

Transition Classrooms

– a specialized treatment and education service delivered on district grounds by experts from Laurel Life

Program Description:

Located on district grounds, Transition Classrooms are specialized and integrated educational and counseling services designed to treat behavioral and emotional issues affecting educational progress. The structure and interventions in Transition Classrooms are rooted in principles of trauma-informed care and brain science.

Program goals are to stop inappropriate behavior, assist students to learn different coping strategies, and show new positive behaviors. Specialized interventions utilize an evidence-based treatment framework to help students overcome trauma and return to the regular classroom setting.

Rationale for Transition Classrooms:

Developed as a proactive, on-site replacement for off-site programs, Transition Classrooms accommodate specific social, emotional, and academic needs of individual students. Transition Classrooms provide effective interventions with more students, in less restrictive settings, and at a lower cost per student. A strong focus on parental engagement and proactive interventions coupled with brain science results in positive educational experiences for students with behavioral and academic challenges.

Evidence Based Treatment Model:

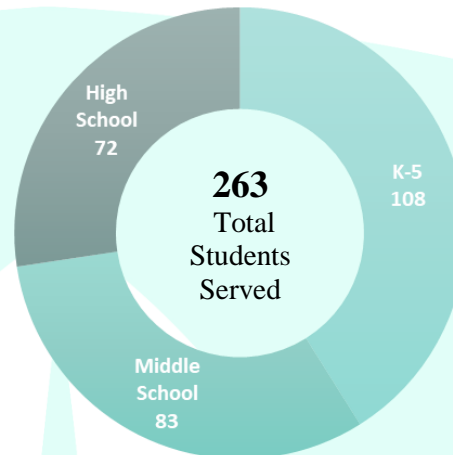
Laurel Life Transition Classrooms utilize the Attachment, Regulation, and Competency Treatment Framework. ARC is a framework for intervention with students and families who have experienced multiple and/or prolonged traumatic stress.

ARC identifies three core domains that are frequently impacted among traumatized youth, and which are relevant to future resiliency. Designed to be applied flexibly across child- and family-serving systems, ARC provides a theoretical framework, core principles of intervention, and a guiding structure that is applied to the education setting.

Potential for Savings:

Transition Classrooms are designed to replace costly, off-site placements which are priced at a per-student rate. Transition Classrooms are priced per classroom and designed to move students in and out easily which allows more students to be served at a fixed cost. Expense stemming from transporting students to off-site locations may also be reduced since the Transition Classrooms are located within a district building.

2018-2019 Outcomes for All Transition Classrooms:



48%

Transition Rate

This is a measure of success and includes all students who began or completed transition back to a regular setting.

71

Partial Transitions

Students returned to the regular setting for at least one class period

55

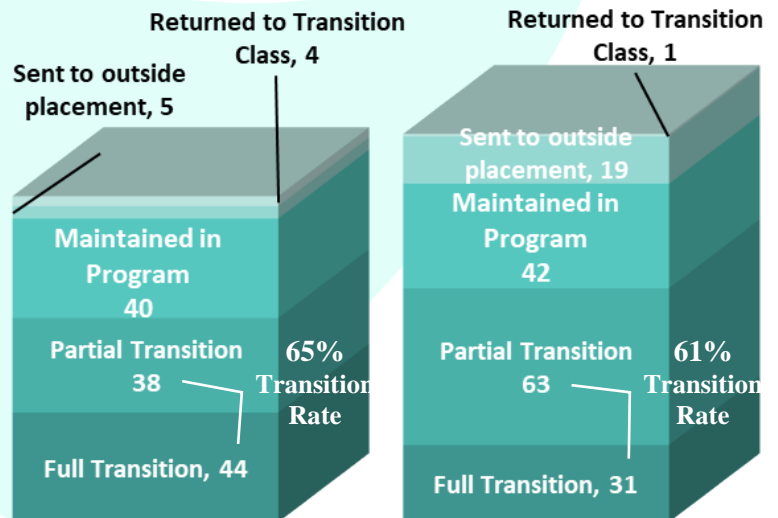
Full Transitions

Students achieved a complete return to the regular setting

School District Classrooms and Grades Served for 2018-2019:

Bedford Area–	6-12
Chambersburg Area–	K-2
Central Dauphin–	K-5
Eastern York–	K-12
Governor Mifflin–	K-2
Mifflin County–	8-12
Oley Valley–	K-8
Steelton-Highspire–	3-5
Susquehanna Township–	K-5
West York–	K-8

Eastern York School District Outcomes



K-5 2012-2019
Students served: 127

Secondary Level 2016 – 2019
Students served: 155

42% of EYSD students were identified as Special Education Students

80% Graduation Rate