

THE PATHWAYS SCHOOL
HYATTSVILLE
BEHAVIOR MANAGEMENT
HANDBOOK

2009-2010

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THE PATHWAYS SCHOOL—HYATTSVILLE
BEHAVIOR MANAGEMENT SYSTEM
2009-2010

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Pathways School 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 or daughter's needs.

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

At Pathways-Hyattsville

We believe that each student is unique and that he or she possesses individual qualities that can be utilized in providing successful experiences within the school environment. We seek to celebrate each student's uniqueness and provide experiences through which personal, behavioral, and educational goals can be realized.

Our behavioral focus is to have students establish and maintain positive control of their own bodies, and consequently, their actions. We believe that our students must begin to take responsibility for themselves and, ultimately, their own lives. We believe that students can be taught ways of handling situations and experiences that will lead them to becoming successful community members. Our goal is for students to utilize instruction and therapy to diminish unproductive behaviors and learn new behaviors that will benefit them throughout their lives. Physical restraint of a student, therefore, will ONLY be used to ensure safety for our students and for others in the environment.

We believe that the quality of staff relationships is crucial to the successful implementation of our educational and therapeutic programs. We are committed to working with students, parents and guardians, community agencies, and each other as members of a team.

Introduction

In recognizing the importance of Pathways-Hyattsville's philosophy, our Behavior Management System is designed to teach students how to self-regulate their behavior. 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 day as well as on the school bus, on field trips, and during any school-sponsored activities.

The staff evaluates students during each period of instruction to allow for continuous feedback. With staff guidance, students are also asked to identify one positive personal goal for themselves each day and to evaluate themselves at the end of the day. This two-fold aspect of evaluation, by self and others, is designed to assist the student with internalizing the social skills and behavior controls needed within our society and to learn to evaluate one's self on a regular basis. These skills enhance progress in the academic, social, and behavioral areas.

The Behavior Management System includes the daily behavior sheet, a level system, and a number of motivational activities/privileges. Each student fills out a behavior sheet each morning in homeroom, which accompanies him/her throughout the day. Points are earned for appropriate behavior and work in each class period or, concurrently, are lost/not earned when expectations are not met. In this way, students are provided with the opportunity to receive immediate feedback from staff members. This also allows them to experience mistakes without feelings of failure and begin to identify their strengths and weaknesses.

In addition to the personal goals, the behavior sheet contains three categories for which students earn points: cooperation, self-control and independence. These categories are reflective of the skills necessary for success in school and beyond. (See page 11)

Within the Behavior Management System, students are able to earn many privileges and rewards. These include a token economy wherein students earn "Pathways Bucks" that can be spent at the school store, during special weekly activities, and on various field trips. These privileges are awarded for appropriate social skills, task completion, bonus points, improvement of the individual goal identified by each student, and for movement within the level system. Each of these is explained in detail in the section entitled Motivational Activities (page 34).

By providing this comprehensive system of practice and rewards, the Pathways staff expects 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 they begin to internalize the positive feelings that come from success.

Program Expectations

Behavior Management Expectations:

Each of our students is expected to move up at least one or two levels during an academic year. Students are expected to maintain their levels upon reaching them.

Students considered for re-entry programs must minimally achieve Level 2 and maintain that level for several months. Students, staff members, families and school system representatives will consult to determine additional criteria specific to the needs of each individual student prior to transition to a less restrictive environment.

Expectations of Students:

- To accept responsibility for his/her own behavior,
- To take advantage of all aspects of the Hyattsville program, academic and therapeutic,
- To identify goals for oneself and employ the assistance of the Pathways staff in realizing these goals,
- To participate fully in academic classes,
- To complete all requirements for each academic class in order to receive passing grades,
- To arrive at school with materials, proper attire, and prepared to work,
- To communicate fully with instructional staff regarding homework, class work, supplies, and/or situations which may prevent them from completing assignments,
- To participate fully in the therapeutic program including individual, group, family, and alternative therapies,
- To assist in maintaining a safe learning environment,
- To recognize any situation as the potential for personal growth.

Expectations of Parents/Guardians:

- To participate in the development of educational and therapeutic goals and activities for the purpose of student growth,
- To work as a team member with the Pathways-Hyattsville staff,
- To be available and accessible to school personnel for conferences, emergencies, phone conversations, scheduled school events, and the like,
- To encourage students to do their best,
- To monitor the completion of homework or project assignments and sign the agenda book each night,
- To assist in monitoring adherence to the uniform policy,
- To communicate with staff regarding any problems or issues noticed at home which may affect school performance,
- To work as a team member with the assigned therapist in identifying and working on personal issues for purposes of social/emotional growth,
- To participate fully in family support services provided i.e. monthly family therapy sessions and other related activities,
- To provide opportunities in the home for practice of appropriate learned skills.

