

# Liberty Point Academy



## Program Description

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## Handbook

2017 - 2018

Liberty Point Academy  
1110 Montgomery Avenue  
Staunton, Virginia 24401  
Phone: 504.213.0450

## **Education Director's Welcome**

Welcome to Liberty Point Academy where we strive to help students with cognitive, behavioral and emotional challenges increase their quality of life through a carefully integrated academic and vocational approach. What makes Liberty Point Academy unique is that our program offers a revolutionary curriculum infused with career exploration and vocational training benchmarks in each course offered. Specifically, each lesson plan throughout every content area focuses on empowering students to learn the skills necessary for independent living and transitioning into the world of work. Our multidisciplinary team of professionals helps each family and student build a lifelong plan that addresses:

- High School Completion
- Post Secondary Educational & Vocational Training Opportunities
- Independent Living
- Money Management
- Health & Wellness
- Community Integration and Resources
- Employment

With all of the treatment modalities, educational resources and vocational training opportunities in one location, students get an integrated experience second to none.

I would like to take this opportunity to invite you to come visit our facility so that you can see our new school building recently constructed in 2011, meet our outstanding academic, vocational and clinical team; and learn more about our customized curriculum and transition services. If you have any questions, or if I can be of any assistance to you, please feel free to contact me at 504.213.0450. I look forward to seeing you on campus soon.

Warm regards,

Mary-Margaret Daggy  
Education Director

## About Liberty Point

Liberty Point Behavioral Healthcare offers intensive residential treatment, education and vocational services for young men ages thirteen to twenty two identified as having a cognitive, behavioral or emotional disability. Liberty Point is located in Staunton, Virginia and is nationally accredited by The Joint Commission. The facility is licensed to operate through the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services and the academic component is licensed by the Virginia Department of Education, and accredited by the Virginia Association of Independent Specialized Education Facilities (VAISEF)



## Mission Statement



***“To build strong independent citizens through academic and vocational training”***  
***-Authored by the School Improvement Committee December, 2010***

## Motto



***“Enter to Learn, Leave with a Future”***  
***-Authored by the School Improvement Committee December, 2010***

## Admissions

Liberty Point Academy enrolls students that have been approved for placement in the Liberty Point residential treatment program. The residential treatment program admissions review process includes each applicant submitting the following documentation. This documentation is needed to ensure that Liberty Point is the most appropriate program for each student’s individual needs.

1. Application
2. Signed Placement/Financial agreement
3. Dental (within 1 year prior to admission)
4. Immunization record
5. History and Physical (within 30 days prior to admission)
6. Current IEP specifying Applicant Needs

## 7. Student / Family / Referral Source Interview

### **Program Overview**

Liberty Point Academy provides research based educational, vocational and behavioral services to students in need of a highly structured, individualized learning environment. Curriculum and instruction are designed to help each student master grade appropriate academic, vocational, and social skills through a variety of traditional and research based innovative approaches. Liberty Point Academy believes that students with academic and social deficits learn best when challenged in a non-traditional environment offering a variety of instructional models. By tapping into the appropriate motivational strategy for learning, each student has the opportunity to maximize academic advancement and transition back into a less restrictive school setting.



### **Goals of the School**

- Increase Functional Academic Ability
- Maintain academic progress by meeting educational requirements in accordance with home school district's criteria
- High School Completion and Pursuit of Post Secondary Options Leading to Self-Sufficiency
- Prepare Students to Enter the Job Market and Build upon their Life Skills for a Successful Transition to Independent Living

### **Objective of the Educational Program**

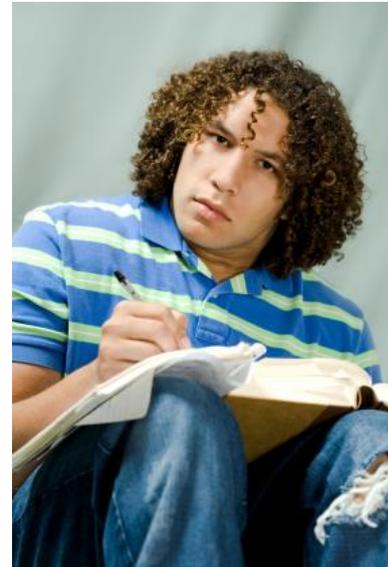
The objective of Liberty Points Education Program is to provide students with high-quality academic and vocational instruction, in a therapeutic environment. The staff at Liberty Point is committed to enabling students to acquire the skills they need to be successful in school, as well as, to transition into the community as a contributing member of society. Specifically, the objectives include the following:

- To determine how students with disabilities participate in Virginia's Accountability System.
- To provide specialized educational services to those with disabilities as written in the IEP.
- To utilize a positive behavior management plan.
- To provide an individualized instructional program for regular education students.

