Students in Newbridge Learning Academy go through a systematic and structured process to ultimately re-enter general education classes when ...

- They have learned how to successfully follow adult directives
- They have learned how to succeed in peer groups
- Their academic, social, and emotional self management (coping skills) abilities have significantly improved
- Their previous levels of low classroom attendance have turned around
- Their behavior levels are being maintained at the 2 or 3 level on the three-level system.

Newbridge Learning Academy offers a highly structured environment for students with challenging behavioral issues who are in need of intense and individually-designed programming as well as social-emotional supports to help them advance as successful learners in school.

For more information, contact:
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Qualifications for Enrollment

Students may be an ideal candidate for benefitting from Newbridge Learning Academy if they ... 

1. Qualify for special education services
2. Require assistance in any of the areas of:
   a. Intensive behavioral and social-emotional supports
   b. Improving or enhancing social skills
   c. Management of their feelings, thoughts, and emotions
   d. Showing respect to self and others
   e. Developing positive relationships with peers and adults
   f. Good decision making
   g. Communicating wants and needs skillfully
   h. Developing empathy
   i. Behaving safely, responsibly, and respectfully
3. And have not responded in social-emotional areas at their previous classroom settings (least restrictive environment).
**At Newbridge Learning Academy, students work to progress in their behavior management through a three-level system that addresses their capabilities for respect, responsibility, and safety. In a setting of effective, rigorous, and engaging academic instruction, our instructors supportively acknowledge and reinforce each child’s act of positive social behaviors.**

Our classroom includes a Reboot Center that uses a progressive four-step system to calm severe program behavior. Students also have access to individual and group therapy, as determined by an Individual Education Planning team.

When good performance becomes consistent, the student will progressively earn access to rewards such as visits to the in-class store, “honors time” for engaging in fun activities, and attending a weekly group outing. Throughout the process, parents and staff communicate on a daily basis to enhance consistency of learning and expectations for the student.

**The Tiers System —
3 approaches of support to address each student’s individual needs**

**Tier 1:** All students enter Newbridge at this tier. Students in this tier earn daily points and bonus points to be rewarded with “honors time” as they build effective behavior management and social-emotional skills.

**Tier 2:** For students who are non-responsive to Tier 1. Students in this tier must earn at least 17 of the maximum 20 daily points 80% of the time, and must achieve at this rate for at least seven consecutive days.

**Tier 3:** For students who are non-responsive to Tier 2. Students in this tier have the most intensive needs for intervention.

**The Levels System — Tracking the student’s daily behavior:**

**Level 1:** The student starts out by building daily points and bonus points to earn “honors time” during the beginning of the process of learning to building effective behavior management and social-emotional skills.

**Level 2:** With improved behavior, the student earns daily or weekly points toward being able to have enhanced privileges and attend outings. At this level, students must earn at least 17 of the maximum 20 daily points 80% of the time, and must achieve at this rate for at least seven consecutive days.

**Level 3:** The student is able to achieve enhanced privileges without requiring behaviors to be documented on a point sheet.

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**14 Core Elements**

**Here’s how Newbridge promotes behavior management and social-emotional skills among our students:**

1. Our staff establishes a relationship with ALL students.
2. Instructional development includes the physiological components of learning: Diet, sleep, hygiene, exercise, and stress management.
3. We use the Positive Behavioral Intervention & Supports (PBIS) system.
4. Our curricula encompasses instruction in both social skills and social-emotional learning.
5. We promote proactive classroom management strategies.
6. Our instructional day weaves in the activities of the Good Behavior Game to promote self-management skills.
7. We use a points and levels system to reward students’ positive behavior with daily or weekly privileges.
8. Our progressive response system addresses problem behaviors.
9. Our classroom lessons provide effective and rigorous academic instruction to students.
10. Good student performances are rewarded with “honors time” (in which students can do a variety of fun activities) and special outings.
11. Appropriate behaviors are reinforced through a four-step rebooting process to calm the child.
12. Our staff engages in continual parental outreach and support.
13. Regular staff debriefings help us work as a group to address new issues.
14. Our self-governance meetings with students helps them review and reflect on the positive outcomes they have achieved.