

THE PATHWAYS SCHOOL
ANNE ARUNDEL

2009 - 2010

Behavior
Management
Handbook

The Pathways School – Anne Arundel
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PHILOSOPHY

Pathways Schools Philosophy

We believe that our students can learn, be successful, trust themselves and others, change, and take charge of their lives.

We believe that in order for students to do so, they must be taught the social, emotional, academic and survival skills needed to live independently and productively in their families and communities.

We believe that our students are worthy of every effort that can be made on their behalf so that they may realize their own self-worth.

We believe that providing them with small, structured, safe, and caring environments is best for enabling this self-discovery and change.

We seek to establish close working relationships with families and/or guardians to facilitate communication, conflict resolution and training to meet their son's or daughter's needs.

For students as well as families our goal is to provide PATHWAYS to a better future.

At Pathways – Anne Arundel

The Pathways School – Anne Arundel is designed for students who have not experienced success in traditional school environments. Students typically enrolled in The Pathways School – Anne Arundel are young adults whose primary interest lies in making a successful transition from high school to post-secondary life. We provide a safe environment for students to have the opportunity to accomplish this goal. A safe environment must be free of threat of injury or intimidation and must be conducive to acquiring mature self-control and decision-making skills. Each student engages in the personal work of self-discovery. The program is structured so that discovery may lead to self-actualization.

As students reach toward self-actualization, difficulties and problems may at times occur. We view these behavioral issues as best attempts by the student to regain or maintain control over his/her life. Punishment may not be appropriate. The consequences of student choices are outlined. We encourage the student to improve the self-management of his/her daily life. A student's behavioral issues are addressed on an individual basis. The following guidelines reflect the parameters within which we monitor, address, and affect change in the social/ behavioral/ interpersonal domain of our students' lives.

We believe that healthful relationships are crucial to the successful implementation of our educational and therapeutic program. We are, therefore, committed to working with students, families, and others to establish internal and external supports. We hope that the supports will remain intact after the student leaves Pathways Schools. We believe that positive relationships increase the likelihood of life-long safety, success, and fulfillment.

INTRODUCTION

The Pathways Schools' philosophy identifies what we believe students can achieve. In the Site Policies and Procedures, The Pathways School – Anne Arundel identifies the

expectations for student conduct to ensure a safe environment. The structure of The Pathways School – Anne Arundel differs from other schools. The individualized orientation allows great flexibility and variation. Our policies and procedures are designed to respond to the variety of locations and situations in which our students learn. The first section of this document describes what we expect from our students.

The Individual Service Plan is the school schedule completed for each student. The ISS and student, together, plan the schedule for the upcoming week. This plan is provided to families. Throughout the week, the staff also uses the ISP to document student progress, behaviors, and achievements. These forms are maintained in the school office. The second section of this document includes sample ISP forms and descriptions of the ISP procedures.

The Behavior Management System (BMS) is designed to help students achieve. This system enables the students to have daily practice of the behavioral and academic skills necessary to ensure success in the learning environment. It identifies the ways appropriate, positive student conduct is rewarded and the ways inappropriate, negative behaviors receive consequences. The BMS includes the weekly behavior sheet, the individual student plan, crisis plans, motivational activities and privileges, and contracts. A full description of the BMS and its components is included in the third section of this document.

SITE POLICIES AND PROCEDURES

In the Site Policies and Procedures, The Pathways School – Anne Arundel identifies the expectations for student conduct to ensure a safe environment. The structure of The Pathways School – Anne Arundel differs from other schools. The individualized

orientation allows great flexibility and variation. Our policies and procedures are designed to respond to the variety of locations and situations in which our students learn while ensuring the safety of students, staff, and the community.

SCHOOL HOURS

The Pathways School – Anne Arundel’s school day is 8:30 AM to 3:25 PM for students, with the exception of Wednesdays, which have an early dismissal at 1:33 PM. Students are expected to be dressed and ready for pick-up at their home at 8:30 AM. If the student will be late or absent, parent/guardian must call school before 7:30 AM. Staff may wait up to fifteen minutes for student. Parents/guardians will be notified each time the student is absent.

ABSENCES

Refer to The Pathways Schools’ attendance policy in previous section for specific descriptions of excused and unexcused absences.

USE OF PATRIOTS PLAZA

Pathways School – Anne Arundel occupies a suite in Patriots Plaza Office Building. Our program is a neighbor to other professional organizations and businesses. The professionalism of the environment must be preserved for our co-tenants. We believe that this environment provides an excellent opportunity for our students to gain professional interaction skills that will serve them as adults.

A measured and controlled communication style, both in word and action, is expected within and surrounding the office building. Staff will model, instruct, and remediate appropriate professional behaviors for our students. Staff or students’ parents/guardians will accompany them as they enter and exit the office building. The consequences for violating the professional environment of this building include loss of points, suspension, and recommendation for discharge at the discretion of the Principal.