- To provide a program of instruction that is adaptive in nature and promotes the individual student's developmental growth or academic achievement at successive grade levels.
- To follow the Standards for Accrediting Public Schools in Virginia (8VAC 20-131).
- To adhere to all procedural safeguards required by regulations governing the education of students with disabilities.
- To adhere to guidelines for the management of the student's scholastic record in Virginia public schools.
- To work co-operatively with each student's home school division.
- To develop and implement a strong vocational program.

## **Instructional Program**

Liberty Point Academy is committed to providing an Instructional Program that strictly adheres to the standards and recommendations of the Virginia Department of Education. Specifically, the course of instruction of the Liberty Point Academy will be driven by the State's Pupil Progression Plan and will be consistent with state educational goals.



*Education services shall be provided by:*

- A. State certified special education teachers and regular education teachers;
- B. Vocational instructors; and
- C. Teacher aides/mental health specialists.

*Educational services shall consist of:*

- A. Education assessment, evaluation and curriculum that is not racially or culturally discriminatory and takes into consideration the student's disabling condition(s), racial and cultural background.
- B. Special education programming to coincide with Virginia's Accountability System.
- C. A strong vocational program that meets the needs of the students at all levels.
- D. Regular meetings and follow-up summary letters to parents, guardians, and local school division personnel will be documented in the student's educational file.
- E. A curriculum design that is adaptive in nature.
- F. A thorough and accurate discharge summary.

## **Special Education Program**

The Special Education Program conforms to all applicable local and federal laws and mandatory requisites of IDEA 2004. Transition planning is conducted at the annual IEP meeting as students reach the age of fourteen. The Transitional IEP includes a statement of transition services needed, a statement of any interagency support and responsibility, and other community links as indicated. Our primary intent is to focus on the special needs of each student.

## **Individualized Education Plans**

Individualized Education Plan goals will be met through the thoughtful and consistent application of the following procedures:



1. Lesson Plans are linked to the Virginia State Standards of Learning (SOL) and Benchmarks for the appropriate grade level expectations.

2. Each student has an Individualized Education Plan (IEP), the cornerstone of special education. The IEP is a commitment in writing of the services and resources the school will provide. It provides an opportunity for parents and educators to work together as equal partners in the best interest of the student.

An Individualized Education Plan is developed in accordance with Federal, State, and County Guidelines.

The IEP committee is composed of at least the following:

- The Parent(s)/Legal Guardian(s)
- The Student, when appropriate
- The Student's Teacher(s)
- A School Administrator qualified to supervise the provision of special education services.
- Other invited participants may include:
  - County Staffing Specialist
  - Regular Education Teachers
  - Physical, Occupational, Speech Therapists
  - Vocational and Rehabilitation Counselors
  - Outside Service Agencies
  - Other School Staff
  - Interpreters and/or other professionals provided to ensure that all participants understand the proceedings and have opportunity for input
  - Other interested parties at the request of parents and/or the school, at the discretion of the School Administration

The IEP is the foundation for a student's academic and behavioral program. IEPs are based on a careful and thorough evaluation of the student's strengths and priority educational needs. IEPs are comprehensive, specific, understandable, and mutually developed and agreed upon by the members of the IEP team.

The student's progress in achievement of annual goals, short term objectives and benchmarks is evaluated frequently and revisions made as needed. These revisions are immediately and consistently implemented in the classroom. The IEP is modified following the procedures outlined by the Virginia DOE Special Education Plan.

The IEP of each student consists of the following, at a minimum:

- Present Level of Educational Performance with complete and accurate information including strengths, weaknesses, learning styles, standardized testing data interpreted using grade and age equivalencies, alternate assessment data, and parent and teacher observation statements
- Modifications and accommodations the student needs
- Curricular adaptations
- Related and ancillary services
- Community participation and transition
- Dates of Initiation and Duration
- Nonacademic Activities
- Service Delivery options
- Service Delivery Schedule
- Diploma option election
- Reasonable annual goals with a direct correlation to the Present Level of Educational Performance. Annual Goals are realistic with regard to the student's physical and cognitive abilities, prioritized by age and time remaining in his/her education, focused on student's needs, and aimed at independent living.

3. Course content and coding will be consistent with the State Course Code Directory.

4. The therapeutic component of the school is driven by the Master Treatment Plan developed following the highest standards for mental health care. Treatment Care Planning is a multidisciplinary process and includes parents, the student, the school psychiatrist, outside agencies, teachers and any other individual with interest in and knowledge of the student and his or her own special needs.

#### CONDUCTING EVALUATIONS AND REEVALUATIONS:

Liberty Point's Education Director tracks the due dates or time lines for annual IEP's and triennial evaluations on all special education students being served at Liberty Point. LEA's are notified by the teacher/case manager in writing one month in advance of the expiration date of an annual IEP and (or) a triennial evaluation, and makes a request for a meeting prior to the expiration date. Liberty Point collaborates in supplying any components needed such as educational testing, transition interviews, vocational

assessments, goals and objectives, Present Levels of Performance etc. for the LEA prior to the established meeting date. IEP and Triennial meetings always include the LEA, the parent or legal guardian, Liberty Point educational staff and others as requested by the parent or legal guardian.