Academic Guidelines:

- Students are expected to complete class work and participate in daily activities to earn points throughout the school day.
- Homework is assigned to reinforce skills, expand skills, and provide opportunities to develop good study skills and responsible work habits. It is provided on a regular basis, generally Monday through Thursday. Homework and/or special projects may be assigned on Fridays or before holidays, particularly if the student has not completed previously assigned work.
- Agenda books will be given to each student and must be used to record daily assignments. Each student is expected to show his/her agenda book to a supervising adult along with the completed homework each evening. Parents are asked to sign that the assignments are complete. All assignments are expected to be completed by the student, though the adult is encouraged to assist if needed.
- The agenda books are also used as a communication device between school and home. Staff will note missing assignments in the agenda book as well as note upcoming events and other information. Staff will initial items that are entered in the book.
- All students must have an agenda book and use it on a daily basis. Students who lose or do not bring their agenda books for three consecutive days will be expected to purchase a new book from the school at the cost of \$5.00 cash or 100 Pathways Bucks.
- Make up work from missed classes or school days may be assigned as homework.
- Students are expected to submit quality homework assignments. Failure to submit quality work may result in re-assignment and will affect the student's grades.
- Extra credit assignments are encouraged and can be requested by the students or their parents. Parents are also encouraged to send to school any extra work that they have created to reinforce skills.
- A grade point average (GPA) of 3.0 (B) will be recognized as Honor Roll.
- Re-entry to general education programs will be determined in part by grades of "C" or better. Students who do not show academic, emotional, and behavioral progress will likely not be considered as candidates for re-entry programs.

Site Policies & Procedures

Uniform Policy

Students are required to wear appropriate clothing for students in a school setting as outlined in the Pathways - Hyattsville uniform policy for students. The uniform policy is intended to ensure that students wear clothes that will not distract themselves or others from school activities. Students are expected to wear the uniform every day during school hours and the activities that they will be involved in throughout the day. Staff discretion will be used to determine the appropriateness of dress.

The following criteria provide guidelines regarding the uniform policy:

- **Boys' dress**

Tan or Navy blue khaki pants or shorts (at least fingertip-length when standing straight, arms hanging at the sides), a tucked-in white or blue collared shirt (button down, polo, or turtleneck), a black belt, and black shoes (dress or athletic shoes). For extra warmth in the winter, boys may also wear a navy blue/black sweater or sweatshirt.

- **Girls' dress**

Tan or Navy blue khaki pants, shorts, skirts, or skorts (at least middle-fingertip length when standing, arms hanging at the sides), a tucked-in white or blue collared shirt (blouse, button down, polo, or turtleneck), and black shoes (dress shoes or athletic shoes). For extra warmth in the winter, girls may also wear a navy blue/black sweater or sweatshirt.

All proper uniform clothing should be free of logos or writing of any nature.

Non-Uniform Dress Code

Students will be permitted to wear non-uniform clothing only during staff designated times including School Spirit days and other earned incentives. Parents will be notified via the agenda book when such days are scheduled. The following criteria provide guidelines regarding appropriate dress on non-uniform days:

- **Shirts and Blouses**

Shirts and blouses should be continuous from the neckline to waist. No part of the mid-section should show.

No tank tops or muscle shirts, see-through, form fitting, or torn clothing.

No clothing with vulgar language, obscene pictures, weapons, drugs, alcohol, paraphernalia, or tobacco products.

No gang/crew clothing or symbols including bandanas or long pants legs pushed up.

Skirts, Dresses, Shorts

No shorter than middle-fingertip length when standing with the arms hanging at the sides.

No spandex.

- **Pants**

Must be secured at the waist with a belt i.e. no sagging below the waist to expose undergarments.

Tights, stretch pants, and leggings must be worn with clothing that is long enough to cover the buttocks and is at least fingertip length when standing.

- **Hats**

Hats may not be worn at any time unless permitted by staff for special activities. Students are not permitted to wear hats or hoods inside the school building. Again, no vulgar language, obscene pictures, weapons, drugs, alcohol, paraphernalia, or tobacco products may be shown on any clothing item.

- **Coats and Jackets**

Coats and jackets must be placed in the assigned area upon entering the building (unless permitted by staff).

Students are encouraged to wear navy blue/black sweaters/sweatshirts and/or white/blue long sleeve shirts during the late fall and winter and layered clothing because of the variable climate of the building. In addition, hooded sweatshirts are not permitted in the classroom.

Compliance with Uniform Policy

Students who comply with the uniform policy will earn (1) one point on their point sheets in the column for each period throughout the school day. Pathways keep extra uniform shirts, sweaters, and sweatshirts on site (only) in the school store. Students with Pathway Bucks may have the option of purchasing these but the school has a limited number of student uniforms and cannot assure that there will always be one in each child's size. Should a student fail to adhere to the full uniform policy, students will be given a consequence (e.g. fined Pathway bucks), parents will be notified via the agenda book and a phone call to set up a plan to remedy the situation (e.g. parent conference). Any student who does not wear his/her

uniform per policy will have appropriate consequences which will also impact his/her ability to make progress in the behavior management system.

Consequences for Inappropriate Dress

Students will be expected to abide by the dress code. Those students who are dressed inappropriately (e.g. street clothes) will be expected to change their clothing or purchase a uniform shirt, sweater or sweatshirt from the school store. Should a student refuse to dress appropriately, s/he will be removed from the classroom or activity, parents may be called to bring a change of clothes, and/or the student may be assigned appropriate consequences.

