

TILTON SCHOOL

2026-2027



THE HOUSE

of the Good Shepherd

1550 Champlin Avenue
Utica, New York 13502-4828



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MISSION STATEMENT

The House of the Good Shepherd (HGS) provides care that changes children's lives.

VISION STATEMENT

HGS will be the leading provider of treatment, education, and support services to the children and families of the community that we serve. We will be recognized for providing services that are of the highest quality and value, delivered within the context of family, culture, and community.

VALUES

- We believe that the most appropriate setting to raise children is within a safe and nurturing family.
- We believe that engaging families in effective partnerships creates the best opportunity for lasting, positive outcomes.
- We are committed to strengthening family life in our community by contributing to the development of effective social policy and establishing collaborative partnerships with government agencies, other service providers and the greater community.
- We believe the most efficacious and cost-effective services for children and families focus on early intervention and prevention.
- We are committed to continuously expanding our understanding of the value of cultural diversity and to incorporating that understanding in the provision of services to children and families.
- We are committed to the continuous development of services that respond quickly and appropriately to the emerging needs of children and families.
- We are committed to the continuous improvement of our services.
- We are committed to maintaining a competent and appropriately deployed workforce that is culturally diverse, well trained and committed to the Mission, Vision and Values of HGS.

TILTON SCHOOL

Tilton School operates a twelve-month education program for students. The staff at the Tilton School seek to give students a positive educational experience so they may learn appropriate academic skills and behaviors to help them be successful in school and in the community.

THE HGS COMMUNITY STRIVES TO LIVE BY THE FOLLOWING SEVEN COMMITMENTS:

1. **Non-Violence** – helping to build safety skills and helping the community build moral, social, psychological as well as physical safety.
2. **Emotional Intelligence** – helping to teach effective management skills.
3. **Inquiry and Social Learning** – helping to build cognitive skills.
4. **Shared Governance** – helping to create civic skills.
5. **Open Communication** – overcoming barriers to healthy communication, teaching healthy boundaries, enhancing self-protective skills, and reducing acting out.
6. **Social Responsibility** – helping to build social connection skills, establishing healthy relationships and attachments.
7. **Growth and Change** – helping to restore hope, meaning and purpose.

COMMUNITY MEETINGS

Community meetings are conducted in the morning at the Tilton School. Community meetings are conducted in the classrooms with the “community” of children and staff sitting in an arrangement where each can have eye contact with one another. Each participant answers the following three questions to the best of their ability:

1. How are you feeling?
2. What is your goal for today?
3. Who will you ask for help with your goal today?

TILTON SCHOOL CODE OF CONDUCT

A. Students' Responsibilities:

- Contribute to maintaining a safe school environment that is conducive to learning and to show respect to other people and to property.
- Attend school daily unless legally excused and be in class, prepared to learn.
- Work to the best of their ability in all academic areas and strive toward their highest level of achievement possible.
- React to directions given by any school staff person in a respectful manner.
- Dress appropriately for school.
- Accept responsibility for their actions.
- Use coping strategies and plans to regulate behavior.
- Seek assistance from teachers, parents and staff when difficulties arise.
- Use non-sexist, non-racist and other non-biased language.
- Respect and treat others with tolerance and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- Use communication that is not obscene or defamatory.
- Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others promptly to a school staff member without fear of retaliation.
- Report possession of weapons, alcohol or illegal substances on school property or at school functions immediately and without fear of retaliation.

B. Parents' Responsibility:

- Recognize that the education of their child(ren) is a joint responsibility of the parents and school community.
- Send their child (ren) to school ready to participate and learn.
- Ensure their child (ren) attends school regularly and on time.
- Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
- Help their child(ren) understand that school rules are required to maintain a safe and orderly environment.
- Ensure absences are excused.
- Provide time, space and materials for your child to complete any assigned homework.
- Contact the teacher, clinician or school social worker if there are any concerns about your child's progress in class.
- Maintain a climate of mutual respect when dealing with school personnel.
- Provide the school with the means to contact them or a designated person during regular school hours in case of an emergency or discipline problem.