#### PROCESS FOR STUDENTS AND PARENTS TO ACCESS THE COMPLAINT PROCESS WITHIN THEIR STATE:

Liberty Point serves students from Virginia, West Virginia and the District of Columbia. Students and parents have a process to make a complaint to the nonpublic special education school about the services the student is receiving, including how to access their state complaint process. Students and parents shall be provided with guidance and assistance from the Director of Education of Liberty Point on how to access the complaint process in their state Office of Special Education upon oral or written request.

Virginia- [www.doe.virginia.gov](http://www.doe.virginia.gov)> Special Education >Resolving Disputes

West Virginia - <https://wvde.state.wv.us/State> Complaints West Virginia Department of Education, Office of Special Programs

Washington DC - [osse.dc.gov/service/specialized-education-state-complaints](http://osse.dc.gov/service/specialized-education-state-complaints)

Any individual or organization may submit a written complaint per 5 DCMR §-A2824.1(j)

### **Assessment / Pre & Post Testing**

Liberty Point establishes high expectations and demands accountability in all aspects of the instructional program. Teachers and administrators alike evaluate the success of their teaching strategies and curriculum content on a regular basis. Each student is academically assessed using the Woodcock Johnson IIIIR at both entry and exit to capture academic progress. Each student also receives a battery of vocational assessments including the Transition Planning Inventory (Standard and Modified for lower functioning students), the CAPS/COPS (Interest and Aptitude Assessment) and the Vo Tech Quick Screener.



### **Administration of Statewide Assessment Testing**

The administration of statewide assessment testing is determined within the context of the IEP that is written and on file for each student. The assessment is carried out by the trained educational staff in conjunction with all procedures/regulations set forward by the

Virginia Board of Education. All state assessments are conducted in association with the Local Education Agency (LEA). Under the *Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)*, P.L. 108-446, and the *No Child Left Behind Act of 2001*, (NCLB), P.L.107-110, students with the most significant cognitive disabilities may be assessed on state-established content standards through an alternate assessment. The Virginia Alternate Assessment Program (VAAP) is designed to comply with these mandates. The VAAP is available to students with significant disabilities in grades 3 through 8 and high school who are working on academic standards that have been reduced in complexity and depth. The VAAP standards are derived from the Standards of Learning (SOL) and are referred to as the Aligned Standards of Learning (ASOL). Individual student achievement of academic skills is the single focus of the VAAP. Although functional skills such as self care, leisure activities, and domestic skills are important components of educational programs designed for students with significant cognitive disabilities, these skills are not evaluated in the VAAP.

## **School Hours / School Calendar**

Students attend school for 5.5 hours of academic and vocational instruction per day for 248 school days per year. Classes begin at 8:00 am and end at 3:00 pm. The school year begins in August and officially ends on August of the following year. (see school calendar)

## **Education Plans and Study Time (12 VAC 35-46-970 and 850.F)**

Every student at Liberty Point Academy has an education plan in the form of an IEP (Individual Education Plan) and a specialized Educational Treatment Plan

Students are allotted 15 minutes of each class period to do homework/guided practice under the supervision of the classroom instructor to assure that they understand the assignment or process to follow. They are allotted 1.5 hours of unit time to do independent practice/homework if assigned.

## **Student Records**

Liberty Point Academy maintains student records in accordance with Virginia's Management of Scholastic Record Policy. Each student record will contain documentation including:

- A. Attendance
- B. Courses
- C. Student grades/ report cards
- D. Results of formal and informal assessments
- E. Individualized Education Plans and Treatment Team progress notes, and
- F. Communication (written and verbal) with a student's local education agency.



All education records shall be returned to the local education agency should Liberty Point close. Parents/guardians may review their child's records within five days after their written or oral request.

## **Student Schedule**

Each student will be given a written schedule that indicates the following:

- A. Time of classes and length of class period;
- B. Teacher
- C. Lunch time; and
- D. Dismissal time



## **Classroom Size & Assignment**

Class size at Liberty Point Academy is limited to 10 students per class. Each class is instructed by a special education teacher licensed by the Virginia Department of Education. Mental health specialists/aides assist teachers in delivering instruction.

Classroom assignment takes into consideration the following criteria:

- A. Age of the student;
- B. Cognitive ability of the student;
- C. Social/emotional/physical needs of the student;
- D. Safety needs of the student and classmates;
- E. Space and equipment needs of the student; and
- F. Staff expertise in meeting specific needs of the student.

## **Student Attendance/Tardiness/Truancy**

Students are expected to attend school daily and to remain at school for the entire day. Students receive five and one-half hours of instruction for each day of operation.