Portable Entertainment Devices

Students may use tape or CD players with headsets as well as video games on the school bus. These items will be collected at the door during arrival and returned to the students at the end of the school day. We will hold these items for safekeeping and to eliminate potential distractions during the school day. Any of these items found in desks, backpacks, jackets, or other places during the school day will be confiscated and held until the parent or guardian can pick them up. No student is allowed to have these items in his/her possession in the classrooms. Students may be asked to show the contents of their backpacks or pockets if a concern arises about their possessions. (Also see Locker Use Procedures)

Locker Use Procedures & Expectations

All students will be assigned a locker and a combination padlock to store school supplies and necessary items for use at school. The Principal will keep a record of the combinations. The locker and its contents will be the responsibility of the student to whom the locker is issued. Therefore, students are expected to use only the locker assigned to them. Students may visit lockers only two times during the day: before school and after school. The school assumes no responsibility for loss or damage to any item in locker, locked or unlocked. Writing, decals, and similar materials are not to be placed inside or outside. Students may decline use of a locker at any time; they will be required return the combination lock to the Principal and store their personal belongings in a designated space.

***ONLY SCHOOL ISSUED PADLOCKS WILL BE PERMITTED
UNDER NO CIRCUMSTANCES SHOULD STUDENTS GIVE THEIR LOCKER
COMBINATIONS TO OTHERS; STUDENTS ARE NOT TO SHARE LOCKERS.
CONSEQUENCES FOR SHARING LOCKERS/COMBINATIONS WILL INCLUDE
LOSS OF LOCKER PRIVILEGES.***

The Principal, Educational Specialist, or designee may search the physical plant of the school and its appurtenances or associated property, including the lockers or locked space of any student at any time. (COMAR 13A.08.01.14; Maryland Code §7-308 of the Education Article

Transportation Policies

School rules apply on the bus as they do during the school day. Students can be suspended from bus transportation for the same incidents that would warrant suspension from the school.

Bus drivers complete a Positive Bus Behavior Checklist and turn it in to Pathways staff. Student behavioral concerns on the bus are addressed on an ongoing basis with students, parents and bus personnel.

Students will be required to conference with staff and/or an administrator following receipt of any bus referral for inappropriate bus behavior. Students will be responsible for articulating and demonstrating expectations for appropriate behaviors, thereafter.

Bus suspension can be assigned for one or more days, depending upon the severity and/or frequency of the misbehavior.

Students are expected to walk in a safe manner to and from the bus and school building. They will not be permitted to re-enter the building after dismissal without permission from the bus driver and a Pathways staff member.

Positive Bus Behavior Checklist

The following behaviors are monitored by the transportation staff and checked by staff on a daily basis: 1) Speak respectfully to other students, 2) Speak respectfully to adults, 3) Speak quietly, 4) Follow directions, and 5) Stay in assigned seat. If students earn fewer than four points during either the AM or PM ride, they will receive a fine and/or In-Class Lunch. Additional occurrences will lead to more serious consequences determined by Pathways staff and/or administrators.

Behavior Management System

Student behavior is monitored and reviewed in a variety of ways which include:

- Daily point sheets (monitored by school staff),
- Movement within the level system (monitored by instructional staff and an administrator),
- Quarterly progress reports (monitored by teachers, therapists, and principal), and
- Staff observation (observation by all staff working directly with each student).

All students and staff are expected to participate in the behavior management system and follow it consistently.

The typical hierarchy in intervening on student's behavior in the management system is as follows:

1. In class time-out
2. Staff speaks with student
3. Crisis intervention staff intervenes
4. Staff takes student to Alternative Learning Environment for a 5 – 10 minute break.
5. Fine is incurred
6. Student is directed to Alternative Learning Environment for a time-out.
7. Therapist conferences with student
8. In class lunch or recreation
9. Extended Time-out
10. Conference with Staff and/or Administrator
11. Phone call home
12. In-School or Out of School Suspension

There may be instances in which the number of occurrences of the behavior and the severity of the behavior warrants for the hierarchy to be adjusted. Furthermore, there are behaviors that will result in automatic Extended Time-Out, In-School Suspension and Out of School Suspension.

Description of Student Point Sheet

Students use a daily point sheet (see Appendix A) that includes the goals described below. Students may earn a total of 100 points in a full day, 80 points on an early dismissal day and a total of 480 points in a typical week. If a student arrives to school late after an excused partial absence, points earned will be based on only the periods they attended.

1. Personal Goals

Each student will determine (4) four personal goals in collaboration with school staff and with input from the team monthly. These goals will be pre-printed on each point sheet. The goals will address academic, social emotional, and behavioral concerns identified from each student's IEP or therapist/staff input.

2. Positive Interaction with Staff and Peers

Student will:

- a) Communicate with others in a respectful manner.
- b) Interact appropriately to others by accepting feedback or opinion of others and, if in disagreement, express questions or concerns appropriately. This includes accepting staff authority by responding appropriately to requests or corrections from staff by avoiding arguing, name calling, threats, sarcasm, or refusal to comply with staff authority.
- c) Ignore inappropriate behavior of others and refrain from encouraging that behavior.

3. Control Body Boundaries

Student will:

- a) Stay in assigned area. Student will maintain appropriate physical boundaries of self and others. Student will arrive to assigned area promptly and will remain in his/her assigned area unless given permission to move by a staff member. Students should not touch other students or staff, or their belongings.
- b) Use appropriate language and behavior by communicating appropriately with peers and staff at all times. Avoid cursing, name-calling, and personal attacks, yelling, speaking over others, making unusual sounds or using atypical voices.

4. Stay on Task

Student will:

- a. Stay on task working on tasks as assigned and participating in assigned activities.
- b. Tasks include any activity or school rule assigned or expected by a staff member.
- c. Tasks also include on/off site school sponsored activities.

