

Monomoy Regional School District
SAND (Students Achieving New Directions)
Program Description
Scope and Sequence

Description:

This program is a therapeutic learning center for students in grades 8 through 12 designed to assist students with social and emotional challenges. The goal is to integrate the students into the inclusion setting as often as possible, however, they may require support within a separate setting to meet their unique learning needs both socially and emotionally.

The purpose of this classroom is to help students develop self-advocacy skills, maintain consistent academic performance, and self-monitor their behavior. This classroom is designed for students who would benefit from developing a trusting relationship with adults in a therapeutic environment and from close monitoring of school/classroom behavior and attendance. Each student will develop a schedule based on their academic needs.

Entrance and Exit Criteria

Entrance Criteria: The IEP Team will determine if a student is to enter the SAND program. A student may be eligible to enter the SAND program if they qualified for an IEP based on any of the following eligibility categories:

- Have an IEP currently with a social/emotional/behavioral goal or in the process of being assessed in these areas:
 - Emotional and/or Health or have features associated with these categories.
- Students who enter require IEP goals in the areas of:
 - Social
 - Emotional
 - Behavioral skills
- Struggle to make effective academic progress within the general education setting.
- Struggle to make effective progress in modified or small group instruction.
- Absenteeism and conduct referrals that are not responsive to tiered interventions and interfere with their access to the general education program.
- Data on these skills must be collected and intervention strategies implemented with no success before a recommendation may be made for a student to enter the SAND program.
- Caregiver/Parent agreement as well as IEP acceptance is required prior to a student entering the SAND program.

7th-grade transition planning

The IEP TEAM will consider the needs of the student and entrance to the SAND or WAVE program. The schedule for the student will reflect a more restrictive or less restrictive schedule based on the student's needs.

Exit Criteria: The IEP Team will determine if a student is to exit the SAND program. Students will have two options for a less restrictive educational environment:

Option A - Transition to WAVE	Option B - Transition to grade-level academic support - Least Restrictive
Continue to require specialized instruction in one or more of the following areas: • Social • Emotional • Executive function skills • Access the school community prior to moving to a less restrictive placement	• Increased ability to access the general education classroom/s • Engage with peers • Independently access grade level counselor

Students may continue to have goals in the area of social and emotional skills but will have demonstrated progress toward existing IEP social, emotional, and/or behavioral goals as well as readiness to make effective progress without the support of the SAND program.

Caregiver/Parent agreement as well as IEP acceptance is required prior to moving a student from the SAND to a more inclusive classroom setting.

Student Goals

Students will have an individualized growth plan and sign a contract acknowledging they will work towards making progress in these areas:

Academic	Social/Emotional	Self-Advocacy	Self-Management Skills
• Utilizing an organizational tool • Checking Aspen for assignments and missed work • Creating a plan to accomplish and complete academic assignments • Increasing independence in accessing classes/ Coursework	• Self-awareness • Social awareness • Relationship skills • Self-regulation • Utilizing coping strategies • Appropriate communication skills (language, volume, content, and tone)	• Seeking and requesting help when needed • Accepting help when offered • Identifying at least one trusted adult in the building • Recognizing a conflict and use problem-solving skills	• Self-management • Responsible decision making • Staying in class (and asking if you need to leave) • Utilizing the bathroom for an appropriate amount of time • Abiding by the cell phone policy • Practices pro-social skills

Executive Function Skills to develop in support of the above:				
Inhibition Organization Task initiation Time management	Problem-solving Self-control Focus Defining Goals	Defining goals Difficulty organizing tasks Establish predictable routines	Impulse control Self-monitoring Study skills Working Memory	Planning and prioritizing Flexibility Attentional control
SEL				
- Review SELIS data (work with school counselors to review this) - Develop an SEL goal, provide instruction, and progress monitor one of these competency areas:				
Self-awareness:	Self-management:	Responsible decision-making:	Relationship skills:	Social-awareness:
The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as: Integrating personal and social identities Identifying personal, cultural, and linguistic assets Identifying one's emotions Demonstrating honesty and integrity Linking feelings, values, and thoughts	The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals. Such as: Managing one's emotions Identifying and using stress management strategies Exhibiting self-discipline and self-motivation Setting personal and collective goals Using planning and organizational skills	The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as: Demonstrating curiosity and open-mindedness Learning how to make a reasoned judgment after analyzing information, data, and facts Identifying solutions for personal and social problems	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as: Communicating effectively Developing positive relationships	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as: Taking others' perspectives Recognizing strengths in others Demonstrating empathy and compassion Showing concern for the feelings of others

Developed 10/24, 3/25, 4/9/25

Examining prejudices and biases	Showing the courage to take initiative	Anticipating and evaluating the consequences of one's actions	Demonstrating cultural competency	Understanding and expressing gratitude
Experiencing self-efficacy	Demonstrating personal and collective agency	Recognizing how critical thinking skills are useful both inside and outside of school	Practicing teamwork and collaborative problem-solving	Identifying diverse social norms, including unjust ones
Having a growth mindset		Reflecting on one's role to promote personal, family, and community well-being	Resolving conflicts constructively	Recognizing situational demands and opportunities
Developing interests and a sense of purpose		Evaluating personal, interpersonal, community, and institutional impacts	Resisting negative social pressure	Understanding the influences of organizations and systems on behavior
			Showing leadership in groups	
			Seeking or offering support and help when needed	
			Standing up for the rights of others	

Expectations and Norms

Cell phone policy:

- Upon entering SAND, after signing in, students place cell phones in the caddy located on the whiteboard in front of the classroom.