A student could be excluded from school, if he becomes a safety threat to himself, or to another student. This decision is made by the Education Director in consultation with the Clinical Director, Director of Nursing, and Psychiatrist. Also, the Behavioral Support Plan that is a part of the student's Treatment Plan will be reviewed to determine if there are interventions in place for behavior(s) that are being displayed at the time of the exclusion. In the event a student is excluded from school the following procedure is followed to ensure that he receives instruction and school work for the day:

1. The teacher delivers to the student his lesson plan for the day along with all materials that are needed to complete the assignments;

2. The teacher explains to the student and the Mental Health Specialist the assignments to be completed and answer any questions at that time;
3. The teacher communicates with the student or the Mental Health Specialist at least once during the school day to answer any questions;
4. The teacher, at the end of the school day, collects all work completed, reviews it, and offers any re-teaching that may be necessary;
5. The Mental Health Specialist is responsible to monitor the student and offer assistance as needed or to make contact with the teacher if there are questions that need to be answered; and,
6. This procedure is followed for each additional day of exclusion.

If the student who is excluded from school has an Individualized Education Plan (IEP) the Local Educational Agency would be notified if the length of exclusion exceeds five (5) school days. This is done by the students' case manager.

### **TRUANCY POLICY FOR WASHINGTON DC:**

Per 5 DCMR&-a2821.8

1. A nonpublic school serving students funded by the District of Columbia must notify the sending LEA in writing no later than two (2) instructional school days after the accrual of five (5) unexcused absences by a District of Columbia student in a marking period.
2. A nonpublic school serving students funded by the District of Columbia must notify the sending LEA in writing no later than two (2) instructional school days after the accrual of ten (10) unexcused absences by a District of Columbia student at any time within the school year.

### **Make-up Work**

Students are responsible for all assignments given by the classroom teacher or other clinical staff. Missed work that is the result of absence, tardiness, timeout, and/or off-task behavior will be made up during designated times before, during, or after the school day. Teachers and other staff should ensure that students make up work in a timely manner and do not accumulate a large number of missed assignments.

### **Classroom Expectations**

- 1. I will use appropriate language**
- 2. I will listen and follow directions**
- 3. I will show pride in my work**
- 4. I will dress appropriately**



## **5. I will show respect for myself, my classmates, staff and property**

### **Classroom Management and Discipline**

The school program has a behavior management system which allows students to self monitor their behavior with the input from the teacher, mental health specialist and clinician. This is done by providing students with a daily behavior chart which states individualized targeted behaviors. The teacher and the student score the behavior chart at the end of each class period to measure progress. Daily and weekly incentives are designed into the behavior chart.

Students are allowed to remove themselves from the classroom setting when needed for a “cool down”. A mental health care staff will accompany them for safety. If done appropriately, they will not lose classroom points, but will have to make up the work missed during their designated study time on the unit. An hour and one-half is designated for study time on the units after school hours.

### **Student Conduct**

Liberty Point Academy is a community of students staff, and families working together to create an environment conducive to academic and social/emotional growth and development. Students are expected to be diligent in their studies and to conduct themselves in such a way that the rights and privileges of others are not violated.

All students at Liberty Point are expected to treat one another, the adults at the school, and the school’s building and materials with respect. Courteous behavior is expected of students at all times at the school and off-campus at school-sponsored events. Rudeness, defiance, the use of profanity, harassment of any kind, and other forms of incivility are incompatible with the needs of the school and the community.

### **Behavior Modification**

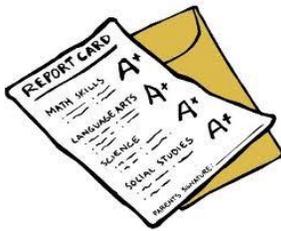
The Behavior Modification/Management Program at Liberty Point Academy uses research-based, positive, and proactive techniques. Among these techniques are:

- A. Positive reinforcement of desired behavior;
- B. Daily points system/token economy;
- C. Level system;
- D. Timeout and debriefing;
- E. Cognitive-behavioral social/life skills instruction;
- F. Adaptation of instruction;
- G. Group contingencies;
- H. Self monitoring;
- I. Anger management instruction;
- J. Therapeutic Options of Virginia (TOVA).

*“When students are learning, their negative behaviors dissipate”.*

## Grading Scale

Teachers keep families, students and referral sources updated about student progress through regularly distributed interim reports, report cards, treatment team summaries and discharge notes. Report cards are issued to all students at the end of each reporting period. Copies of the report card will be given to the student, placed in the student’s educational file, sent to the Local Education Agency, and mailed to the parents/guardians. In addition, a thirty day progress report for treatment team will be completed and incorporated into the treatment team report. This report is sent out to the parent and (or) legal guardian and the LEA by the student’s case manager.



A	90-100
B	80-89
C	70-79
D	60-69
F	Below 59

## Matriculating to the Next Grade Level

### Middle School

Sixth, seventh, and eighth graders must demonstrate knowledge and competency based upon identified standards of achievement in the four core areas of language arts math, science and social studies. To guarantee promotion, students must receive a passing grade in all four core areas.