The Principal assumes direct responsibility for maintaining communication with the landlord and our co-tenants. Any concerns with the safety or maintenance of the suite or building, violations of this policy, and incidents of negative interaction between Pathways staff, students, families, or visitors and co-tenants or their visitors must be reported directly to the Principal, as soon as possible.

USE OF COMMUNITY LOCATIONS

The Pathways School – Anne Arundel uses a variety of public and community settings for school lessons and activities. The rules of conduct vary greatly among these settings. Students are expected to follow the rules of both The Pathways Schools and the location.

In the community and at places of employment, the policies of that location take precedence over Pathways procedures. For example, the security guard of the Anne Arundel County Public Libraries may take control of any situation at a library branch. In those instances, the staff's primary responsibility is to advocate for the unique needs of the student and to communicate with the Principal, parents/guardians, and, at times, the local school system (LSS).

TRANSPORTATION

Students are transported to and from school-related activities by the staff of The Pathways School – Anne Arundel. Each staff member drives their personal vehicle to transport students. Students, at times, may be transported in a Pathways van, cab, or other rented vehicle. Each staff person has discretion to set the specific rules of conduct within the vehicle e.g. use of car radio, eating in the vehicle, etc. Students may fail to earn all their points when they disregard the defined vehicle rules.

Although transportation is not an earned motivational activity, students must maintain safe appropriate behaviors in order to continue to receive transportation provided by Pathways. If the disregard for vehicle rules becomes persistent or is dangerous, student transportation is in jeopardy. Any action that is determined to be dangerous either to the student, the staff, or other persons and vehicles cannot be tolerated. The staff, immediately, contacts the Principal, who may suspend transportation for that student. In the event of a student being suspended from transportation, the Principal will notify the LSS of the suspension.

Students may drive their vehicles to school-related and school sponsored activities with pre-approval from the Principal. The Principal will approve a student's request when the student:

1. possesses a valid Maryland driver's license;
2. is driving a licensed and insured vehicle owned by the student or parents/guardians;
3. needs to attend work or transition-related activities outside of school hours; and
4. provides, if student is under eighteen years of age, written permission from parent/guardian to drive to this activity or, if student is eighteen years of age or older, written documentation of the activity (work schedule) and parent/guardian's

verbal acknowledgement of awareness that student is driving for a school-related activity.

MEALS AND SNACKS

We do not have the facilities to provide lunch for students. It is the responsibility of students to bring either a packed lunch or money to purchase meals. Students are permitted at staff discretion to eat throughout the day. At all times, students must follow the food and drink restrictions of the community settings.

COMMUNICATION

Cell phones facilitate communication with staff and students who are off-site. Each ISS is assigned a cell phone. It is the policy of the Pathways School – Anne Arundel that the cell phones are turned on and worn/carried by staff during all work hours. The cell phone numbers of staff are provided to the parents/guardians, employers, and others, as appropriate.

When parents/guardians want to communicate with their son or daughter, they may call the staff person or the site. In cases of emergency, the parents/guardians should contact the Principal directly. The Principal will then communicate the plan of action to the field staff and student.

PHONE USE

There are times that students will need to use phones during school hours. At no time are students permitted to use the phone without staff permission and supervision. They can use them under the following conditions:

- 1) Transition-related phone calls under the direction of staff.

Students can make these calls in the presence of a staff member.

- 2) Personal or other (i.e. parents/guardians, family, therapist, etc.)

Students must first obtain permission from staff. Then the phone number will be dialed under the supervision of staff and the student will be supervised during the conversation.

PAGERS AND CELLULAR PHONES

In conjunction with The Pathways Schools' cell phone policy (see previous section); the following policy applies to students at the Pathways School Anne Arundel:

Cell phones should be off or on vibrate throughout the entire school day; on site or in the community. When on site, cell phones should not be seen or heard. In the community, students may ask staff permission to use their cell phones.

1st offense: Letter and phone call home.

2nd offense: Cell phone will be held by school staff until the end of the day; parent notified.

If student refuses to give cell phone to staff, a one-day suspension will result.

3rd offense: Suspension and mandatory parent/guardian conference

ENTERTAINMENT DEVICES

Students are discouraged from bringing portable entertainment devices, including but not limited to MP3 players, handheld gaming systems and laptop computers to school. These entertainment devices may only be used with headphones and with pre-approval of staff each time they are used and may NOT be used in the Group Instruction Room at any time.

Approval, at staff discretion, is based on

- 1) Nature of student lessons, activities, or assignments,
- 2) Non-interference with student learning and tasks,
- 3) Acceptable language, content, and message of the entertainment,
- 4) Student's pattern of success with following staff directions,
- 5) Respectful use of the device such as volume control, not speaking or singing, etc., and
- 6) Cooperation with staff and remaining on-task while listening to music.