- Provide the school with any changes in:
 1. Address
 2. Telephone number
 3. Emergency contact
 4. Custodial designee
 5. Medication

Parents of students attending Tilton School shall not be asked to make any payments in lieu of, in advance of or in addition to, State school district, or county payments for allowable costs for students placed according to New York State procedures.

C. Teacher/Staff Responsibilities:

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- Be prepared to teach.
- Demonstrate an interest in teaching and concern for student growth, change, achievement.
- Provide appropriate expectations, assignments, grades and discipline.
- Ensure that students are aware of school and classroom rules and expectations
- Communicate regularly with students, parents, HGS staff and pertinent community providers regarding opportunities for growth, change and achievement.
- Report orally any incident of harassment, bullying and/or discrimination that they witness or that is reported to them.

STUDENT RIGHTS

All students in attendance at Tilton School are entitled to the following:

- The right to privacy.
- The right to an education.
- The right to a safe environment free from abuse or maltreatment by staff and peers
- The right to confidentiality.
- The right to have a written treatment plan to assist them in meeting their needs and goals.
- The right to participate in all activities on an equal basis regardless of race, color, creed, national origin, religion, gender, disability, or any other category of individuals protected by federal, state, and local governments.

The New York Statutory Authority to Act gives all schools the power and duty to establish a Code of Conduct containing rules and regulations concerning the order and discipline at the schools “as they deem necessary to secure the best educational results.”

All students in attendance at Tilton School are obligated to abide by the code of conduct set forth by the agency and the State Education Department. All students are expected to conduct

themselves in an appropriate, acceptable, and civil manner with proper regard to the rights of other students, HGS staff, and the whole school community. Students are expected to guide their actions through the expectations set forth; violations of the expectations may result in disciplinary actions. School administrators will take an aggressive stance and apply consequences when students put others' health and welfare at risk.

The listed sanctions are advisory and, as a general rule, discipline will be progressive. However, the Tilton School may impose a level of discipline, even for a first violation, that is proportionate to the misconduct issue.

Students at Tilton School may be subject to disciplinary actions when they:

- Engage in conduct that is disorderly.
 - Examples: Trespassing, any willful act that disrupts the normal operation of the school.
- Engage in conduct that is insubordinate.
 - Examples: Failure to comply with teachers' requests, demonstrated disrespect, failure to comply with rules/expectations.
- Engage in conduct that is disruptive to the learning process and the rights of the other students.
 - Examples: Behavior that impedes the learning process within the classroom, inappropriate talk and disruption within the classroom.
- Engage in conduct that is violent in nature and affects the safety and welfare of oneself and others.
 - Examples: Discrimination, lying, defamation, intimidation, bullying, use of vulgar language, smoking on school property, gambling, harassment, leaving school grounds without permission, fighting, being "under the influence," and possessing, using or disseminating illegal substances and alcohol.

Tilton School is committed to the prevention of alcohol and other substance abuse.

No student may use, possess, sell or distribute alcohol or any other substances, nor may they possess any drug paraphernalia.

The inappropriate use of prescription and over the counter drugs is also prohibited.

If a student is found with the above items, parent/guardian will be notified, and police may be contacted and the student will be subject to disciplinary action.

If a school staff member suspects a student is under the influence of a controlled substance, nursing will be notified immediately. Methods utilized by nursing staff to assess/determine if a student is under the influence include an assessment of student's behavior, appearance, smell, vital signs and pupil dilation.

When a student's behavior or physical condition is such that he/she/they are incapable of attending or participating in the regular program of studies or activities, and/or may prove dangerous to themselves and others, arrangements will be made for the student to be escorted by a parent/guardian/medical professional from the school premises. Notifications will be made to parent/guardian, and the student may be subject to disciplinary action.