Class-driven development of norms

Add CHAMPS norms

- Follow the classroom routines
- Do not interrupt when someone is talking
- Work quietly
- Be respectful with words, say please and thank you
- It is ok to have strong feelings and express them appropriately
- If you don't understand something, ask for help
- Academic Support is not only to complete homework
- Be respectful of how different students access the space

Daily Plan and Expectations

When students arrive, they will:

1. Sign in using the designated computer
2. Drop their phone off in the phone caddy
3. Get their binder
4. Sit in their designated space or earned space
5. Check ASPEN, Google Classroom, email for assignments
6. Have a 2-3 minute student-staff conversation to set and review academic and social/emotional goals
7. **Complete an Exit Ticket** (staff-student collaboration for self-monitoring progress)

Program Expectations and Behavioral Systems

The class-wide system of management (CHAMPS) is designed to reinforce the occurrence of specific behaviors during each class period. Students are primarily reinforced for engagement in these behaviors during each class period, with the accompanying reinforcement system. If during the earning period students engage in behaviors that are incompatible with CHAMPS, teachers recognize student need and reinforce the use of restorative breaks to enable self-regulation and readiness for learning.

C - Conversation: How can I talk about my thoughts? How can students talk to each other?

H - Help: How do students get their questions answered, how do they get teacher attention?

A - Activity: What are we doing? What is the task or objective? What is the end product?

M - Movement: How can the students move about the classroom?

P - Participation: What does the expected student behavior look and sound like? How do students show they are fully participating and show their knowledge?

S - Success: If the students follow the CHAMPS expectations, what can they earn?

Crisis Planning and Response

Mitigating Escalation of Student Behavior:

1. Follow the SAND Protocols or the student-specific Behavior Support Plans (if one has been developed)
2. Review expectations and scaffold demands, prompt an identified coping strategy
3. Ensure other students are supported:
 - a. If in the general ed setting, a student is escalating, they should be prompted to go to SAND.
 - b. If the Student does not de-escalate in the SAND classroom, current SAND students should be transitioned to a separate location

Student in crisis:

1. Assess the safety of the students in the immediate vicinity
2. Call for support - Solve Team or trainer and/or Administrator
3. Remove students from the SAND classroom
4. If the student leaves the designated area, follow them for safety and immediately call for support. The student should be redirected from leaving the building
5. Assess the need for Mobile Crisis if the student is non-responsive, dangerous, harming self or others, threatening self or others, attempting to leave, or has left the school campus
6. If a student leaves the school campus and does not respond to immediate redirection, assess the need to notify the school resource officer for support

SEE DISTRICT-WIDE ACCESS TO MOBILE CRISIS

SAND Team

The student's school-based team consists of the following:

- The student
- SAND Coordinator/Teacher
- The student's parents or guardians
- School Psychologist or School Counselor
- Special Education and Regular Education Teachers
- Program Support Staff
- Board Certified Behavior Analyst (BCBA)
- Team Chair
- Mental Health Coordinator
- Administrators

Communication Plan

1. The program coordinator will have regularly scheduled meetings with the Team Chair, BCBA and Mental Health Coordinator as needed.
2. Building Administrators will be kept up to date on the program.

Emergencies

1. In the case of an emergency, an administrator will be contacted.

MRSD SAND Program Contract

Student Name:

I acknowledge that I will follow the daily expectations and growth plan I have developed in order to make progress.

Daily Plan and Expectations

- ☐ Sign in using the designated computer
- ☐ Drop your phone off in the phone caddy
- ☐ Get your binder
- ☐ Sit in your designated space or earned space
- ☐ Check ASPEN, Google Classroom, and Email for assignments
- ☐ Have a 2-3 minute student-staff conversation to set and review academic and social/emotional GOALS:(ex, What are your goals for the day?)
- ☐ **Academic and Social/Emotional Goals:** Prepare yourself to learn.
 - Take out your binder, prepare your materials (pencil, Chromebook, charger)
 - Work on what you identified for goals
 - ex. I will work on the math assignment due tomorrow with the goal of completing it, practicing self-advocacy skills
- ☐ **Exit Ticket** (staff-student collaboration for Self-Monitoring progress)

Student

Date

Teacher

Date