Because locked facilities are not available, these devices are solely the responsibility of the student. Students are not allowed to bring an unreasonable or excessive quantity of electronic devices and /or accompanying media. Staff may require students to select which few items to bring each day. Pathways is not responsible for lost, stolen, or broken items. Pathways does not recommend the loaning and/or trading of CDs amongst students.

DRESS CODE

Students, as part of this program, are expected to dress appropriately for the school, career, and transition activities scheduled for the day. Successful career exploration requires neat, clean, and professional appearance. Certain outdoor activities and jobs may require specific clothing. During internship or job hours, students must comply with the dress requirements of the workplace. Staff discretion will determine the appropriateness of dress. The following criteria provide guidelines regarding inappropriate clothing:

Shirts and Blouses

- Shirts and blouses should be continuous from neckline to waist. The entire mid-section and cleavage should not show.
- No tank tops and muscle shirts. Exceptions may be made during physical activities.
- No clothing, to include jewelry and accessories, with vulgar language, obscene pictures, weapons, drug/alcohol or drug paraphernalia and tobacco products.
- No identifiable gang/crew clothing or paraphernalia.
- No see-through clothing.

Skirts, Dresses, and Shorts

- Skirts, dresses, and shorts should be no shorter than two inches above the knee.

Pants

- Pants should be secured at waist – no sagging below waist to expose undergarments and/or body parts.
- Tights, stretch pants, leggings and the like, must be worn with clothing long enough to cover buttocks.

Tattoos

- Offensive and inappropriate tattoos, as determined by the Principal, must be covered.

Consequences for Inappropriate Dress

- Students will be expected to abide by the dress code.
- Those students who are not dressed appropriately will be expected to change their clothing before staff drive from their home. If a student refuses to dress appropriately, s/he will earn an unexcused absence.
- Students will be asked to cover inappropriate clothing noticed during the school day. If the item cannot be suitably covered, the student may be taken home in order to change clothing and finish the school day.

TOBACCO AND SMOKING POLICY

It is against the law in the State of Maryland for students to use, distribute, or possess tobacco products during school. Tobacco products are defined as any substance containing tobacco, including cigarettes, cigars, smoking tobacco, snuff or smokeless tobacco.

The Pathways Schools are tobacco-free environments. We support the belief that both first and second-hand smoke pose a significant health risk. We encourage students who use tobacco to seek alternative means for addressing their desire. This policy is in effect during the school day, school sponsored activities, and field trips.

All tobacco products, lighters, and matches must be turned in to the ISS immediately upon pick-up. The ISS will inform the Principal, who will inform the parents/guardians that the student possesses these items.

The items will be returned to the student at the end of the day if (1) the student is aged 18 years or older, and (2) they were turned in voluntarily by the student.

The following consequences may result if a student is caught using tobacco:

1st Offense: Parent/guardian notified, future random searches, and Student Assistance Program (SAP) referral.

2nd Offense: Parent/ guardian conference, frequent random searches and smoking cessation referral.

3rd Offense: Suspension and mandatory parent/guardian conference

The following consequences may result if a student has tobacco products or paraphernalia in his/her possession and has not turned the items into the Principal:

1st Offense: Parent/guardian notified and items will not be returned.

2nd Offense: Parent/guardian notified, items will not be returned and smoking cessation referral.

3rd Offense: Parent notified, items will not be returned, smoking cessation education, and future random searches

If a pattern of non-compliance with the tobacco policy develops, a hearing with a county representative may be requested. The purpose of this hearing would be to determine whether this school placement continues to be appropriate.

ISP - Individual Service Plan

The Individual Service Plan (ISP) consists of two parts: the Weekly ISP and the Daily ISP. The majority of a student's school program occurs off-site in community locations. The teacher, in collaboration with ISS and therapist, determines the most appropriate setting to maximize student learning. Although most public community settings are possible locations for program activities, commonly used settings include public libraries, places of employment, municipal parks, shopping centers, and churches. The Principal pre-approves all instructional locations.

ISP Description

A standard school schedule of classes would not represent the nature of any given student's programming. Each week the ISS and student develop a projected "Weekly ISP." The Weekly ISP describes (1) the educational goals to be addressed that week; and (2) the specific subject, place, and time of each scheduled activity throughout the week. Copies of this "Projected ISP" are

- reviewed by the teacher and therapist,
- provided to the parent/guardian by end of school week prior to implementation,
- filed on-site for reference, and
- maintained by the ISS.

In conjunction with the "Projected ISP," the ISS records more detailed plans for each activity on the "Daily ISP." The details include a measurable objective/ competency, materials and resources, and procedures for instruction. This information is completed along with the Weekly ISP. However, the Daily ISP is not copied for distribution to students or families. Each double-sided Daily ISP has spaces for six activities. One Daily ISP is completed for each school day.