“Illegal substances” include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, and any substances commonly referred to as designer drugs. In addition, any look-alikes and prescription or over-the-counter drugs when possession is unauthorized or such are inappropriately used or shared with others will also be considered as an illegal substance.

A student shall be considered “under the influence” if he or she has used any quantity of an illegal substance or alcohol within a time period reasonably proximate to his/her presence on school property, on a school bus, in a school vehicle, or at a school-sponsored function or if he/she exhibits symptoms of such use which leads to the reasonable conclusion of such consumption.

- Engage in misconduct on a school bus or out in the community.
Examples: Fighting, stealing, excessive non-compliance and disruption.
- Engage in any behavior that endangers the health, welfare and safety of others.
Example: Possession of a weapon.

“Weapon” means a firearm as defined in 18 USC 921 for purposes of the Gun-Free Schools Act. It also means any other gun, including but not limited to BB gun, paintball gun, pellet gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Ninja star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb. The school also considers the following as weapons: pocket, pen or other knife, look-alike fake weapon, or other device, instrument, material, or substance that can cause physical injury or death, or when such other item is brandished as a weapon.

DISCIPLINARY PENALTIES AND PROCEDURES

In determining necessary disciplinary actions, the following will be taken into account in determining the appropriate consequences:

- The student’s age.
- The nature of the offense and the circumstances surrounding the offense.
- The student’s prior disciplinary record.
- The effectiveness of all forms of discipline.
- Information from teachers, clinicians, and parents when appropriate.
- Other extenuating circumstances.

Penalties

The following is a list of penalties that can be used in addressing a violation of the school's code of conduct. Students who violate the code of conduct may be subject to one or a combination of the following penalties:

- Notification to Parent and/or Clinician/School Social Worker.
- Special Treatment Team Meeting.
- Suspension of School Privileges.
- Restitution for Property Damages.
- Suspension from Transportation.
- In-School Suspension.
- Out of School Suspension.
- Removal from the Agency.

School Suspension Policy

By New York State Education Department definition, a school suspension is a temporary removal from regular classes for a violation of New York Education Law. The principal will determine if the suspension will be an In-School (ISS) or Out-of-School (OSS).

A student may not receive an out-of-school suspension for more than five (5) consecutive days except for carrying firearms, which may result in a suspension of at least one year. A student receiving ISS will be assigned an Alternative Classroom Educational program until the student fulfills the expectations for reintegration into the classroom. If the student does not return to his/her classroom within 10 school days, a Special Treatment Team meeting will be held to revise the child's treatment plan.

When a student receives an out-of-school suspension, the principal or designee will notify the clinician or school social worker. In no case shall a student be sent home during the school day without first notifying the program manager or parent/guardian.

The principal or designee within one school day will send a letter to the clinician or school social worker, parent or guardian and home school district containing the following information for any out-of-school suspension:

- a) A statement of the facts leading to the decision to suspend.
- b) The date and time when the student will be allowed to return to school.
- c) A statement advising the parents, guardians and home school or county of student regarding the due process procedure.

ENHANCED SUPERVISION PLANS

There will be times when the safety of an individual child or others requires that an Enhanced Supervision Plan is implemented as part of the on-going supervision of that child. HGS uses Enhanced Supervision Plans when there is clinical justification for increased supervision because of issues that warrant a child being determined at risk of harm to self or others.

HGS residential and educational staff may modify a child's privileges and supervision levels based on the current behavior a child is displaying. In situations in which a child is determined to be at risk of harm to self or others, staff must place a child on a minimum of close supervision.

CELL PHONE POLICY

Cell phones, including any electronic communication device capable of text messaging, internet access, taking digital photographs or videos without advance permission, are not allowed at Tilton School.

If parents of a Day Service student would like "peace of mind" and allow their child to bring a cell phone to school, the student must turn the phone over to Tilton School staff before entering the school. The school staff member will return the phone to the student at dismissal time.

If a student refuses to comply with this protocol, the parent will be called to pick up either the phone or their child, if the individual student also refuses to give the phone to their parent.