## High School

To be assigned in grade:	The student must:
9	Be promoted from 8 <sup>th</sup> grade according to standards above
10	Earn 5 credits and pass English 9
11	Earn 11 credits and pass English 10
12	Earn 16 credits and pass English 11

## Diploma Options and Graduation Requirements

### Advanced Standard Diploma

Discipline Area	Standard Units of Credit	Verified Units of Credit
English	4	2
Math	4	2
Laboratory Science	4	2
Social Science	4	2
Foreign Language	3 or 4	
Health & PE	2	
Fine or Practical Arts	1	
Electives	1 or 2	
Student Selected Tests		1
Total	24	9

### Standard Diploma

Discipline Area	Standard Units of Credit	Verified Units of Credit
English	4	2
Math	3	1
Laboratory Science	3	1
Social Science	3	1
Health & PE	2	
Fine or Practical Arts	1	
Electives	6	
Student Selected Tests		1
Total	22	6

### Modified Standard Diploma (students with disabilities)

Discipline Area	Standard Units of Credit	Verified Units of Credit
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English	4	Must pass grade 8 English and Math
Math	3	
Laboratory Science	2	
Social Science	2	
Health & PE	2	
Fine or Practical Arts	1	
Electives	4	
Student Selected Tests		
Total	20	

## Curriculum/Course Descriptions

Liberty Point Academy uses the VA Standards of Learning as our guideline for student curriculum. Coursework is adjusted to meet the individual needs of the student based on home school district requirements and the functioning level of each student. The curriculum is sequenced from the elementary to postsecondary level. It is more process based rather than content-based. A process-oriented approach relates curriculum directly to the outside world and focuses on each student's unique ways of learning, promoting independent skills and increasing the student's motivation. Course work is driven by the student's I.E.P. And expanded into specific life centered skills. Below are instructional objectives that we have identified as essential to compliment the standard state of Virginia curriculum expectations. Traditional middle and high school course descriptions designed to meet graduation requirements are also included.

Each student at Liberty Point will be given instruction and practice in the following areas of emphasis:

- Demonstrate reading skills on a level required for employment in a chosen career field.
- Demonstrate math skills on a level required for employment in a chosen career field
- Demonstrate writing skills on a level required for employment in a chosen career field
- Demonstrate speaking and listening skills
- Demonstrate computer literacy on a level required for employment in a chosen career field.
- Demonstrate reasoning, problem-solving and decision-making skills

- Research various career choices through a variety of media resource, i.e. news papers, computer searches
- Identify and use employment resources available to assist in finding a job
- Demonstrate technology skills of computer research, and Microsoft word for writing
- Complete a variety of job applications; both hand written and on-line through various employing agencies
- Prepare a resume
- Participate in the Liberty Point vocational program to gain experiences to put on a resume
- Prepare a letter of interest for a job(s) of his choice
- Visit various work sites of interest through field trips at Liberty Point
- Visit a bank to learn about setting up a checking account
- Identify Vocational Rehabilitation and the Employment Division as a resource for finding a job
- Develop appropriate interview behaviors (dress appropriately, arrive punctually, sit and speak appropriately, etc.)
- Demonstrate confidence and proficiency in job interview.
- Complete a real or simulated job interview.
- Complete a W-4 form with assistance.
- Demonstrate personal finance skills such as check writing, balancing a check register and mock bank statement; complete tax return forms and apply for credit.
- Participate in the Liberty Point vocational Internship program by job shadowing in custodial maintenance, housekeeping, physical maintenance and kitchen; gardening, landscaping, turf care and horticulture.
- Participate in a unit on staying healthy through physical Education participation, science and food units.
- Demonstrate preparing healthy meals and snacks through food labs at Liberty Point.

## **ENGLISH**

### **Grade 7**

The Grade 7 English curriculum is an integrated program of reading and writing skills, activities, and applications designed to develop clear and effective written and oral communication and a life-long appreciation of literature. Specific goals include helping students 1) improve critical thinking skills; 2) develop a literary background; 3) read challenging literature; 4) develop usage/mechanics, and spelling through the writing

process; and 5) develop oral communication skills through individual, small group, and large group learning experiences.

### **Grade 8**

The Grade 8 English curriculum is an integrated program of reading and writing skills, activities, and applications designed to develop clear and effective written and oral communication, a life-long appreciation of literature, and those skills necessary to incorporate electronic technology into the research and writing process. Specific goals include helping students 1) improve critical thinking skills; 2) develop a literary background; 3) read challenging literature; 4) learn grammar, usage, spelling, and mechanics through the writing process; 5) develop skills in the use of electronic technology; and 6) practice oral communication skills through individual, small group, and large group learning experiences.