The "Projected ISP" and "Daily ISPs" represent our format for lesson plans. Figures 1 and 2 show the forms used for the Projected ISP. The Weekly ISP is printed on two sides. One side is used for the Proposed. The other is the Implemented. The Dailies are also printed front and back so that each sheet of paper contains six spaces for all activities of that date.

Figure 1. The Projected ISP Form

THE PATHWAYS SCHOOLS – ANNE ARUNDEL
WEEKLY INDIVIDUAL SERVICE PLAN

Educational Goals:
 1) _____ 3) _____ 5) _____ 7) _____
 2) _____ 4) _____ 6) _____ 8) _____

Student Initials: _____ Week of: _____

	Monday: 1- Subject: Place: Time:	Tuesday: 1- Subject: Place: Time:	Wednesday: 1- Subject: Place: Time:	Thursday: 1- Subject: Place: Time:	Friday: 1- Subject: Place: Time:
P	2- Subject: Place: Time:	2- Subject: Place: Time:	2- Subject: Place: Time:	2- Subject: Place: Time:	2- Subject: Place: Time:
R	3- Subject: Place: Time:	3- Subject: Place: Time:	3- Subject: Place: Time:	3- Subject: Place: Time:	3- Subject: Place: Time:
O	4- Subject: Place: Time:	4- Subject: Place: Time:	4- Subject: Place: Time:	4- Subject: Place: Time:	4- Subject: Place: Time:
J	5- Subject: Place: Time:	5- Subject: Place: Time:	5- Subject: Place: Time:	5- Subject: Place: Time:	5- Subject: Place: Time:
E	6- Subject: Place: Time:	6- Subject: Place: Time:	6- Subject: Place: Time:	6- Subject: Place: Time:	6- Subject: Place: Time:
C					
T					
E					
D					

Completed by: _____ on (day & date) _____

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Figure 2. The Daily ISP Form

DAILY ISP DATE: _____ STUDENT INITIALS: _____

ACTIVITY # _____ SUBJECT: _____ TIME: _____

Measurable Objective/ Competency: _____

Materials/ Resources: _____

Location: _____

Procedures: _____

Evaluation: ___Achieved ___Making sufficient progress ___Not making sufficient progress

Staff / Student Time-Out Duration: _____

Phone Collaboration with _____

Comments (Behavioral & Academic): _____

ACTIVITY # _____ SUBJECT: _____ TIME: _____

Measurable Objective/ Competency: _____

Materials/ Resources: _____

Location: _____

Procedures: _____

Evaluation: ___Achieved ___Making sufficient progress ___Not making sufficient progress

Staff / Student Time-Out Duration: _____

Phone Collaboration with _____

Comments (Behavioral & Academic): _____

ACTIVITY # _____ SUBJECT: _____ TIME: _____

Measurable Objective/ Competency: _____

Materials/ Resources: _____

Location: _____

Procedures: _____

Evaluation: ___Achieved ___Making sufficient progress ___Not making sufficient progress

Staff / Student Time-Out Duration: _____


Phone Collaboration with _____

Comments (Behavioral & Academic): _____

As expected, the plans for lessons do not always represent the actual instructional event. Therefore, throughout the instructional week, the ISS records an Implemented Weekly ISP that reflects the actual subject taught, location, and time span of the activity. Excused/Unexcused absences are recorded each day. Figure 3 shows the form used for the Implemented ISP. Throughout the instructional week, the ISS also evaluates each activity on the Daily ISP. This evaluation includes a scale to indicate the level of self-direction exhibited by the student during the specific activity, a record of student-requested and staff-directed time-outs, a phone log, and a comment section. This evaluation represents a running record of the academic and behavioral functioning of the individual student. The ISS, upon completion of the Implemented ISP, signs and dates the form indicating accuracy and authorship of the Weekly Implemented ISP, as well as the attached “Daily ISPs.” The “Implemented Weekly ISPs” are filed in a student folder that is kept on-site.

Figure 3. The Implemented Weekly ISP Form

THE PATHWAYS SCHOOLS – ANNE ARUNDEL WEEKLY INDIVIDUAL SERVICE PLAN				
Educational Goals:		3)	5)	7)
1)		4)	6)	8)
Student Initials:		Week of:		
I M P L E M E N T E D	Monday: 1- Subject: Place: Time:	Tuesday: 1- Subject: Place: Time:	Wednesday: 1- Subject: Place: Time:	Thursday: 1- Subject: Place: Time:
	2- Subject: Place: Time:	2- Subject: Place: Time:	2- Subject: Place: Time:	2- Subject: Place: Time:
	3- Subject: Place: Time:	3- Subject: Place: Time:	3- Subject: Place: Time:	3- Subject: Place: Time:
	4- Subject: Place: Time:	4- Subject: Place: Time:	4- Subject: Place: Time:	4- Subject: Place: Time:
	5- Subject: Place: Time:	5- Subject: Place: Time:	5- Subject: Place: Time:	5- Subject: Place: Time:
	6- Subject: Place: Time:	6- Subject: Place: Time:	6- Subject: Place: Time:	6- Subject: Place: Time:
Completed by: _____		on (day & date)		


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The ISP is one means of documenting each student’s behavioral issues, the intervention strategies employed by staff, and the outcomes of each incident. In this respect, the ISP becomes an assessment tool in terms of determining the possible patterns, antecedents, and successful interventions of these behaviors. The ISP can be cross-referenced with other documents.