5. Come to Class Prepared to Work and Learn

Student will:

- a) Come to class prepared by bringing materials such as pens, pencils, notebook paper, books, lunch, etc. This also includes having completed homework that is due for that class period.
- b) Follow rules and directions as described in the behavior management system manual.
- c) Accept responsibility for own behavior by acknowledging his/her involvement in inappropriate interactions and refraining from arguing with staff about points lost or time outs earned.
- d) Demonstrate an openness to learning by attempting all assignments and requesting assistance from adults as needed.
- e) Respect the learning process and refrain from disrupting the learning of others.

6. Dress in Appropriate Uniform

Student will:

- a) Wear the full uniform including shirt tucked-in, proper shoes, and designated colors.
- b) Uniform must be worn appropriately throughout each period of the day.

7. Completing Assignments/Tasks

Student will:

- a) Complete and turn in all class work
- b) Complete and turn in all homework
- c) Do all activities assigned during each period

Agenda Book

Student will be responsible for carrying their agenda book throughout each period of the school day. In addition, students must write all required notes i.e. homework, announcements, etc to communicate information between parent/guardians and school. Adherence to this expectation will be documented on the lower half of the point sheet. Students may receive an incentive for exceptional responsibility in this area.

Point Sheet Procedures

Directions for Completion of Behavior Point Sheet

Front of Point Sheet

1. During **a.m. homeroom**, each student will earn points for maintaining appropriate classroom behavior as well as meeting the following expectations:
 - Record the previous day's results (successful, unsuccessful, or absent) in his/her BMS Notebook and file point sheet in appropriate section,
 - Fill out a new point sheet including the date and level,
 - Show staff member the signed agenda book
 - Complete breakfast and warm up activity as directed by staff
2. During each **class period**, a student can earn up to ten (10) points. At the end of the period, a staff member reviews the point sheet with the student, asking the student to reflect on his/her behavior to determine if points were earned or not. Through individualized discussion, a staff member may guide the student to take responsibility for his/her behavior.
 - Leaving the corresponding block/space empty indicates points earned.
 - Writing an **X** in the corresponding block indicates points NOT earned.At the end of each period the student or staff member will record the points earned. The staff member meeting with the student will tally the total number of points earned in that period and record that total in the box at the bottom of the column. The staff member will then initial below the total to indicate his/her endorsement of the points recorded.
3. During **p.m. homeroom**, each student will earn points for maintaining appropriate classroom behavior as well as meeting the following expectations:
 - Tally total points earned for the day and determine if s/he earned a successful day
 - Pack personal materials to take home
 - Tidy desk area, ensure materials used during the day are returned to their proper place
 - Wait quietly in assigned space for bus dismissal
 - Follow dismissal procedures
4. Partial Day Point Sheets will be used in case of early dismissal or late opening. Times and periods will be entered in the appropriate spaces. Point sheet procedures will be the same and successful days will be calculated based on a percentage of the total points possible in a day according to the following criteria:
 - Level 4 – 90%
 - Level 3 – 92%
 - Level 2 – 94%
 - Level 1 – 96%
 - Transition Level – 97%

Back of Point Sheet

1. Should a student need to use the Alternative Learning Environment(ALE), the behavior that warranted its use is recorded on the back of the point sheet.
2. Behaviors that are considered serious infractions of school rules or are harmful to self or others are recorded on the back of the point sheet. These behaviors are defined more explicitly under the section Inappropriate Behavior Resulting in Time Out (page17).
3. Should a student use inappropriate behavior listed on the back of the point sheet, it will be indicated on the back of the point sheet as well as the time the behavior occurred, comments to clarify the incident, consequences for the behavior and the initials of the staff member who observed the behavior. If the behavior could be considered as an infraction in more than one area (e.g. being disrespectful towards a staff member while using curse words) staff will indicate only the most appropriate infraction (i.e. *Disrespect* but not *Verbal Assault* as well). Each distinct infraction, however, should be listed with the appropriate information.
4. Behaviors marked on the back of the point sheet will result in the student being required to use one of the Time out procedures to redirect and/or calm him/her. Students may continue to earn or not earn points during time out based on the Behavior Management System. At the completion of the time-out, each student will be required to process with staff (e.g. written and/or oral) and initial in the student initial section.
5. There is no automatic point loss associated with time outs earned. Points earned on the front of the point sheet should reflect the observed behavior. For example, if a student earns a time out for (*E.*) *Out of Area* because he has left his assigned area, he would not earn his point in the category *Control Body Boundaries*. Appropriate use of a time-out may not result in loss of points.
6. Students who earn In-Class Lunch will deduct 4 points from their total points at the end of the day. Inappropriate completion of In-Class Lunch in one day will automatically be converted to 1 period of Extended Time-Out. Students who earn Extended Time-Out will deduct 4 points from their total points at the end of the day for each occurrence.