SEARCHES

To ensure the safety of all students and staff, **all students** not residing on the HGS campus (Day Students) will be searched before entering Tilton School. Before being allowed to enter Tilton School students as well as any bags will be searched using a detection wand. Students will also be asked to turn out any pockets to ensure any unwanted items are not entering the school. All bags, electronic devices, cell phones and any other contraband will be collected and locked up during the regular school day and returned, (except for contraband), when the student is dismissed for the day. **If a student refuses to cooperate with a search or turn over an electronic device or cell phone, they will not be permitted to enter Tilton School.** A parent or guardian will be contacted to pick up the student, and the student will be marked with an unexcused absence for the day. Other items in the Tilton School are subject to search. Student desks are considered the property of the Tilton School and are subject to inspection. We can conduct such inspections with reasonable suspicion, following the Hose of the Good Shepherd Policy.

ACADEMIC POLICY

Each classroom in Tilton School designs lessons to meet NYS Learning Standards and provides students with the structure and curriculum they would encounter in a public school setting. The primary goal of the school is to return students to their home school setting.

ATTENDANCE

Attendance at school is an important part of being a successful student. School begins at 9:00am and ends at 3:00pm each day. Students are expected to attend school daily and participate in all assigned classes. It is expected that the Tilton School Office be notified, by calling (315) 235-7670, whenever a child will be absent/late for any portion of the school day. A written excuse signed by the parent or guardian is also required when your child returns to

school. The excuse must be dated and a reason provided about why the student was absent. If a written note is provided, the absence will be considered excused. Any dental, medical or other appointments that take place during school hours require a child to be signed in/out at the school office.

SCHOOL BEHAVIOR GUIDELINES

- Students must remain in their classrooms before 9:20 a.m. and after 2:40 p.m. unless they are travelling to or from a regularly scheduled class.
- Students are not allowed to go to the upstairs administrative offices unless a staff member supervises them or they have an appointment to see someone whose office is located there.
- Personal items may only be brought into school with written permission from the homeroom teacher.
- Only Work-Study students are allowed in the kitchen or the staff lounge.
- All students are encouraged to utilize their My Self Plans to assist in regulating their emotions safely.

DRESS CODE

Dress for Success – The intent of the dress code is to foster an environment that is sanitary, safe and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the workplace and society.

The following guidelines shall be adhered to:

- A. Student's Appearance:** Clothing, grooming, and appearance, which includes hairstyle, jewelry, make-up, and nails shall be safe and appropriate; they shall not disrupt or interfere with the educational process. Chains (not defined as jewelry) or other dangerous items are not permitted. Loose and dangling clothing, accessories, and jewelry can create dangerous situations and will not be permitted.
- B. Body Piercing:** Body-piercing objects other than earrings worn in the ear are NOT allowed because they create a potential for infection and other safety issues. A client's individual treatment plan may alter this requirement on a case-by-case basis.
- C. Clothing:** Clothing worn should fit properly and be neat. Clothing or items bearing words or phrases that are vulgar, obscene, libelous or insulting to others because of race, color, religion, creed, national origin, gender, sexual orientation, or disability are not acceptable. Clothing or items that promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities are not allowed.