### **Grade 9**

English 9 provides instruction in oral language, reading and literature, writing, and grammar, research, and vocabulary. In their oral language studies, students plan, present, and critique dramatic readings of literary selections. The reading and literary strand includes a genre study of literary works; reading for pleasure, understanding, analysis, and evaluation; and identification of literary terms in preparation for SOL tests. Writing instruction at this level encompasses essay writing to include a main idea and support. Usage and mechanics instruction emphasizes editing for paragraphing, sentence completion, spelling, and punctuation. For the research component, students master note-taking; source identification, evaluation, and citation; and paraphrasing and quoting source material. Vocabulary instruction emphasizes preparation for standardized tests.

### **Grade 10**

English 10 provides instruction in oral language, reading and literature, writing and grammar, research, and vocabulary. In their oral language studies, students plan, present, and critique dramatic readings of literary selections. The reading and literary strand include a study of British literary works, including cultural archetypes and themes as well as critical perspectives. Writing instruction at this level encompasses time responses to a variety of prompts; multi-paragraph essays with an emphasis on expository and technical writing; and revising for specificity and clarity. Usage and mechanics instruction emphasized editing for organization, punctuation, and use of correct words. For the research component, students write two-page documented papers. Vocabulary instruction emphasizes preparation for standardized tests.

### **Grade 11**

English 11 provides instruction in oral language, reading and literature, writing and grammar, research, and vocabulary. In their oral language studies, students' prepare and evaluate individual and group formal and informal presentations, with an emphasis on persuasive presentation. The reading and literary strand includes a study of American literary works, including cultural archetypes and themes as well as critical perspectives; reading for pleasure, understanding, analysis, and evaluation; and application of literary

terms in preparation for SOL tests. Writing instruction at this level encompasses timed responses to a variety of prompts; multi-paragraph essays with an emphasis on persuasive writing; and revising for written expression. Usage and mechanics instruction emphasizes editing for sentences formation. For the research component, students write at least one long documented paper. Vocabulary instruction emphasizes preparation for standardized tests.

### **Grade 12**

English 12 provides instruction in oral language, reading and literature, writing and grammar, research, and vocabulary. In their oral language studies, students prepare and evaluate individual and group formal and informal presentations, with an emphasis on persuasive presentations. The reading and literature strand includes the study of numerous world literary works, including cultural archetypes and themes as well as critical perspectives; reading for pleasure, understanding, analysis, and evaluation; and application of rhetorical and literary terms. Writing instruction at this level encompasses timed responses to a variety of prompts and multi-paragraph essays with an emphasis on persuasive writing. Usage and mechanics instruction emphasizes editing for sentence formation. For the research component, students write at least one long documented paper. Vocabulary instruction emphasizes preparation for standardized tests.

## **MATHEMATICS**

### **Grade 7**

General Math 7 students focus on computational and reasoning skills involving whole numbers, decimals, fractions, integers, ratios, proportions, percentages, statistics, and graphs. Students pursue concepts and skills involving patterns and functions, number theory, probability, geometry, measurement, and integers. Students explore basic algebraic concepts, including expressions, equations, and inequalities. Students analyze data to make predictions and solve equations and inequalities.

### **Grade 8**

General Math 8 students build on their math skills by studying proportions, geometry, probability, statistics, order of operations, square roots, and other algebraic concepts.

### **Pre-Algebra**

Pre-Algebra students simplify, solve, and graph algebraic expressions, equations, and inequalities. Students solve problems involving ratios, proportions, and probability. Students apply math formulae to perimeter, area, surface area, and volume problems.

### **General Mathematics**

Students study the four basic operations of math, fractions, decimals, and percentages. Practical applications are used throughout the course

### **Consumer Math**

Students prepare for the world of work. This course provides practice on the computations needed in buying cars, renting apartments, managing a budget, paying taxes, using credit wisely, and managing investments and insurance.

### **Algebra I, Part I**

This course presents a full survey of algebra topics at an introductory level, including operations of rational numbers, variable expressions, linear equations, factoring, and solving equations.

### **Algebra I, Part II**

Students continue to apply skills to real world problems and move beyond the introductory level in the sophistication and complexity required for problem analysis and solution.

### **Algebra I**

Students study fundamental concepts of algebra. Topics emphasized include operations with real numbers, polynomials, radicals, and the solution of linear and quadratic equations.

### **Geometry**

It is the study of shapes and logical reasoning. It includes the study of the properties and the interrelationships of lines, angles, triangles, quadrilaterals, polygons, circles, and other plane and space figures.

### **Algebra II**

This course extends the content of both Algebra I and Geometry. Included are sequences, series, complex numbers, exponentials, logarithms, conic sections, and polynomial functions.

### **Trigonometry**

This course covers such topics as properties, characteristics, and graphs of polynomial, rational, algebraic, trigonometric, exponential, and logarithmic functions; sequences and series; limits and continuity; and an in-depth study of circular trigonometry.