Inappropriate Behavior Resulting In Time Out

The following misbehaviors are not acceptable in school and will result in the use of one of the Time Out procedures, some type of follow-up or learning assignment, processing the incident, In-School Suspension and possibly Out of School Suspension (OSS):

- Verbal Assault –Teasing, mocking, name calling, continued use of unwanted or unreturned joning, direct or indirect cursing at Pathways staff, students or visitors, racial slurs, sexual innuendo
- Destruction of Property – breaking, throwing, slamming or otherwise abusing furniture or other property
- Physical Contact – bumping, inappropriate touching, kissing, masturbation, shadow boxing, spitting, throwing something at or toward someone
- Physical Assault- unwanted touching, hitting, fighting, or continued physical aggression towards Pathways staff, students or visitors.
- Threatening – verbal or written threats, threatening body language or posturing
- Bullying – persistent verbal or physical intimidation
- Defiance – refusing to do something or not do something as directed more than once by staff or not following staff directions or school rules
- Disrespect – rudeness or lack of respect in word or deed toward staff or peers including inappropriate language, openly challenging or disagreeing with staff, and setting up
- Disruption – repeatedly calling out or otherwise distracting others from class work or assigned task
- Dangerous Use of Property – damaging or misusing property (including your own), pencil fighting, throwing objects (not directed at someone), slamming doors
- Out of Area – not being in assigned space, walking out of the classroom or school without permission, leaving the visual field of a supervising adult without permission, not maintaining appropriate physical boundaries with others, going to an area not approved by a staff member, hiding from staff, leaving school grounds beyond specific time period
- Bus Referral-written reprimand from transportation personnel for any behavior deemed excessively unsafe or inappropriate during any use of transportation services.
- Other- behaviors observed by staff that is unsafe or otherwise inappropriate.

Successful Day Criteria

Successful Day

	Full Day 100 points possible	Early Dismissal Day 80 points possible	Partial Day Points possible determined by length of school day
	Number of Points Required to Earn a Successful Day		
Level 4	90 points	71 points	90% of possible points
Level 3	92 points	73 points	92% of possible points
Level 2	94 points	75 points	94% of possible points
Level 1	96 points	77 points	96% of possible points
Transition Level	97 points	78 points	97% of possible points

Friday Activity

- 4 out of 5 days must be successful, homework must be completed and turned in everyday, and the complete uniform must be worn every day of the week.
- During a 4-day week, 3 out of 4 successful days, homework completed and turned in everyday, and the complete uniform must be worn every day of the week.
- During a 3- day week, 2 out of 3 successful days, homework completed and turned in everyday, and the complete uniform must be worn every day of the week.

Study Hall

Students who do not achieve the criteria for earning Friday Activity will attend Study Hall in a designated area. Study Hall will consist of assigned tasks i.e. community service projects, reading, and completing make-up work. Students are expected to demonstrate behaviors promoting the earning of points throughout this day, i.e. staying in seat, and quietly working. All students must complete the requirements of Study Hall or will earn the appropriate consequence for their behavior.

The Level System

The Level System has 6 different levels that a student progresses through as s/he displays appropriate school behaviors. This system allows students to practice these behaviors and to earn rewards and privileges as a result of their progress. The 6 levels are Level 4B, Level 4A, Level 3, Level 2, Level 1 and Transition Level. Samples of the Level forms are included in this section.

As a student moves through the system s/he is able to earn additional privileges. The goal is to assist students in learning how to manage their own behavior. Students new to the program will begin on Level 3 of the level system.

Moving Up a Level

- In order to move up the level system, students must submit a written self-evaluation to school staff describing their readiness to advance to the next level.
- Level 4B to Level 4A- Student must earn 3 successful days in a 6- day period and must not exceed 12 days before moving up to the next level.
- Level 4A to Level 3 – Student must earn 4 successful days in a 9-day period and must not exceed 18 days before moving up to the next level.
- Level 3 to Level 2 – Students must earn 10 successful days in a 15-day period and must not exceed 30 days before moving up to the next level; may restart a level one time before dropping a level.
- Level 2 to Level 1 – Student must earn 15 successful days in a 20-day period and must not exceed 40 days before moving up to the next level; may restart a level one time before dropping a level.
- Level 1 to Transition Level – Student must earn 20 successful days in a 25-day period and must not exceed 50 days before moving up to the next level; to move to Transition Level, student must also write a letter to the Review Board requesting the level change.

Restarting or Dropping a Level

- On levels 4, 3, 2, and 1, five unsuccessful days are allowed. Student restarts or drops on the 6th unsuccessful day.
- On Transition Level – 2 unsuccessful days per 25–day period are allowed. Student restarts or drops on the 2nd occurrence of an unsuccessful day.
- **Any out-of-school suspension (OSS) will automatically result in a drop of one level for students on Levels 3, 2, 1 and Transition. Level 4 students would start Level 4 over.**

If any student has not moved up within the allotted time for each level, a plan, contract, suspension of privileges, and /or parent contact will be determined by the Review Board.

LEVEL 4 B

Name: _____ Times on Level: _____

Write successful days here...

1	2	3

Congratulations, you are ready to move up to **Level 4 A!**

.....

Write unsuccessful days here...

1	2	3

Days Absent _____ (Absences must be recorded here)
(Excused absences do not count as successful or unsuccessful days)

I am eligible for Level 4B. If you approve, please initial and date below.

Homeroom Teaching Staff: _____

Supported by: 2nd Teaching Staff _____ Therapist _____

The staff has approved. If you agree, please initial

Educational Specialist _____

Principal _____

LEVEL 4 A

Name: _____ Times on Level: _____

Write successful days here...

1	2	3	4

Congratulations, you are ready to move up to **Level 3!**

Lunch earned 1st time



Write unsuccessful days here...

1	2	3	4	5

Keep trying! You need to restart Level 4A.