All “Implemented ISPs” will be maintained in a student folder for the school year or until midyear discharge. These documents are used solely for program staff reference. (For example, to determine progress toward Individual Education Plan (IEP) goals.) Although all “Implemented ISPs” will not become part of the permanent student record, certain examples that document critical events may be culled from the student folder at the end of the year and be added to the permanent student record.

BEHAVIOR MANAGEMENT SYSTEM

The Pathways Schools philosophy identifies what we believe students can achieve. The Behavior Management System is designed to help them realize these achievements. This system enables the students to have daily practice of the behavioral and academic skills necessary to ensure success in the learning environment. In addition, it provides a regular system of monitoring, by both staff and students and an incentive of positive rewards as students experience and display their progress. Our policies regarding student conduct are in effect throughout the school or work day, on field trips, and during any school-sponsored activities. When employed students will also be held accountable to their employer's rules for conduct, attendance, etc.

The Behavior Management System includes the weekly Goal Tracking Sheet, individualized incentives, crisis plans, a number of motivational activities/privileges, and contracts. Students participate actively in developing their goals and scheduling their activities. The staff's regular evaluation and feedback is designed to assist the student with learning to evaluate them self and with internalizing social skills and behavioral controls. These skills enhance progress in the academic, vocational, social, and behavioral areas.

The staff completes the Goal Tracking Sheet each day. The Goal sheet is a tool for identifying behavioral goals, structuring daily and weekly feedback, and reviewing positive happenings. Students begin to experience mistakes without feelings of failure and to identify their strengths and weaknesses. A full description of the Goal Sheet is included in the sections titled Goal Sheet, Description of Goal Sheet, and Goal Sheet Procedures.

In our Goal Sheet incentive system, students are able to use their Goal success to earn privileges and rewards. Incentives are agreed upon by the student and his/her team (ISS, teacher, therapist & principal). The team will determine what criteria must be met for a specific incentive to be awarded.

The Pathways Schools provides a safe environment in which students accomplish their goals. A safe environment must be free of threat of injury or intimidation and must be conducive to acquiring mature self-control and decision-making skills. We have established procedures to address behaviors and incidents that occasionally interfere with a safe learning environment. These procedures are described in the section, entitled Crisis Procedures.

A variety of motivational activities reward the students' appropriate behaviors and successes within the program. Participation in some activities may be based on behavioral success and student interest. See a full description of these activities in the section titled, Motivational Activities.

Clearly communicated expectations are the cornerstone of effective behavior management. Confusion, at times, results from the high degree of individualization at Pathways School – Anne Arundel. Written agreements outline the expected behaviors, the rewards for success, and the consequences for failure to meet expectations. A description and sample are included in the section, entitled Contracts.

By providing this comprehensive system of practice and rewards, the Pathways staff ensures that students will take full advantage of the incentives offered in order to facilitate positive behavior and academic skill development. More importantly, we hope to empower each student as s/he begins to internalize the positive feelings that come from success. The Pathways School – Anne Arundel behavior management data is reviewed to determine student progress or to develop alternative strategies or services to address student needs. We review data from ISPs, Goal Sheets, and reports during team meetings, staff meetings, case studies, and Central Review, and while writing progress reports, report cards, and IEPs.

GOAL TRACKING SHEET

The Goal Tracking Sheet is completed each day. Check marks are earned for successful daily goal completion in five specific areas. When expectations are not met, students do not earn the check mark for the specific behavior(s) or tasks. Students receive feedback on a daily and weekly basis. The Goal Sheet is a tool for identifying behavioral goals, structuring daily and weekly feedback, and reviewing positive happenings. Students begin to experience mistakes without feelings of failure and to identify their strengths and weaknesses.

The Goal Tracking Sheet contains four standard headings, for which an individual goal is written weekly. Progress will be evaluated on each of these goals daily:

1. Academic

*sample goal under this heading: Complete assignments in a timely manner.

2. Participation

*sample goal under this heading: On time for programming

3. Behavior

*sample goal under this heading: Follow staff instructions

4. Interaction

*sample goal under this heading: Attend all group activities (lunch, rec, group, class).

The fifth weekly goal is individualized, based on a particular student's individual academic and behavioral needs. For example, if a cell phone is a stumbling block to a student's success, the heading/goal might read as follows:

5. Cell Phone

*follow staff instructions and school regulations.

