distance from Timber Ridge School, day visits cannot include stopping by the house unless previously discussed and arranged with the student's Case Manager.

It is very important that all visits (on campus and off campus) should be scheduled as far in advance as possible through a student's Case Manager. We ask that you schedule visits two weeks in advance. Another reason we want to avoid last minute visits is because your son's treatment team wants to have time to prepare him for a successful visit. Staff frequently talk with students to preview reasonable expectations for the visit, to set limits, and to encourage them to practice caring behaviors when spending any time with the family. Also, if parents are not currently the legal guardian, staff need time to get authorization for the visit from the legal guardian for each visit. Staff consider on-campus and off-campus day visits an excellent opportunity to practice for future overnight visits at home.

If a student is on restriction, our practice is to shorten the visit to two (2) hours and to hold the visit on campus for students on all Levels. It is not our intent to deny a visit as punishment. However, we ask parents to support us in this effort, to teach the student that his misbehavior reduces the amount of trust we all have in judgment for at least the next week. It is a very practical idea to call campus to speak to your son's unit staff before coming to campus for a visit, so you know whether he is still eligible for the entire visiting time, and so you know in advance if he is eligible and pre-approved to go off campus if Level III or higher.

Other visiting guidelines, information and suggestions:

- ❑ Do not start the habit of bringing or buying gifts for each visit.
- ❑ Only bring whatever basic supplies and necessities your son might need. If you are uncertain about what he actually needs (clothes or hygiene supplies), call to speak to a Student Life staff person on your son's treatment team ahead of time.
- ❑ Do not bring money for your son. He has many opportunities to earn an allowance for showing responsible behaviors during his daily life on campus. We want him to be motivated to earn that money, so it helps staff if parents do not give their sons money (except on special occasions).
- ❑ Do not bring gifts or other items simply to make your son feel better, or because you feel guilty, or because he is demanding things.
- ❑ If an urgent situation arises that requires you to cancel or reschedule a visit, please call us and your son immediately. Your son looks forward to seeing you, so if there is a need to cancel a visit, please call and ask to speak to staff on his unit and then speak to your son directly to explain the situation. Otherwise, your son will likely become anxious, worried and/or angry if you do not show up, which can lead to bigger forms of misbehavior.
- ❑ During Level I, II and III visits on campus, avoid spending time near your car with your son. For teenagers new to residential treatment, cars can have many distractions and temptations, so it is best to avoid that immediate area altogether.
- ❑ If your son becomes increasingly rude and disrespectful during a visit, and refuses to settle down when cued to do so, please inform staff and then end the visit early.
- ❑ Praise your son and recognize him for his accomplishments in the program.
- ❑ Remind him that you love him and support him.

Home visits (also called Home/Community Visits or HCVs) are an essential part of helping your son become a more caring and trusted member of the family. HCVs are determined by your son's treatment goals and transitional/discharge plan. Transferring what he has learned to his life back home is essential for a successful discharge. HCVs also provide the opportunity for the family system to learn, adjust, and prepare for his return.

Each home visit should involve specific objectives that are established with the student and his parents. These objectives usually deal with areas that have been problems in the past and new ways to handle family relationships and household routines. The visit objectives will be shared with you before the visit, and you will be asked to help your son accomplish them. After your son returns to Timber Ridge School, you will be contacted for information on how the objectives were met. Your observations and comments are extremely important to us, because we want the positive changes he makes on campus to carry over to his relationships and behaviors off campus.

Arrangements for your son's transportation will be made with you by telephone and confirmed in writing in advance of any scheduled home visit. Transportation costs are included in the tuition fees only for six specific home visits associated with holidays during the year. Timber Ridge School does not cover the costs for airline travel. Transportation costs for other home visits will be billed as incurred.

PHONE CALLS

Each week students make a weekly phone call to their parents on a set day and time period determined by the assigned Unit. Unit staff will let you know when the phone call will occur.

If you know in advance you will not be home to receive the weekly phone call, please contact your son's unit (treatment team) staff to arrange an alternate time or phone number where you can be reached. Arranging an alternate time in advance will be an easy way to save your son unnecessary disappointment. If you must make contact other than on the standard day, please attempt the call between 7:00 p.m. and 9:00 p.m. to avoid disrupting your son's daily routine. The telephone number you should use is (540) 888-3456.

The legal guardian can contact the student by telephone at any time. It is our belief that new students adjust faster and more successfully to the program when contact is intentionally limited to one to two phone calls per week. Otherwise, if contact is too frequent, possible homesickness lasts longer than necessary, the student has too many opportunities to spend his energy trying to manipulate his way out of the program, and it interferes with the student's growing and necessary dependence on staff, and generally slows down the student's acceptance of his placement.