Days Absent _____ (Absences must be recorded here)
(Excused absences do not count as successful or unsuccessful days)

I am eligible for Level 3. If you approve, please initial and date below. Please assist me in the writing assignment I must complete to move up.

Homeroom Teaching Staff: _____

Supported by: 2nd Teaching Staff _____ Therapist _____

The staff has approved. If you agree, please initial

Educational Specialist _____

Principal _____

LEVEL 3

Name: _____

Times on Level: _____

Write successful days here...

1	2	3	4	5	6	7	8	9	10

Congratulations, you are ready to move up to **Level 2!**

Lunch Coupon earned 1st time only

.....
Write unsuccessful days here...

1	2	3	4	5

Keep trying! If this is your 1st time on Level 3, you get to restart Level 3. Work hard so you don't move down to Level 4. If this is your 2nd time on Level 3, you need to move to Level 4 and work hard so you can move back up to Level 3!

Days Absent _____ (Absences must be recorded here)
(Excused absences do not count as successful or unsuccessful days)

I am eligible for Level 2. If you approve, please initial and date below. Please assist me in the writing assignment I must complete to move up.

Homeroom Teaching Staff: _____

Supported by: 2nd Teaching Staff _____ Therapist _____

The staff has approved. If you agree, please initial

Educational Specialist _____

Principal _____

LEVEL 2

Name: _____ Times on Level: _____

Write successful days here...

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	

Congratulations, you are ready to move up to **LEVEL 1!!!!!!!**

**Lunch or Friday
Street Clothes coupon
earned 1st time only**

.....
Write unsuccessful days here...

1	2	3	4	5

Keep trying! If this is your 1st time on Level 2, you get to restart Level 2. Work hard so you don't move down to Level 3. If this is your 2nd time on Level 2, you need to move to Level 3. Work hard so you can move back to Level 2!

Days Absent _____ (Absences must be recorded here)
(Excused absences do not count as successful or unsuccessful days)

I am eligible for Level 1. If you approve, please initial and date below. Please assist me in the writing assignment I must complete to move up.

Homeroom Teaching Staff: _____

Supported by: 2nd Teaching Staff _____ Therapist _____

The staff has approved. If you agree, please initial

Educational Specialist _____

Principal _____

LEVEL 1

Name: _____ Times on Level: _____

Write successful days here...

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Congratulations, you are ready to write a letter to the Review Board to request moving up to TRANSITION!

(Your teacher will let you know the meeting date. Good Luck!!!)

**Lunch or Friday
Street Clothes coupon
earned 1st time only**

.....
Write unsuccessful days here...

1	2	3	4	5

Keep trying! If this is your 1st time, you get to restart Level 1. Work hard so you don't move down to Level 2. If this is your 2nd time on Level 1, you need to move to Level 2. Work hard so you can move back to Level 1!

Days Absent _____ (Absences must be recorded here)
(Excused absences do not count as successful or unsuccessful days)

I am eligible for Independence Level. If you approve, please initial and date below.
Please assist me in the writing assignment I must complete to move up.
Homeroom Teaching Staff: _____

Supported by: 2nd Teaching Staff _____ Therapist _____

The staff has approved. If you agree, please initial

Educational Specialist _____

Principal _____

TRANSITION LEVEL

Name: _____ Times on Level: _____

Write successful days here...

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Congratulations, you are ready to go in front of the Review Board to discuss Transition!!!

**Lunch
or Friday Street
Clothes coupon
earned 1st time only**

(Make an appointment with the Review Board to request a meeting. Your teacher will let you know when your meeting will be. Good Luck!!!)

.....

Write unsuccessful days here...

1	2

If you were not able to complete Transition Level, you will need to move back to Level 1. Work hard so you can move back to Transition Level!

Days Absent _____ (Absences must be recorded here)

(Excused absences do not count as successful or unsuccessful days)

I am eligible for Transition. If you approve, please initial and date below. Please assist me in the writing assignment for Transition.

Homeroom Teaching Staff: _____

Supported by: 2nd Teaching Staff _____ Therapist _____

The staff has approved. If you agree, please initial

Principal _____ Educational Specialist _____

Review Board Process and Members

The Review Board is made up of the Principal and/or Educational Specialist, and two other staff members. The Principal or Educational Specialist will serve as the chairperson, record factors of consideration from the meeting, as well as the board's recommendations regarding transition to a less restrictive environment, and maintain the Review Board Record Sheet. Samples of these forms follow in this document. The Transition Review Form includes not only recommendations but also data that are relevant to the student's school progress. Minutes of the meeting are maintained and reference is made to each of the following categories: letter presented for the requested meeting; time out log notes; contracts used by the student; self-evaluation of progress made to date; community work completed by the student; and recommendations from the Review Board.

The Review Board is responsible for reviewing and determining level changes from 1 to Transition and finally transition to a less restrictive environment, as well as periodic review of the appropriateness of those levels for each student who has earned them. Likewise, the Board can determine that a student who has been on the Transition Level has shown an inability or unwillingness to maintain appropriate and responsible behavior and should, therefore, return to Level 1 status.

A student who desires to move up to the Transition Level initially activates the Review Board by writing a letter to request a change in level. The Review Board will at times schedule follow-up meeting to discuss additional information regarding the student's level placement.

The Principal and Educational Specialist sign every student's level sheet as they progress from level to level.