1. **Tops:** Extremely brief garments such as tube tops, crop tops, net tops, halter-tops, spaghetti straps, plunging necklines (front and/or back), see-through garments, A-shirts, or any item of clothing that is too revealing are not appropriate. All tops must have two straps, one over each shoulder, which must be at least two inches wide. Bare midriffs are not allowed; bare skin must not appear between tops and pants or skirts. Athletic jerseys are permissible in school; basketball-type jerseys will require that an undershirt of some type must be worn underneath.
 2. **Pants :** Pants must be worn at or above the hips; all undergarments must be completely covered with outer clothing/covering. Oversized pants must be safe to walk in.
 3. **Pajamas:** Pajamas are not acceptable dress for school or the community.
 4. **Shorts:** During warm weather, clients will be allowed to wear shorts of appropriate length (mid-thigh or longer); extremely short shorts, skirts or skorts are not acceptable.
 5. **Footwear:** Footwear must be worn at all times while in school and outdoors unless at an appropriate swimming area. Footwear that is a safety hazard will not be allowed; it should be selected with safety in mind and ensure traction and ease of movement on a variety of surfaces. Slippers are not acceptable for school.
 6. **Head covering:** Hats and hoods may not be worn indoors except for medical or religious purposes or for special events. Total head coverings may not be worn or visible on any other body part in school. Bandanas and anything that may be deemed gang related are not allowed.
 7. **Coats:** Coats should be worn outdoors as weather warrants. Coats are not to be worn in the classroom or hallways throughout the school day. Students should be prepared with a sweatshirt or sweater when it is cold outside.
 8. **Trading:** Students may not trade articles of clothing or accessories with other children.
 9. **Blankets:** No Blankets
- D. **BOCES Participants:** Students are expected to adhere to that school's dress code.

Because all situations cannot be anticipated, no list can be exhaustive. As a result, school administrators will continue to interpret and apply our dress code based on their professional interpretation.

Students found to be in violation of the dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to school discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be considered insubordinate and subject to further discipline, up to and including out of school suspension.

GUIDELINES FOR SUCCESS

"Guidelines for Success" are clearly stated in our classrooms in a manner designed to promote positive personal growth, self-reliance, and *shared responsibility*. School staff will try to reach students by developing significant relationships with, by caring for, and respecting them. Staff

will also model “right behaviors” and educate young people on what is right versus what is wrong.

CLASSROOM BEHAVIOR MANAGEMENT SYSTEM—TILTON WEST (8-12)

Tilton School West Student Recognition System

The Student Recognition System has four major purposes:

1. An incentive program that encourages students to make good choices and earn privileges.
2. A written record of staff observations of student behaviors and academic performance.
3. A tool for measuring student progress and growth.
4. A practical means of integrating the SELF principles and Seven Commitments of the Sanctuary Model of treatment and trauma-informed care in the daily routine of Tilton West students.

The system offers three different levels of recognition. They are in order from most to least privileged: **Level 1, Level 2, and Level 3**. Students who are exceptionally successful may achieve independent status.

TILTON WEST STUDENTS HAVE THE OPPORTUNITY TO EARN THE FOLLOWING LEVELS OF RECOGNITION:

Level 1

(95-100%)

- Visits with other Level 1 students (from either floor).
- Lunch outside (supervised).
- Outside p.m. homeroom.
- Purchasing privileges (Home & Careers).
- Work Study (during electives only).
- Answer phone during lunch/homeroom.
- Priority for making staff errands.
- Supervised Internet activity.
- Student of the Month eligibility.
- Visit to specials classes.

Level 2

(80-94%)

- Music during lunch/pm homeroom.
- Non-Internet computer games/board games/Smart Board.
- Eligibility for recreational field trips.
- Run staff errands.
- Work Study (during electives only).
- Visits (same floor only).

Level 3

(0-79%)

- Movements outside of class require visual supervision.
- Conversation permitted with classmates only (no visits).
- No Work Study.
- Computer use for academics only.

INDEPENDENT LEVEL

All Level 1 and Level 2 privileges, plus the following:

- May travel through hallways independently with an Independent Pass.
- May be eligible for extra off-campus privileges.
- Will be eligible for a free weekly purchase from Home and Careers.
- Will be eligible for free purchase pass from “What’s Up Dog Cart?”

In order to earn Independent Recognition status, students must earn six out of eight weeks of Level 1 status, including the homeroom teacher’s recommendation, also taking into account the child’s ESP. A Level 3 within those eight weeks will disqualify the child from earning Independent.

If a student temporarily loses their Independent status due to behavior concerns, the student is to return to a weekly system until the student’s teacher is comfortable reinstating Independent status. Teachers must use personal discretion when determining when it is an appropriate time to return their child to Independent.