## **SOCIAL STUDIES**

### **Grade 7 – US History: 1877 - present**

The focus of the Social Science curriculum in Grade 7 is the history of the United States from the Industrial Era to the 21st Century. As geography, culture, and economics are all factors which influence history, these aspects of social science will be studied in this history course. Students will be encouraged to develop critical thinking skills as they study cause-effect relationships, and will examine political, economic, and cultural factors which may have shaped the behavior of important figures and everyday Americans.

In this course, students will become aware of significant, specific historical events. They will develop a collective understanding of our past and of the ways in which that past contributes to the current state and position of the US. They will learn that in order to maintain and refine our democratic system of government, we need an active and involved citizenry whose informed judgments are derived from an awareness of the US historical context.

### **Grade 8 – Civics and Economics**

Civics looks at the role of citizens and the way in which they form governments. Students study the documents which are the foundation of our government, especially the Constitution and the Bill of Rights. The three branches of government are closely investigated. The role of the citizen is given important consideration, along with the importance of the legal system that helps to ensure a democratic process. Students are required to focus on both the responsibilities and rights of citizens. During this course students also study basic economic principles, such as scarcity, cost, incentives, and opportunity cost. The US economy provides the focus for the economic components of the curriculum, yet a comparison of world economic systems is part of the course of study.

### **World History/Geography (Ancient, to 1500)**

The course offers students the exciting drama of ancient history. From the Stone Age, through the Iron and Bronze ages, students see mankind move from nomadic wanderers to organized societies. The “river valley civilizations” are examined as the cradles of early civilization. Then the course paints the tapestry of the great early cultures. Students study Ancient Egypt, China, and Kush. They learn of Babylon and Greece. They relive the era of Rome and the beauty of the Byzantine Empire. The course describes the history, culture, and beliefs of many peoples. It includes the Feudal Period, the Renaissance, and the Reformation. The course ends with the Great Convergence.

### **World History/Geography (Modern, from 1500)**

The course is a survey of modern world history. It begins with the Great Convergence when voyages of the European explorers brought together the old and new worlds. The great revolutions are studied as they spawned new democracies including the United States. Much of the modern era has been shaped by major strife between nations, the era of World War I and World War II as well as the War in Viet Nam and “The Cold War.” Against this background, however, the great drama of the movement toward human and civil rights also unfolds. The lives and accomplishments of great men and women are studied as the stage of world history. Students also examine the impact of geography in shaping world history and events.

### **United States History**

Instruction focuses on the concepts and content of US History. Heavy emphasis is placed on recognition of cause and effect relationships. Course content centers around a general survey of United States history with emphasis on the development and expansion of the nation and its institutions. A perspective on the relationship between the past and contemporary issues is emphasized. Students examine the political, economic, social,

and cultural growth of the United States as it moves towards its goal of “Liberty and Justice” for all.

### **Government**

Students examine the basic structure of government, its framework, political systems, and citizen participation on the local, state, national, and international levels. Students also investigate the decision making process as it relates to the basic structure of government that supports the values inherent to our democratic society. Students explore the ideas and institutions that form our republic. This course delves into the Constitution and the issues, systems, politics, and laws that are components of our government. Students are expected to work with primary and secondary sources towards an understanding of the complex and multi-faceted nature of our judicial, executive, economic, and legislative systems.

## **SCIENCE**

### **Grade 7 – Life Science**

In science, a special emphasis is placed on the research process in all grades. This includes making decisions about the generation and testing of ideas; prediction, measurement, data collection and representation; evaluation of sources of information; collaborative investigation; interpretation and communication of findings; evaluation and verification of findings and considerations relating to the social context of research. Seventh grade Life Science emphasizes a more sophisticated understanding of change, lifecycles, patterns, and relationships in the living world. Topics include: Classification, cell theory, interdependence of organisms, adaptations within a biome, and biological changes over time. Some sociological principles and genetics are also introduced. Students analyze data collected and identify origins of errors that occur during experimentation.

### **Grade 8 – Physical Science**

In science, a special emphasis is placed on the research process in all grades. This includes making decisions about the generation and testing of ideas; prediction, measurement, data collection and representation; evaluation of sources of information; collaborative investigation; interpretation and communication of findings; evaluation and verification of findings and considerations relating to the social context of research. Physical Science students conduct scientific investigations that involve the determination of variables, repeated trials, data collection, and conclusions determining valid analyses. Students share their work using written reports and other presentations. The eighth grade curriculum stresses a deeper understanding of nature and the structure of matter and energy than in earlier grades. Major areas of study are: The Periodic Table, physical and chemical changes, nuclear reactions, temperature and heat, sound, light, electricity and magnetism, as well as work, force, and motion.