The Goal Tracking Sheet is a tool for identifying individual goals, structuring daily and weekly feedback, and reviewing positive happenings. The process allows students to experience mistakes without feelings of failure and to accept their strengths and weaknesses. The goals reflect the skills necessary for success in school, work, and community.

Incentive Procedures

As previously mentioned, students will work with their individual teams to determine what incentives they are working toward. Students have the opportunity to earn 25 check marks per week, meaning they have met 100% of their goals successfully. The target success rate will vary according to a student's own IEP goals. For example, a student may aim for 4/5 check marks a day, yielding a success rate of 80%. We want the goals to be achievable, while still challenging.

The system is designed to reward students for reaching a Short Term Goal, a Monthly Goal and a Long Term Goal. The exact criteria for earning each reward will be determined in accordance with individual needs. For example, the team may decide that a short-term goal will be mastered after 20 successes (80%), measured by check marks. This short-term incentive could include a range of rewards. For example, a free lunch, 20 minutes extra recreation time on Friday, etc.

A Monthly goal might be a bigger reward such as a T-shirt or special field trip. A long term goal might take a quarter or semester to earn the reward, which could be a special activity, a special meal, etc.

CRISIS PROCEDURES

The Pathways School – Anne Arundel holds a high standard for student interaction. Whenever a student is unable (whether emotionally, physically, or otherwise) to participate fully in the activities planned and scheduled for that time, we expect that

student to inform staff respectfully and promptly, to negotiate plausible alternative activities that address legitimate learning outcomes, and to make appropriate choices to remain productive in school. We expect a similar process between students and staff when they experience disagreement.

SAFETY PROCEDURES

The main tool used by The Pathways School – Anne Arundel to maintain safety is the Individual Service Plan. (Refer to ISP section for complete description.) The ISP outlines the weekly schedule of each individual student. In addition to the ISP used by the ISS, copies are kept by the special educator and in an on-site student folder.

Modifying the Schedule

Students participate in the generation of each week's ISP. It is believed that students will improve in self-advocacy so that over time the ISP will increasingly reflect the learning styles and habits of each individual. However, at times, the planned activities no longer fit the student's primary need. At those times, the ISS has discretion to negotiate modifications to the planned schedule. Usually, these modifications consist of switching the order or location of activities.

Behavior Intervention

At times, modifying the student's schedule is not adequate. It is always our expectation that students remain in programming and complete the school day. In those instances, when this is not possible, the ISS contacts a therapist either for guidance or to request an unscheduled therapy appointment for the student. The therapist will honor unscheduled appointments when they do not conflict with another scheduled therapy appointment. If there is a conflict, the student will be seen by another staff member as a way to resolve the situation.

Nonparticipation

After this consultation, if the student's behaviors do not improve, the staff may contact the Principal to request an early dismissal from school. When granted, an early dismissal requires that the student perform a certain amount of schoolwork proportionate to the time missed. The ISS remains available to that student for instructional support via pager. Regular pick-up for next school day is expected. If the work is not completed upon return, the early dismissal is counted as unexcused. The student must process the occurrence with staff in order to resolve the issue and to increase the likelihood of future success.

Imminent Danger

In cases of imminent danger to self or others, staff works to maintain the safety of the students, the staff, and the community. When on-site, staff assesses if going to a community based setting will deescalate the situation while maintaining the safety of students, staff, and others. In those instances, staff, student, and Principal make a precise plan for the remainder of the day.

Use of Physical Restraint

All Pathways Schools' staff members are trained in physical restraint and release techniques. These techniques are used as a last recourse. Individual staff members will not physically restrain a student in community settings, because Pathways Schools' policy states that physical restraints will take place with at least two staff present. Whenever staff must physically restrain a student, parents and the LSS are notified.

Termination of Services

When staff determines that neither working individually in the community nor remaining on-site will maintain the safe learning environment, the Principal approves the termination of services for that day. Termination of services is determined on a case-by-case basis. The factors that influence this decision include but are not limited to the following behaviors: aggressive verbalization toward staff, students, or the general program, the inability to redirect the student, and other serious behaviors that cannot be controlled by the staff.

Students are transported home, when it can be done safely. Staff vehicles or cabs may be used. If a student seems unsafe to be on his/her own, the parents and police will be called. Whenever the police are contacted, parents and the LSS are informed, according to The Pathways Schools' policies.

Emergencies

In cases of emergencies, The Pathways School – Anne Arundel follows The Pathways Schools' procedures. All emergencies are reported to the Principal as soon as feasible. All staff members have authority to make the decision to seek medical treatment for students, according to the information provided to the school on the enrollment forms. Staff, providing service in the community, carry a copy of emergency contact information for each student in their care.

