

OUTCOMES

ABILITY

is what you're capable of doing.

MOTIVATION

determines what you do.

ATTITUDE

determines how well you do it.

-Lou Holtz

MISSION STATEMENT

The mission of *South Campus* 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 South Campus students. Individualized criteria to meet this goal is defined for each student, as well as the anticipated time-span for this process. South Campus three main programmatic outcomes are: (1) to increase students' attendance to 90% on a monthly average, (2) increase a students ability to manage their needs and emotional experiences and (3) students meet or exceed Individualized Education Plan goals as created by the team. 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 being successful in achieving the 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 determine if additional interventions need to be implemented. Data collected for 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.