### **Earth Science**

In science, a special emphasis is placed on the research process in all grades. This includes making decisions about the generation and testing of ideas; prediction, measurement, data collection and representation; evaluation of sources of information; collaborative investigation; interpretation and communication of findings; evaluation and verification of findings and considerations relating to the social context of research. Earth Science is a study of the interrelationships between the Earth's composition, structure, processes and history, its atmosphere, meteorology, and astronomy. Various scientists and their contributions are studied. Students interpret various maps, charts, and tables. They utilize technology such as probe ware and global positioning systems (GPS) to collect, organize and analyze data. Facility in using many different kinds of maps and graphics is a major outcome of learning Earth Science. Students also consider costs and benefits of using the Earth's resources in problem-solving situations.

### **Biology**

In science, a special emphasis is placed on the research process in all grades. This includes decision making about the generation and testing of ideas; prediction, measurement, data collection and representation; evaluation of sources of information; collaborative investigation; interpretation and communication of findings; evaluation and verification of findings and considerations relating to the social context of research. Students taking Biology gain detailed knowledge of living systems, especially at the biochemical level. Areas of investigation also include cellular organization, genetics, ecosystems and changes in organisms over time. The importance of science research is emphasized. Controlled experiments are performed and results are reported.

### **Chemistry**

In science, a special emphasis is placed on the research process in all grades. This includes making decisions about the generation and testing of ideas; prediction, measurement, data collection and representation; evaluation of sources of information; collaborative investigation; interpretation and communication of findings; evaluation and verification of findings and considerations relating to the social context of research. Chemistry students develop an appreciation for the interaction between matter and energy. Analytical experimental investigations are conducted using the scientific method and proper safety precautions are employed. Students investigate kinetic theory, the Periodic Table, stoichiometry, redox equations, and the chemical equilibrium. Students report findings of both qualitative and quantitative data using effective communication skills, correct expression of significant figures and error, and factor labeling in problem solving.

### **Physics**

In science, a special emphasis is placed on the research process in all grades. This includes making decisions about the generation and testing of ideas; prediction, measurement, data collection and representation; evaluation of sources of information; collaborative investigation; interpretation and communication of findings; evaluation and verification of findings and considerations relating to the social context of research. Students build on basic physical principles by exploring the nature and characteristics of energy and its dynamic interaction with matter. Students gain a conceptual understanding

of physical systems. Students use Algebra I to understand concepts. They engage in experimentation, apply scientific reasoning, and perform data analysis and interpretation. This course draws connections between the concepts of physics and many everyday applications.

### **Environmental Science**

Environmental science provides opportunity to synthesize the disparate pieces of physics, chemistry, earth science and biology while developing the naturalist intelligence. Students will gain an understanding of ecological concepts including air, water, soil, biological diversity and human impacts. Inquiry skills will be developed through fieldwork, service projects, and collaborative investigation while using appropriate technology. Because of the interdisciplinary focus, students are challenged with diverse topics, rigorous reading requirements, and opportunity for written and oral presentation.

## **PHYSICAL EDUCATION & HEALTH**

### **Health & Physical Education 9**

Students are offered a variety of challenging activities with an emphasis on fitness for life. Student begin to develop personal choices for preferred activities, that include cooperative games, individual and dual sports, team sports, rhythmic, physical fitness testing, and lifetime fitness and recreational activities. The ninth grade health curriculum includes instruction in diet and nutrition; stress and mental health; lifetime fitness and wellness; alcohol and tobacco, and other drugs; consumer health; disease prevention and control; CPR/AED/First Aid and personal and community health.

### **Health & Physical Education 10**

Students are offered a variety of challenging activities with an emphasis on fitness for life. Student begin to develop personal choices for preferred activities, that include cooperative games, individual and dual sports, team sports, rhythmic, physical fitness testing, and lifetime fitness and recreational activities. The tenth grade health curriculum includes instruction in alcohol, tobacco, and other drugs; nutrition and wellness planning; and classroom driver education.

## **Policy of Media Resources and Maintenance of Resources**

The instructional materials consist of textbooks and manipulatives appropriate for the population of students served at Liberty Point Academy. Students have access to reference materials through computers that have internet access, the school library, and the classroom materials. All resources are kept up to date in accordance with students' needs.

### **Medications**



Medication is administered only by the nursing staff. The nursing staff is on the premises twenty-four hours a day. Medications are locked in the nurses' stations and administered under careful supervision.

## **Food Service**

School lunches are planned and provided in accordance with the USDA requirements and approved by a registered dietician. Menus are posted daily.

## **Transportation**

All vehicles used to transport students on school-related activities meet federal and state standards and are maintained in accordance with applicable state and federal laws. All drivers of vehicles transporting students comply with the requirements of the applicable laws of Virginia.

## **Family Involvement**

Critical to the success of each student's experience at Liberty Point Academy is the involvement of the family. For that reason, treatment, education and vocational goals are designed to address the needs of the individual child within the broader context of empowering the family. Telephone conference calls involving the student, therapist, and family members are scheduled weekly. On-site family visits are strongly encouraged. As an additional resource, monthly support groups and educational seminars for parents are conducted at the facility.

**Family  
Weekends**