TIME OUTS

Time-outs are used to provide a student an opportunity to refocus on the activity. Time-outs may be used for incidents that negotiation between student and staff is not successful, such as when a student refuses to participate in the activity, when the student's behaviors are interfering with his/her or others' learning, and when the student's emotional state is not conducive to learning. These breaks in the individualized instruction are an opportunity for the student to reevaluate the behavior, to consider the consequences of not completing the tasks, and to make choices of how to engage successfully in the activity. There are two types of time-outs: student-requested and staff-directed.

Student-Requested Time Out

A student who needs a break may initiate a student-requested time-out. The student, usually, requests to leave the instructional space for the time-out. The student must respectfully state the exact location to which he/she is retreating and the duration requested. Although Pathways staff honors a student's self-awareness of needing a break, all staff has discretion in approving the request, including location and duration. A time-out will not be granted if the staff has the opinion that the student is merely avoiding his/her work or if the staff believes that safety or security is jeopardized. Because it is the staff's responsibility to monitor the student during the time-out, the student must remain within the line of sight and hearing of the staff at all times. It is the student's responsibility to return from time-out at the agreed time.

Staff-Directed Time Out

A staff member will direct a time-out when a short break from instruction may improve the quality of the teaching/learning process. The location of staff-directed time-outs varies according to the specific nature of the incident. Staff may accompany the student on a brief respite, such as a walk, a purchase of a soda, etc. Other times the student may sit quietly for the time-out. At all times, the student must remain within the line of sight and hearing of the staff person.

At times that the student still feels unprepared to continue the activity, the staff and student may discuss alternative activities. All time-outs are recorded by the ISS on the Daily ISP (see previous section titled ISP – Individual Service Plan - Description).

AWOL

“AWOL” is a term borrowed from the military, meaning Away With Out Leave. Whenever a student leaves the assigned instructional space, s/he is considered AWOL. We consider this behavior to be very serious. Because most activities are implemented in community settings, supervision of students to ensure safety is critical. As described above, we understand that at times students need to take a respite from their work. We make a simple, yet significant distinction between (1) a student requesting to leave and (2) a student leaving without staff knowledge. The former is acceptable. The latter requires staff intervention.

Staff's primary responsibility is to assess whether the student poses a threat of danger to self or others. Staff assumes threat of danger when there is insufficient assurance that the student is not a threat of danger.

Not a Danger

If the student poses no such threat, the student is permitted up to fifteen minutes to return safely to the assigned area. This type of AWOL is recorded on the ISP. A collaborative conversation between the ISS, teacher, and therapist determines the consequences and follow-up. When a student goes AWOL repeatedly, the Principal determines the appropriate disciplinary action, up to and including recommendation for discharge.

If the student does not return to the assigned area within fifteen minutes, the staff person will contact the Principal. This type of AWOL is documented on the Student Behavior Report. The Principal, in collaboration with the team including the Educational and Executive Directors, Therapist, Teacher, and ISS, will determine the appropriate course of action. The Principal may telephone parents/guardians or the police or may determine that student has walked home. A re-entry conference will be held with parents/guardians to determine and assure continued safety and compliance to school rules.

Danger to Self or Others

If the student poses a threat of danger to self or others while leaving without permission, the staff person immediately contacts the Principal, who may contact the police. In these cases, the parents/guardians are notified as soon as feasible. A re-entry conference with student and parents/guardians will be held to determine and assure continued safety and compliance to school rules. These AWOLs are recorded on the Crisis Intervention and Follow-up Report, which are filed in the student's permanent record and at The Pathways Schools' Administrative House.

SUSPENSIONS

In response to certain behaviors and incidences, a student may be suspended from school or transportation. Any incident of aggression, derogatory slurs, gross or repeated infractions of Pathways Schools' policies are some examples of suspendable offenses. A comprehensive list is included in the previous sections.

Suspensions are counted as unexcused absences in terms of completion of a school program. Five or more unexcused absences in a quarter will result in an "N" grade. Students may not make-up work for unexcused absences. Excessive days of absence may interfere with meeting graduation requirements. Whenever students are suspended, parents/guardians and the LSS are notified.

In order for a student to re-enter the Pathways school community, the student, parent/guardian, Pathways school personnel, and LSS representatives, if appropriate, meet to discuss the incident focusing on determining interventions and insight to reduce the likelihood of repeat behavior. This conference is an opportunity for the student and family to recommit to the goals and policies of The Pathways School – Anne Arundel.

Typically, re-entry conferences are held at The Pathways School – Anne Arundel site. Certain circumstances may require that this meeting be held at either the LSS offices or The Pathways Schools' Administrative House. The choice of location is at the discretion of Pathways staff in communication with the LSS.

DOCUMENTATION OF CRISES

All behavioral incidents are recorded on the ISP. The staff who witnessed the incident will complete the documentation using other forms, such as Student Behavior Report, Suicide Prevention/ Intervention Report, Suspension Notice with Re-Entry Conference form, and Crisis Intervention and Follow-up Report. These reports are maintained in the

permanent student record and are filed at The Pathways Schools' Administrative House. Some reports are sent to the LSS.