STUDENT OF THE MONTH

- Level 1 for the entire month, short months (April, June, July, August, December) require a 90%-or-above average for the month.
- No Level 3 days.
- No restraints.
- Students who attend off-campus programs must be doing satisfactory work with no behavior problems.
- No transportation problems to and from school.
- Must follow all aspects of their school treatment plan, including participation in all scheduled programming and no academic program refusals.
- Satisfactory completion of all homework assignments.

AREAS OF OBSERVATION

Students entering the classroom begin each period with no ratings. Observations are made and recorded throughout the period on each child’s DSR. By the end of the class period, staff determine a rating for each of the five areas based on the recorded observations. Students can earn an “S” for Satisfactory, an “N” for Needs Improvement, or a “U” for Unsatisfactory in the

five areas during each period, including am and pm homerooms. (The DSR does not serve as a record of points earned, but ratings only).

The five areas observed each class period include:

1. Nonviolence
2. Respect
3. Cooperation
4. Academic Effort
5. Emotional Management

** (Social Learning substitutes for Academic Effort during non-academic periods)*

THE RATING SCALE

Ratings earned throughout the course of either a school day or a school week determine students' levels. Students are measured as follows, in each of the five areas of observation for each of the nine school periods.

Satisfactory (S) = 2 points

Needs Improvement (N) = 1 point

Unsatisfactory (U) = 0 points

The total number of possible points earned is 10 per period for a total of 100 per day.

Satisfactory (S): A rating of "S" for Satisfactory can be earned in each of the five categories if the student has excelled in meeting the expectations regarding each of them. An "S" earned in one category does not automatically warrant an "S" in every category. Students may earn an "S" for Cooperation, but an "N" or a "U" for Academic Effort or Respect. Each category is rated separately. Students should have met or exceeded expectations to receive a Satisfactory rating. Staff must be vigilant throughout each class period, writing comments or praises when it is appropriate, noting which period they are referring to.

Needs Improvement (N): If a student earns a rating of "N," staff comments are necessary on the DSR. Adequate and accurate observations are one of the major purposes of the DSR. These comments help explain to the students why they received a particular rating. A rating of "N" indicates to the student that there is room for improvement. This rating should not cause students to feel disappointed or inadequate. This system is meant to encourage students to challenge themselves and their abilities, not to discourage them from trying.

Unsatisfactory (U): This rating is not intended to make students feel that they have failed to meet a standard of expectation. This rating should effectively communicate to the student that their degree of performance, effort, participation, or kinds of behavior were not acceptable for this environment, which is why it is vital that comments are noted and communication between staff and child takes place. Staff should communicate this rating to their students and explain how it was determined.

Students who earn a “U” in any category in the morning or afternoon will have a quiet lunch or p.m. homeroom, respectively. Students’ privileges may also be restricted if they exhibit unsafe behavior in school or in the cottage. Unsafe behaviors include being involved in a restraint; leaving staff supervision without permission; intentionally striking or hitting another student or staff; refusing to go to a Time Out room or other area, when requested to do so; being extremely disruptive in program; or exhibiting other behaviors that place self, peers, or staff at serious risk. Work Study obligations should also be temporarily suspended.

Students will receive all “U’s” for the period if they are in time-out, are sleeping, are AWOC, or have destroyed their DSR. A “Z” will be noted in the Nonviolence category when students are observed sleeping in class. A “Z” equals zero points.

Getting out of their seats before students are called to transition warrants a “U” in Cooperation.

For an excused absence such as a doctor’s appointment, casework, planned visit, or illness, an X will be placed in the boxes where the ratings are written and that period will not count toward their daily point average. Students who are present for only part of a class due to one of the reasons mentioned above will be rated only in the areas that are applicable. An X may be placed in areas that do not apply.

TILTON EAST PROGRAM STUDENT RECOGNITION SYSTEM—(K-7)

The program philosophy of the Tilton School East Program is to provide a safe, therapeutic, nurturing environment that focuses on responsibility and respect through the use of individual and group academic and social activities.

