



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Recovery High Schools

Funding Application

2018-2019



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To receive funding for a recovery high school program, the applicant must complete each step in the process outlined below.

Prior to receiving any funds, the following must be provided to the Executive County Superintendent:

1. The project description section of the application document must be completed and signed;
2. The anticipated budget worksheets provided in the attached Excel workbook must be completed and submitted;
3. A copy of the evaluation tools for staff; and
4. A copy of the School Board resolution approving the Recovery High School Program.

By March 15th, the following will be provided to the Executive County Superintendent for approval:

1. Completed enrollment worksheet of the attached Excel workbook for the first half of the year; and
2. Completed mid-year budget worksheet of the attached Excel workbook using adjusted expenditure data.

June 1st the following must be provided to the Executive County Superintendent for review and approval:

1. Completed enrollment worksheet of the attached Excel workbook with final enrollment data;
2. Completed actual expenditure data worksheet of the attached Excel workbook; and
3. Supporting documentation for expenditures.

Description of Recovery High School Program

Instructions: In each of the program areas below please provide concise information regarding your plans for implementation.

Student Learning Experience:

1. In the space provided below please provide a description of the instructional model(s) offered in the recovery high school program.

K.E.Y.S. Academy (*Knowledge Empowers Youth & Sobriety*) Monmouth Counties Recovery High School provided an academically innovative environment which will serve to eliminate the achievement gap for High school students who have been diagnosed with a substance abuse or dependence disorder; our students are seeking a to sustain a sober lifestyle. Students participating in our program have either successfully completed a primary phase of treatment and/or have identified a need to *change* their academic environment to support their sobriety. All students and families must be committed to a program of recovery prior to and as a condition of admission. We strive to provide students with all the tools and supports so they may successfully return to their home district and maintain sobriety.

Our mission is clear: We strive to provide an academically innovative and supportive environment which will serve to increase opportunities for adolescents who have been diagnosed with a substance abuse or dependency disorder and are seeking a sober lifestyle to ensure academic success and a path to recovery

K.E.Y.S. Academy follows the framework established by the Association of Recovery Schools (ARS) to-

"educate students in recovery from substance use; meet state standards for awarding a high school diploma; intended that all students enrolled be in recovery and working a program of recovery for substance abuse disorders"

The strategy of this recovery-based academic program is a blended learning model providing individualized quality education - virtual learning and face to face direct instruction and supports. This allows for individualized instruction specific to student needs while fulfilling graduation requirements, optimizes student engagement, and provides opportunities for differentiation with the delivery of instruction.

While holding expectations for academics we focus on recovery, wellness, family support services, and community engagement within a collegial learning environment. Our primary focus is creating a sustainable path to recovery!

Program Modalities:

Individualized Academic Instruction

- ☐ Teachers with dual certification for special education and core content subjects such as Math, ELA in conjunction with online coursework

- ❑ Dual enrollment opportunities with Brookdale Community College for students that meet the requirements. in 2017-2018 we had 3 students who enrolled at BCC and earned college credit. Also, students participated in the Accuplacer at BCC; along with PARCC testing.
- ❑ We continue to evolve to better serve our students and provide a more individualized program
- ❑ The students enrolled in program follow a traditional schedule (47 minute block) that includes all academic courses along with electives such as Art and World Language. We enhance learning experiences by coordinating trips i.e. Liberty Science Center, Veterans Memorial, Holocaust Museum, College of New Jersey, and Rutgers etc.

Individual, Group, and Family Counseling

- ❑ Our staff are comprised of Certified Addictions Counselors and Master's level clinicians with experience in substance abuse and mental health. Students are provided with daily recovery group counseling and weekly individual sessions. In addition, counselor coordinates referral and community resources to higher level of support services for students and families.
 - ❑ We coordinate monthly family to psycho-educational programs that are specific to substance abuse, building social sober network, and connecting families to community resources)
 - ❑ Our Academy follows the 12 Step Philosophy of Recovery Model (Alcoholics and Narcotics Anonymous AA-NA). Offering weekly AA-NA meetings.
 - ❑ We offer a recovery mentor/coach to our students.
 - ❑ To enhance and help students foster positive relationships it is imperative we consider an array of way to support our students. We have collaborated with Monmouth County Vocational Schools - High Tech, to create a peer mentoring program. Students provide support in the area of Math. We also have collaborated and coordinated with Special People United to Ride (S.P.U.R.) Equestrian Therapy of Monmouth County Park System.. Our students learn to build relationships and care for someone/something other than themselves, work on strengthen their coping skills, and team building relationships. Additionally, we offer our students yoga and rock climbing. Providing our students with various experiences have proven to help our students learn of outlets to have fun with friends and be safe sober.
2. In the space provided below please provide a description of how recovery high school staffing accommodates and supports the varying needs of students attending this program. Some examples include but are not limited to the following student populations: English language learners, students with disabilities, students with 504 plans, and/or student needs for recovery.