MOTIVATIONAL ACTIVITIES

Students have the opportunity to earn and participate in a variety of motivational activities throughout the school year. Students earn awards and activities based on their behaviors and academic performance. The Pathways School – Anne Arundel attempts to closely match motivation and rewards typical of adult life. However, we recognize that students enjoy frequent acknowledgement. Therefore, we include a range of activities that are designed to motivate our students toward success and to reward their hard work in attaining their successes.

INDIVIDUALIZED PROJECTS

One goal of The Pathways School – Anne Arundel focuses on individualization of the school program. We believe that as we tailor our approach to match individual strengths and needs students internal motivation will increase. It is that internal motivation that is the cornerstone of success in Pathways and in adult life. Some projects that we have included in our programming are community service with local organizations and visits to local and regional points of interest.

CERTIFICATES OF MERIT

Certificates of merit and recognition are used to mark student achievements. These and other awards are presented during our monthly community group, so that all peers and staff can celebrate each student's successes. Along with many certificates of merit, students may receive a prize award, such as gift certificates and celebration lunches.

PERFECT ATTENDANCE AWARDS

Each quarter, students who are absent no days receive a certificate. The list of students with perfect attendance is posted on-site and published in the CB Times Newsletter. These certificates are presented during our monthly community group. When students have perfect attendance during at least two quarters of the school year, they receive a prize award, such as gift certificates or celebration lunches.

HONOR ROLL

Students are placed on the Honor Roll for each quarter in which they earn an average of "B" or better in all subjects. The list of students on Honor Roll is posted on-site and published in the CB Times Newsletter. When students earn Honor Roll in three quarters of the school year, they receive a prize award, such as gift certificates or celebration lunches.

LEADERSHIP

As in adult life, our most common response to achievement is increased responsibility. Although we do not employ a level system that rigidly outlines the expectations and privileges for each achievement phase, we do recognize that certain students are more able to assist in preparing, organizing, and implementing some school activities. As we notice a student showing the leadership and self-management skills necessary, we promote that student into representing the students and program on certain committees. Committees include Fun Run Committee, Spring Retreat Committee, Yearbook Staff, Newsletter Staff and Recreation Activities Committee.

ALTERNATIVE ACTIVITIES & TRIPS

The Pathways Schools include a variety of alternative activities and trips, such as working with an artist-in-residence or attending a performance at the Kennedy Center. Only students who demonstrate appropriate participation and behaviors during their regular school activities are eligible to participate in these activities.

RECREATION

Recreation Activities are scheduled for all students who have completed their assignments for the week. Recreation Activities are normally scheduled on Friday afternoons, and are designed to be both fun and educational or therapeutic. Based on an individual's behaviors, staff may determine that the student is not group-appropriate. Alternative activities may be planned for those students.

SPORTS TEAMS

Annually, The Pathways Schools sponsor a Basketball team and/or intramural sports. Both male and female students may participate on any team. In order for a student to be eligible to participate in any Pathways Schools sports team, s/he must demonstrate strong progress toward mastery of academic, therapeutic, and vocational goals. The opportunities to join these teams are considered privileges earned by individual students through adequate success throughout the school year, not merely during the sport season.

The following criteria indicate the minimum progress to be made for a student to be eligible. At any time during the sport's season, a student may become ineligible for one day up to the remainder of the season.

Criteria

1. Students must have a 2.0 grade point average the quarter preceding the start of that activity. (I.e. Oct. 31st grades will be reviewed for Nov. tryouts of basketball and cheerleading; April 3rd grades will be reviewed for softball tryouts).

2. Students must be caught up on all work for the week before participating in a practice/game. Students are responsible for obtaining all work the day of practice or game. This also includes days players are absent.
3. All players must be successful at least three days a week and have a successful morning before each practice or game.
4. Suspensions count as an unsuccessful day. Depending on the severity of suspension, site staff and basketball coaches will make a determination on whether the student is appropriate to play on the team.
5. It is up to staff discretion if students can participate in the Pathways Extracurricular Activities.

OUTSTANDING STUDENT

The Pathways Schools recognizes one student from the program each year. The student who demonstrates outstanding growth and achievement receives a generous student award plaque and prize. This prize is presented during the graduation and commencement ceremony in June.

CONTRACTS

In order to help clarify expectations and agreements between individual students and The Pathways School – Anne Arundel, we utilize contracts at times. The purpose of contracts varies from pre-admissions agreements concerning behaviors to attendance contracts. In all cases, staff, parent/guardian, and student agree to the terms of the contract. In some cases, the LSS representatives may also participate in the writing of a contract. These contracts are filed in the student' permanent record, provided to the student, family, and LSS, and maintained in the ISS records.