The Student Recognition System has four major purposes:

1. A written record of staff observations of student behaviors and academic performance.
2. A tool for measuring student progress and growth.
3. A practical means of integrating the SELF principles and Seven Commitments of the Sanctuary Model of treatment and trauma-informed care in the daily routine of Tilton East students.
4. An incentive Token Store program that encourages students to make good choices and earn tokens to cash in each week.

The five areas observed each class period include:

1. Nonviolence
2. Respect
3. Cooperation
4. Academic Effort
5. Emotional Management

TOKEN STORE

Students earn tokens throughout the school day for good behavior, going above and beyond, helping a peer, outstanding effort on a task or assignment, and so on. Every Day 2 at 12:30p.m. the token store is open, and the students have the opportunity to cash in their tokens for items such as candy, toys, accessories, hygiene products, sporting equipment, puzzles, supplies, etc.

Some examples of how students earn tokens:

- Going above and beyond on a task/assignment
- Helping a peer through a difficult task/situation
- Demonstrate good citizenship
- Random act of kindness
- Rewarding good behavior, grades, or goals reached
- Students have the option to save their tokens if they are wishing for a certain item

STUDENT OF THE MONTH

A student will be eligible to be Student of the Month if they meet the following criteria:

- Attain an average of 95% of their goals for the month and follow the principles of sanctuary; each week must be 90% or above
- Display all safe behaviors; bus transport is included for day service student
- Utilize his/her MySELF plan effectively (The student will receive special recognition for their accomplishment)

GUIDELINES FOR SUCCESS

Both the Tilton East and Tilton West Programs use the same program definitions and areas to observe students during each class period. The areas are listed below.

Nonviolence:

Being safe

Respect:

Respecting the feelings, space, and property of others

Using appropriate language

Seeking recognition appropriately: raising hand or waiting your turn

Cooperation:

Following staff directions

Following school policies

Cooperating with others

Academic Effort:

Being prepared for class with homework, agendas and other necessary items

Working neatly and accurately
Putting forth maximum effort
Completing work in a timely fashion

Emotional Management:

Regulating emotions

- (A) *Nonviolence:*** Based upon the Sanctuary Model of care, nonviolence in the educational setting is dependent upon the development of safety skills and concern for the well-being and safety of others. It is one of the Seven Commitments. Students who exercise safe coping strategies each class period will choose not to make threats of harm toward self, peers or staff, but practice safe and appropriate methods to cope with their feelings. Safe students will not engage in any form of verbal or physical aggression with the intent to cause social, psychological, emotional or physical harm. Nonviolent concern is also demonstrated by reporting issues of safety concern for self or others to staff [SAFETY, NONVIOLENCE, DEMOCRACY, OPEN COMMUNICATION, SOCIAL RESPONSIBILITY].
- (B) *Respect:*** Respect can be communicated toward self, peers and staff in various ways, through verbal and nonverbal interactions. Respect can be expressed and evidenced by the way we approach and respond to others, and it should be returned regardless of who they are. Everyone, regardless of their faults, mistakes, or offenses, deserves to be respected. Mutual respect is essential in any setting that seeks to preserve peace and encourage growth, including the educational setting. Respect is an important component of successful “Community Meetings” [EMOTIONAL MANAGEMENT, LOSS, FUTURE, SOCIAL LEARNING, DEMOCRACY, SOCIAL RESPONSIBILITY].
- (C) *Cooperation:*** In order for students and staff to be successful, there must be a spirit of cooperation that is manifested through individuals who are willing to accept the guidance and direction they are offered, so that the classroom/school environment will remain one that is conducive to learning and social growth. Students who cooperate with their classmates and their teachers will serve to make their learning more substantial and their experiences more meaningful. Cooperation is another important component of successful “Community Meetings” [FUTURE, DEMOCRACY, OPEN COMMUNICATION, SOCIAL LEARNING, SOCIAL RESPONSIBILITY].
- (D) *Academic Effort:*** Successful students are ready and prepared for each of their classes. This means that they arrive to their classes promptly and are equipped with the necessary materials, such as pens, pencils, notebooks, or completed homework assignments. Effort is also measured throughout each class period according to each learner’s degree of focus, attention, and participation [LOSS, FUTURE, SOCIAL LEARNING, SOCIAL RESPONSIBILITY, GROWTH & CHANGE],