The staff at K.E.Y.S. is well versed with work experiences, training, and certifications to address our students with I.E.P., 504 plan, and ELLs.

- ❑ Our staff participate in all professional development training such as Sheltered Instruction to be able to support our English Language Learners. Staff also attend professional development in areas of behavioral interventions such as De-escalation Techniques.
- ❑ Our teaching staff hold a teaching certification in specific content areas and electives such as Art. Additionally, teachers hold a special education certification.
- ❑ Our Transition Counselor holds a certification as a social worker and SAC.
- ❑ Our Program Coordinator holds a supervisor certification and SAC
- ❑ The Administrator holds a CSA, Principal, and Social Worker certification
- ❑ Collaboration with outside community agencies such as YMCA to offer intensive outpatient services on site. This helps with coordination of care and ensure student participation.

In order to ensure we are in compliance with I.E.P.s, 504s, and/or ELL plans we meet and collaborate with each sending district's team. We invite them to our school to review plans,

transcripts, and develop realistic goals and objectives for each student. We utilize all District approved curricula and supplemental programs as needed to support our learners.

3. In the space provided below please provide a description of how student schedules account for both the recovery and instructional needs and supports for student achievement in this program.

Upon receipt of referral the Program Coordinator schedules an intake with the student, family, Administrator, and Coordinator. Prior to the intake we ask for consent to release records thus allowing us to reach out to the sending school district to discuss referral, obtain transcripts, grades, and most recent schedule. During the intake we ask critical questions to elicit student strengths, goals, areas of growth, and overall student reflection on “*where you are*” with sobriety and academics. Based on student, family, and school input we create a schedule to ensure the student is on the path for success for academics and sobriety. During the intake we emphasize the need for their commitment to both sobriety and academics. We then share how we will provide them with environment to achieve both.

The schedule is created to address any achievement gaps, graduation requirements, preparation for post-secondary, along with support services such as group counseling to address sobriety utilizing 12 steps philosophy; and the guiding principles of recovery:

Emerges from <i>Hope Responsibility</i>	Holistic Involves individual, family & community <i>Strengths & Responsibilities</i>
Person Driven	Peer Support
Occurs via <i>Many Pathways</i> Culture	Relational Addresses Trauma

Sample schedule: Geometry, English 2, US History 1, Geophysical, Drawing, Phys. Ed., K.E.Y.S. Wellness.

4. In the space provided below please provide a description of the extended learning opportunities available to students in this program before and/or after school and/or during the summer.

Students are able to participate in extended learning opportunities at the home District. We coordinate with the District for students to have the opportunity to participate. Some of our students have participated on sports teams and karate after school. Most of our students have expressed interest in entering the workforce as well. We have assisted students with employment, resume building, and strengthening communication skills for interviews.

Student are provided additional academic assignments to work at home to allow for credit recovery and strengthen their independent learning strategies. Teachers are able to monitor via

google classroom. In addition, we have partnership with the Monmouth County Vocational School in which student attends the Career Center in the morning and then attend K.E.Y.S. This provided the opportunity to combine career development, academics, and wellness program.

5. In the space provided below please provide a description of how support for students in this program is provided in meeting academic, recovery, attendance and social emotional development goals. Please specifically address the following populations in the response: students with disabilities, English language learners, students with 504 plans.

Upon receipt of the referral which may be from the rehab, school district, parent, court system- we begin to collect student information, demographics, and history. Asking critical question regarding background allows us to determine if the student would potentially be successful with our program. Upon contact with the family member/guardian we inform the family and student the need for commitment, trust, and respect for the process of recovery. We provide information about our program and invite for a visit and/or intake. Our intake is a psychosocial assessment where we can gather multiple points of student background, struggles, medical and/or psychiatric history, goals; along with family history, friendships, academic history, etc. Conducting the psycho-social assessment allows for us to then create a plan that is specific to the students' individual needs whether the student has an IEP, 504 or ELL plan of support. Each of our students registered have an individual plan that addresses academics and social-emotional development. If the student has an IEP, 504, or ELL plan of support both the Administrator and Coordinator review the student's plan to ensure our program can meet the student's needs and ultimately be successful. We review goal and objectives, accommodations, and support to ensure compliance. If a student enters with a plan we schedule an IEP meeting to discuss the IEP in greater detail along with potential transition plan back to home district.

6. In the space provided below please provide a description of how program goals and objectives are measurable and aligned to the following: student recovery, student academic achievement, and student social and emotional competence.

Goal #1: Be in the present. K.E.Y.S. will ensure students will actively participate in group sessions daily provided by the program to support sobriety.

Goal #2: K.E.Y.S. will coordinate and collaborate outside supports for each student by connecting them to AA and/or NA meetings; CPC; YMCA; etc.