MAIL

Mail is another important way in which a student is reminded that others care for him, and it is a good opportunity to offer support and remind him that you expect him to succeed in the program. It is strongly recommended you send at least a short letter, or card, once a week during the first couple months. Please do not mail the student money or gifts without first consulting with the Case Manager, because we want to make sure the student remains motivated to earn his daily merits and weekly pay on campus for meeting his responsibilities in the program. (Birthdays and Christmas would certainly be exceptions to this guideline). Students will be encouraged to write home regularly. It is suggested that the student bring a list of the names and addresses of individuals to whom he can write while at Timber Ridge School.

Please remember we encourage you to write. You should address letters and packages to:

(Student's Name)
Timber Ridge School
1463 New Hope Road
Cross Junction, VA 22625

While it is not our intent to censor any communications to or from the student, we have found that letters can sometimes be used to attempt to obtain items that are forbidden at Timber Ridge School. The Permission to Search form is intended to monitor for contraband, not to read correspondence.

Note: If letters or phone calls are going to include information about stressful or upsetting events at home, please inform staff ahead of time that the student will be receiving the information. Otherwise, we might miss the opportunity to help the student cope with the distressing news, and given his social, emotional or behavioral problems, we want every chance to help him learn healthy ways to cope with the unexpected highs and lows that are a part of every family's life.

Note: Please remember that any contact with the student (by phone, mail or in person) is an opportunity to begin improving his relationships with others. Any interaction you have with the student is practice for him to interact respectfully and cooperatively. Therefore, we ask that you set those expectations early on in the program with the student, with the help of staff, so that together we can help him mature.

RELIGIOUS ACTIVITIES

By State law, Timber Ridge School operates in a non-sectarian manner, neither requiring participation in religious activities, nor restricting admission on the basis of religious preference. To the degree afforded by the local religious community, opportunities are made available for students to participate in religious activities. A permission form indicating your wishes in this matter will be completed prior to or at the time of admission.

MONEY

Students are permitted to have money in their possession only in accordance with school policies and their demonstrated ability to care for their possessions. They are permitted to begin carrying money when they earn Level III. Students are positively reinforced for responsible behaviors with merit punches throughout the daily routine, and those merit punches equal a weekly allowance. Their maximum allowance each week is based on their behavioral performance and their current Level in the program. These funds should be sufficient for the student's ordinary needs. A small percentage of allowances are entered into an individual saving account.

For extraordinary needs, and to teach good saving habits, a savings account is established for each student, and money in excess of that what the student is permitted to carry will be deposited in that account for special needs or occasions.

If family members chose to send money to a student (only on special occasions, please), it is requested they send the money in the form of a check to the student's Unit Manager. The check should be made payable to the student. The student will endorse the check and it will be deposited in his Timber Ridge School savings account. Withdrawals from this account will be verified by the student's signature and the Unit Manager's signature. We will advise you if the student should have any needs beyond those covered by Timber Ridge School.

Following discharge, any monies remaining in the student's savings account will be returned to the student.

RESIDENTIAL ADMINISTRATION

There will be many people that will be part of your treatment at Timber Ridge School. Each has a different role. This will help you know who is doing what for you.

DIRECTOR OF COORDINATED SERVICES: VIC WILLIAMS, M.ED.

CONTACT INFORMATION: EXT. 1131 WILLIAMS@TRSCHOOL.ORG

Coordinates and supervises all aspects of student's treatment

Supervises Director of Residential Services and Case Managers

Contributes treatment recommendations and updates the Utilization Review Committee of individual student's treatment needs and problems

DIRECTOR OF RESIDENTIAL SERVICES: CHRISTINE TAYLOR, M.ED.

CONTACT INFORMATION: EXT. 1139 TAYLOR@TRSCHOOL.ORG

Supervises Campus Managers, Night Team Leaders, and Unit Managers

Serves as Athletic Director

CAMPUS MANAGERS:

LYN THOMAS EXT. 1287 LTHOMAS@TRSCHOOL.ORG

CHRIS BARKER EXT. 1313 BARKER@TRSCHOOL.ORG

Directs and manages daily residential life.

NIGHT TEAM LEADERS:

LUCIUS MICHAEL EXT. 1244 MICHAEL@TRSCHOOL.ORG

STUART SWINK EXT. 1244 SWINK@TRSCHOOL.ORG

Directs and manages overnight residential life.

CAMPUS CHARGE PERSON: EXT. 1111

Under the assignment of the Director of Education for school hours and Director of Residential Services for residential hours. Provides general supervision to activities of staff and students, both on and off campus.

TREATMENT TEAM

Each of the Units (also referred to as dorms or cottages) is assigned a group of 10 or more staff members to work with the students in that unit. That group of staff is called a treatment team. Upon placement in any unit, you will receive a list identifying the staff within the unit. The staff positions in each unit are as follows.

