

# OUTCOMES

## MISSION STATEMENT

The mission of ***CONNECTIONS DAY SCHOOL*** is to integrate school, family and community in order to provide the highest quality academic and therapeutic programs. These programs are designed to enable students to become successful learners through a sense of belonging, mastery, generosity and independence.

Successful transition to a less restrictive educational environment is our ultimate goal for all Connections Day School students. Individualized criteria to meet this goal are defined for each student, as well as the anticipated time-span anticipated for this process. Connections Day School's three main programmatic outcomes are: (1) to increase a students' attendance to 90% on a monthly average, (2) increase a student's ability to manage his/her needs and emotional experiences and (3) enable a student to meet or exceed his or her Individualized Education Plan goals. Data collection for attendance is through student daily attendance records and is reviewed by the student's team on a weekly basis. When there is a pattern of excessive absences hindering the learning process and academic success, the team meets to determine what interventions can be implemented to assist the student in achieving the targeted 90% monthly attendance rate. Data collection for the decrease in behavioral visits is collected through student point sheets, goal-tracker data collection system, behavioral visit reports, and detention forms. The team meets on each student every 10 weeks to review behavioral data and to determine if additional interventions are needed. Data collected to determine if a student is meeting or exceeding IEP goals is collected through a variety of resources dependent upon the goal written. Data for academic/classroom behavioral goals is collected through classroom observations, student point sheets, classroom assignments, homework assignments, student work samples, and curriculum based assessments. Data for academic/classroom behavioral goals is reviewed weekly with teachers meeting on individual students on a weekly basis. Data for social/emotional goals is collected by the individual therapists congruent with the methods outlined in the IEP, and is reviewed weekly with the primary supervisor/Licensed Clinical Psychologist. Data for social/emotional goals is reviewed weekly with therapist supervisor and/or behavioral staff.