REVIEW BOARD MEETING NOTES

Student Name _____ Staff Present _____ Date _____

Letter Presentation/Self-Evaluation:

ALE /Extended Time-Out Notes:

Homeroom/Teacher Report:

Therapist Report:

Recommendations:

Next Meeting Date: _____

Level Privileges

LEVEL FOUR B & FOUR A (Point sheet is pink.)

- **Eligible for Friday Clubs**

LEVEL THREE (Point sheet is yellow.) All Level 4 Privileges PLUS:

- **One free lunch coupon the first time on level**
- **Earn 20 Pathways Bucks**
- **School store two days a week; Excludes purchase of snacks, candy, electronics, and gift cards.**
- **Spend lunch with classmates in the lunchroom.**
- **May participate in off site field trips and activities.**

LEVEL TWO (Point sheet is green.) All level 4 and 3 Privileges PLUS:

- **Earn an additional 30 Pathways Bucks**
- **Special activity with a staff member once a month**
- **School store three days a week; Excludes purchase of candy, electronics, and gift cards.**
- **May run school errands with a hall pass**
- **Games/computer time during lunch on designated day**
- **Choice of one free lunch or Friday Street Clothes Coupon the first time on level**

LEVEL ONE (Point sheet is blue.) All level 4, 3, and 2 Privileges PLUS:

- **Earn an additional 40 Pathways Bucks**
- **School store four days a week**
- **May dress in different colored uniform clothing (i.e. khaki pants and any solid color collared shirt) once per week**
- **May dress in street clothes once per month**
- **May serve as staff assistant once per month**
- **May be eligible for special incentive trips offered quarterly**
- **Exchange Pathways bucks for dollars to purchase items at Dollar Store or other local business establishment**

TRANSITION LEVEL (Point sheet is white.) All level 4, 3, 2, and 1 Privileges PLUS:

- **Earn an additional 80 Pathways Bucks**
- **School store five days a week**
- **May help run school store**
- **Listen to cassette/CD player or play video games on Friday with staff member or peers on transition level during designated times**
- **May wear uniform clothing of any color daily**
- **May wear Street Clothes twice a month**
- **Carry and mark own point sheet**

CRISIS PROCEDURES

Timeout Procedures

There are four types of timeouts. There is time-out within the classroom, students may request to go to the Alternative Learning Environment (ALE), staff may guide a student to work in the ALE, and staff may direct the student to ALE. In addition, students may earn In-Class Lunch during lunch.

- **Staff-Directed/Student Requested Classroom Timeout**-Staff will direct that the student take a timeout for 5-10 minutes in the designated area. After sitting quietly for 5-10 minutes, the student will be expected to talk about the inappropriate behavior and a plan for avoiding repeated incidents. Students may also request a self time-out with the same expectations.
- **Self- Guided ALE** -Students may request to go to ALE. A request to ALE should not extend any longer than 10 minutes. Points and pathway bucks can be earned immediately upon students return to class. If a longer period of time is needed, student is required to complete an appointment slip to see a therapist. Students who use time outs in excess may not earn points for participation.
- **Staff- Guided ALE**- Staff may guide a student to the ALE to redirect the student's inappropriate behaviors from possibly escalating. During this time, the student is given the opportunity to complete alternative tasks. However, staff is there to guide student on completing any assignments that are required to still be completed for class. A student can request an additional 10 minutes in ALE.
- **Staff –Directed ALE** - Staff will direct that student to take a time-out in ALE for 10-15 minutes. After the time is completed, the student will be expected to “process” or talk about the inappropriate behavior and plan for avoiding repeat incidents. If a student is unable to use the time productively, s/he may be directed to conference with a staff person or therapist. Additionally, an extended time-out may be assigned
- **In-Class Lunch** – Upon the occurrence of any inappropriate behavior, the student will be given In-Class Lunch depending on the severity of the infraction. In-Class Lunch consists of the loss of joining peers for lunch. While in designated area, the student will be expected to eat silently, behave appropriately, complete a written assignment related to the misbehavior, and/or complete any missing class work. Again, s/he will also be expected to process the incident and plan for avoiding future incidents. If a student fails to serve the In-Class Lunch appropriately, student will be required to serve an Extended Time-Out in the Alternative Learning Environment.

Alternative Learning Environment

When a student is referred to the Alternative Learning Environment (ALE), they are required to follow the rules that apply to the room. While in ALE, staff expects the students to complete their schoolwork. Also, it is expected that students spend their time in ALE as an opportunity to reflect, refresh, and refocus self so that they can return positively back to the school community.

Extended Time-Out Procedures

When a student is referred to Extended Time-Out, they are required to follow the rules that apply to this designated area. While in ETO, staff expects the student to complete a packet of information related to the issue that sent them there. In addition, they must complete schoolwork that school staff has provided. An ETO will not be complete until s/he has met the criterion, which includes completing an ETO assignment and a specified time requirement. If a student does not follow the rules of ETO, this may lead to a conference with an administrator, an In-School (ISS) or Out of School Suspension (OSS).

During ETO, a student has full access to his/her special education program, including special education instruction, modifications/ accommodations and therapeutic support.

When a student has met the requirements to return to class, the crisis intervention specialist or staff member monitoring ETO will escort him/her to the classroom and will inform the classroom teacher or assistant about the student's status.