Unit Managers:

This supervisor is the leader of the unit residential team. He or she oversees all activities of the unit and directly supervises most of the treatment team and all of the residential staff.

Clinical Counselor:

This treatment team member serves as a consultant and partner with the Case Manager and Unit Manager, and provides individual, group and family therapy services to students. Each unit and treatment team is assigned a licensed clinical professional responsible for treatment planning, assessments, therapy and discharge planning.

Case Manager:

This team member is devoted to closely tracking an individual student's progress. Each unit and treatment team is assigned a Case Manager whose responsibilities include advocating for a student's interests in various agency meetings, arranging home visits, case and progress reviews with the student, and routinely communicating with parents and agency workers. The Case Manager is often the first person a parent or agency worker should call with questions, comments, or concerns.

Teacher:

Most treatment teams have two certified teachers who work closely with the students, exchange information with the team, advocate for students' academic needs, and carry out lesson plans that consider individual learning styles.

Residential Staff:

Each treatment team has four Student Life Staff who work closely with students in the evenings and weekends. They are responsible for providing supervision, structure, positive and fun activities, teaching self-care, and supportive counseling.

Night Staff:

Each treatment team is assigned two staff members, working opposite shifts, who have the responsibility to watch over students during sleeping hours and the first couple hours during the morning routine. Night staff are essential to teaching our students structure and timeliness in the mornings, especially when prepping them for school.

HEALTH SERVICES

Timber Ridge School contracts with a medical provider in the local community to provide direct medical treatment when required and for consultation to our nursing staff.

Timber Ridge School contracts with a local licensed psychiatrist as the Director of Psychiatric Services to monitor students who are prescribed psychotropic medications, such as antidepressants, mood stabilizers and ADHD medications while they reside in our treatment program. Our psychiatrist specializes in working with adolescents and knows our student population very well. He provides direct input on treatment planning for students receiving Enhanced Residential Services in the Enhanced Residential Unit.

A staff of licensed nurses provide health services to the campus. At least one nurse is on campus every day of the week. Health Services provides daily monitoring of students' health, attends to health care needs that can be met on campus, coordinates medication administration, and arranges for off-campus medical and dental services when necessary. As individual situations warrant, Health Services will coordinate with the treatment team and parents for parents to transport their sons to certain medical or dental appointments.

Most staff members working directly with students are certified in CPR, First Aid, and medication administration, according to Timber Ridge School licensing requirements.

The 911 Emergency System is available. The Reynolds Store Voluntary Fire Department is only a mile away from our campus. Some of our staff members are EMTs and other volunteers with this valuable community service.

The nurses and staff provide care for minor illnesses and injuries just as you would at home. For example, if your son develops a fever, reports sore throat, and appears fatigued; he may spend the day in Health Services and be given appropriate over-the-counter medication instead of attending school classes. The doctor will be consulted if symptoms linger or worsen.

If he is injured playing in the gym or on the basketball court, Timber Ridge School staff provides first aid and may call the nurse, doctor, or possibly 911.

Guardians are notified in all cases of serious injury or illness. The initial contact is by phone.

We will send a correspondence to the student's guardian following each doctor or dentist visit.

The care provided by Timber Ridge School staff and nurses is included in the tuition. Services by other providers (such as physicians and dentists) are not included in tuition. We will need a copy of your son's Healthcare Insurance Card. When possible we will use medical providers that accept your insurance. In the event that there are no providers in our area, you will be responsible for arranging all medical care. Currently there are no providers in the Winchester area for some HMO's and MCO's common in other areas of Virginia. In addition there are few, or no, providers in our area for Virginia Medicaid HMO's to include Sentara, Premier, or Dural. Please be familiar with your healthcare insurance limitations, and discuss this with us in advance. Parents and legal guardians are responsible for paying the medical and dental bills for services provided off campus.

Should your health insurance change or you receive new cards during your son's stay here, please provide legible copies of the front and back of the most current card as soon as possible.

HEALTH PRECAUTIONS

To protect students from communicable diseases, a student infected with certain diseases will not attend school while they are contagious. After they are symptom free for 24 hours, students will be examined, monitored, and cleared by Health Services staff before returning to school.

MEDICATION ADMINISTRATION

All medications are administered by staff trained in medication management according to program policies, procedures, and licensing requirements mandated by the State Board of Nursing Code of Virginia 54.1-34-8.

In addition, staff is trained in the technique for administering epinephrine via an auto-injector and the indications for use of epinephrine specific to the standing order that covers the school.

PHYSICAL EXAMINATIONS

Each student must submit a comprehensive physical examination and current immunization record before being admitted to Timber Ridge School.