(E) Emotional Management: Individual emotional regulation is vital in order to maintain an educational environment that facilitates the learning process and provides classrooms in which positive interactions and experiences are made. Students may discover that many, if not most, of their behaviors are the result or outcome of feelings that they are having within themselves. Being responsible for our emotions means trying to express our feelings in ways that are safe, appropriate, and do not cause a disruption to the learning environment. One indicator of emotional management is the proactive use of *MySELF* Plans to regulate emotions and keep self and others safe. It also means accepting the appropriate outcomes for our behaviors [SAFETY, EMOTIONAL MANAGEMENT, LOSS, EMOTIONAL INTELLIGENCE, SOCIAL RESPONSIBILITY].

HIGH HONOR ROLL / HONOR ROLL / HONORABLE MENTION

Throughout the school year students will be recognized for their achievements.

- HIGH HONOR ROLL = 94% and above average, and always or sometimes for conduct, work habits and social growth.
- HONOR ROLL = 88% - 93% average, and always or sometimes for conduct, work habits and social growth.
- HONORABLE MENTION = 85% - 87% average, and always or sometimes for conduct, work habits and social growth.

HOMEWORK POLICY

It is the teacher's discretion to assign homework to students.

Homework:

- Reinforces school learning by practicing for mastery and application of basic skills
- Strengthens the home/program and school connection

Provides opportunities for development of:

- Self-discipline
- Time management
- Organizational skills
- Responsibility

HEALTH SERVICES

1. Health Services provides assistance to ill or injured children during the school day and gives minor emergency medical assistance when required. If it is necessary for a Day Service Student to take medication during the school day, we require that a parent brings the medication to the Health Services Office in its original container with the doctor's orders.

Health Services will administer the medication as prescribed by the doctor and parents. Forms are available from Health Services and require signatures from the parent and the doctor before medication can be administered.

2. Students who are not feeling well or receive an injury requiring medical attention or first aid should notify a staff member as soon as possible. School staff will contact Health Services. Students will be seen as soon as possible, injuries are seen on an as needed basis, emergencies will be given first priority.
3. Any changes in a student's health (e.g., broken bone, allergies, chronic illness, rashes, etc.) should be reported to Health Services so it can be noted and properly addressed. It is recommended that Day Service Students have a current physical on file in Health Services in case of an emergency. Emergency contact numbers also should be updated annually.
4. All students are required to have up-to-date immunizations in order to attend school, unless formally exempt. Health Services will notify parents of any deficiencies. New York State Public Health Law states that students have their immunization record upon entering school.
5. In the event that an absence has been necessary because of a communicable disease (listed below), students should not return to school until he/she is fully recovered and are no longer infectious. When students return to school, they will be assessed by Health Services who reserve the right to send students home if they have not fully recovered. Day Service students are required to bring in a doctor's note releasing them to school.

The following diseases are referred to above (verified diagnosis by an MD):

Chicken Pox	Strep Throat	Lice
Measles	Impetigo	Wound infections that cannot be covered by a bandage
German Measles	Pink Eye	
Mumps	Ringworm	Any other infections determined to require isolation for a specified period of time
Whooping Cough	Scabies	

6. In order to minimize the spread of lice, all students found to have lice must be checked by Health Services prior to re-entering their classroom. Tilton School follows a "no nits" policy.
7. If there are any questions, the school nurse may be contacted by calling (315) 235-7600 extension 2284, Monday through Friday, 8:00 a.m.-4:00 p.m.