Goal #3: K.E.Y.S. will provide students with supports for credit recovery and close achievement gaps.

Goal #4: K.E.Y.S. will provide students with courses to earn high school credit toward graduation requirements.

Goal #5: K.E.Y.S. will participate in state testing to ensure graduation.

Goal #6: K.E.Y.S. will collaborate with sending District each marking period to evaluate progress, update plan, and plan for transition either home district and/or post-secondary.

7. In the space provided below please provide a description of the transition plan/model utilized to support students transitioning to and from the recovery high school program.

Our Transition Coordinator develops a plan with each student to discuss goals that may range but are not limited to - transition back to home school and/or post-secondary plans. Our model is simple- at K.E.Y.S. *we open doors*. We show our students the opportunities they have and the paths they can take while maintaining a sobriety. We emphasize with our students the need for developing positive supports beyond K.E.Y.S. This includes changing 'people, place and things'; developing positive relationships with peers and adults that are safe and supportive to sobriety. We also show students how you can maintain sobriety after High School. For example, we share and research colleges with sober dorms and have scheduled college visits such as TCNJ. Prior to any consideration to transition to their home school we coordinate a meeting to discuss a transition plan. This is all contingent upon successfully completing goals and expectations set forth when initially accepted to the program.

8. In the space provided below please provide a description of how student progress in this program is tracked and reported as it applies to the following areas: academics, recovery, attendance, social and emotional development.

Each student is entered into our student information system (SIS) where we contain all student demographics, grading, and attendance. Each student contains documentation related to social-emotional development growth, participation in groups, and family engagement. Also, documented is weekly drug testing results. The Administrator reviews student progress with the Coordinator weekly to ensure the program is meeting the students needs and goals.

9. In the space provided below please provide a description of the policies and procedures established for student relapse and referral to treatment.

K.E.Y.S. Academy is a Matawan Aberdeen Regional School District program; therefore, K.E.Y.S. adheres to District Board Policy and procedures.

Upon students acceptance to K.E.Y.S. we establish a relapse recovery plan that include outpatient substance abuse services, psychiatric medical appointments, CMO and in-home counseling, and NA/AA 12 step meetings.

K.E.Y.S. conducts weekly substance abuse toxicology testing. AAA Onsite Drug Testing conducts and collects urine sample that are submitted to Central Drug System Laboratory to monitor and measure students sobriety and level of use. Parents and student are provided with toxicology results both via email and counselor contact. Copies of toxicology results are in each students confidential file. Please note that various of our students are also tested either in

their outpatient program and/or probation. K.E.Y.S. communicates with student, family, and treatment agencies to ensure and coordinate care of services. In the case that a student relapses, we have a session with both parent and student to process relapse. We then put in place services (outpatient and/or intensive outpatient) and monitor toxicology levels. If a student were to continue using substances, we would then refer to inpatient substance abuse facility. Our students health and safety is our main priority.

10. In the space provided below please provide a description of the evaluation tool(s) used for staff.

K.E.Y.S. utilizes the Danielson model when conducting observations and evaluations. All four (4) domains are explored throughout the year and each staff member is observed according to agreed upon teacher contract.

Attendance:

1. In the space provided below please provide the transportation options and/or provider(s) for students attending this program.

Our District works in collaboration and contracts with Monmouth Ocean Educational Services Commision. Each student is provided with “door to door” transportation to and from school. We coordinate outpatient services for some of our students as well which may entail arranging for transportation a few times a week to services in lieu of home.

2. In the space provided below please provide a description of the system and process that will be used for collecting and reporting the daily attendance for students attending this program.

Our students are enrolled in our District student information system. Attendance is recorded on a daily basis along with maintaining a paper file.

3. In the space provided below please provide a description of the attendance policies and procedures that will be used for students attending this program.

K.E.Y.S. follows State regulations, District attendance policies and procedures. Students and families are provided with District policies upon acceptance and can be accessed via district webpage. Students are well aware of expectations to avoid loss of credit. Should a student be absent phone calls are made home and to the student. Students are responsible to make up the work missed. A meeting is held with the student to review absences and if they are in jeopardy of loss of credit. To date we have no students in jeopardy and our attendance rate is high.

4. In the space provided below please provide the daily anticipated breakfast and lunch schedule for students attending this program.

School schedule is between 8:30 am - 2:30 pm. Most students have breakfast at home. They are able to purchase or eat breakfast between 8:30 am - 8:45 am during morning group. Student have lunch in the BCC cafeteria between 12:00 - 12:45 pm. Please note that lunch time may vary depending on daily schedule (i.e. testing, trips, speakers).

The information above and the information contained in the accompanying Excel workbook is
Certified by:

Chief School Administrator/Designee Name	Joseph Majka, J.D
Title	Superintendent of School
Signature & Date	
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