Staff will record all timeouts on the back of the student's point sheet, which are recorded and summarized monthly. (See Appendix)

Alternative Learning Environment (ALE) Decree

The purpose of the 'ALE' is a positive way for me to have constructive time away from my class so I can adjust my attitude and behavior. I will use this time wisely by considering my actions and coming up with solutions to my challenges. I will take this time to think about positive change and positive choices.

Alternative Learning Environment Rules

1. I will choose to sit quietly in the assigned area.
2. I will choose to stay in the assigned area unless I have permission to move.
3. I will choose not to disrupt others in any manner from my area by:
 - a. speaking out loud
 - b. making noises
 - c. throwing objects
 - d. teasing others
 - e. trying to use the phone/computer
 - f. using inappropriate language
 - g. or hindering others from learning in any manner
4. I will choose not to tamper with other's belongings.
5. I will choose to work on my classroom work while in the room.

Proactive Choices

Students are encouraged to use proactive coping skills whenever they feel themselves becoming angry or upset and recognize that they are in need of assistance from a staff member or are unable to remain in the classroom without acting in an inappropriate way. In addition to the self-timeouts described earlier (see Timeout Procedures, p. 27), students may fill out an appointment slip at any time to request individual time with a staff member. This time may be spent in conversation, going for a “walk and talk”, or otherwise venting or working through their difficulties in a productive and appropriate way. When filling out an appointment slip, students should complete all the information requested and then ask the supervising adult to initial at the bottom. The slip is then placed in a box outside the therapy room. Students may specify the adult he/she wishes to see or will otherwise be met by the first available therapist, administrator, or staff designee. Students are still able to earn points on their point sheet during an appointment provided they are using the time effectively. Upon return to the classroom, they are expected to request any makeup work from the time they were not in the classroom and complete during free time or as homework.

Appointment slips may also be used to request mediation with another person(s) with whom a student is in conflict. Mediation is intended to provide the forum and structure for disputants to openly discuss a problem and reach effective and peaceful solutions. The staff member who facilitates the mediation session will also assist the disputants in completing the Mediation Report Form. The staff member who responds to an appointment slip or facilitates mediation will record the necessary information in the Appointment Slip Log.

Other proactive choices may be developed and reinforced for students on an individualized basis through behavioral contracting.

STAFF TRAINING METHODS

In order to ensure that we are fulfilling our staff roles, which facilitate the positive growth of our students, staff receives training in behavior management, classroom management, and physical restraint techniques. Methods used to train staff include, but are not limited to, Professional Development Meetings, weekly staffing, outside consultants, workshops, and conferences.

MOTIVATIONAL ACTIVITIES

The motivational activities and rewards include earning Pathways Bucks on a daily basis, Friday clubs, student council, school store, school bank, coupons, and level system privileges. In addition, the school offers a variety of other activities to encourage positive behaviors. These may include Student of the Month awards, individual student contracts, classroom contracts, class officer positions, Honor Roll, recognition at the Quarterly Awards Program, field trips, sports teams, and community service opportunities

Ways to Earn Friday Activity (Clubs)

Students that earn four successful days out of a five-day week and have completed homework will be eligible to participate in Friday Activity (Clubs). Three successful days and have completed homework are also required during a four-day week. Two successful days and have completed homework are needed during a three-day week. Students must wear uniforms and complete homework every day of the week in order to earn clubs. This can be achieved by wearing school provided clothing if the student is unable to wear his or her own uniform for some reason. Absences are considered neither successful nor unsuccessful. Students must achieve the required days and homework completion regardless of absence from school in order to earn clubs.

Ways to Earn BONUS TICKETS

Staff will reward students for exhibiting appropriate behaviors and demonstrating behaviors that lead to their personal goals. When students are seen putting extra effort into an assignment, finding a resolution to a difficult situation, going out of their way to help others, and/or showing other acts including random kindness, staff will issue Bonus Tickets as a reward. Each Bonus Ticket is equivalent to five (5) Pathway Bucks

Procedures for Earning and Spending Bucks

Bucks will be given at the end of each school day and entered into the student's bankbook. The amount will be determined by tallying the number of points earned at the end of each school day, i.e. 10 points = 1 Pathway Buck.

Students must keep track of their own bankbook and bonus tickets and are **required** to maintain a minimum balance in the school's bank.

School Store Guidelines

The school store provides an opportunity for students to buy items with the Pathways Bucks they have earned.

The school store is available during the last period and PM homeroom. Staff members, along with identified students (e.g. student council and transition level) will be responsible for operating and maintaining the school store. School store will be made available to students depending on their level and number of items allowed. School supplies can be purchased any day during A.M. Homeroom. The schedule is as follows for snacks and other items:

Level 4-N/A

Level 3-Thursday and Friday

Level 2-Wednesday, Thursday, and Friday

Level 1-Tuesday through Friday

Transition Level- Monday through Friday

Any student with an outstanding fine or community service must resolve all obligations before participating in use of the School Store.

Banking System

Students on Transition level, student council, and Pathways staff will operate the Pathways Bank. The purpose of the bank is to ensure that students have money available to pay for the fines that they will incur for any infractions that happened during the day while also, developing students interests and skill in banking and saving. Students are required to maintain a minimum balance, determined by staff, which will be used to pay all fines. The banking procedures are as follows:

- a) The bank is open during each lunch/recess periods.
- b) Staff indicates on point sheet that student received a fine in class
- c) Staff attaches bank withdrawal slip with amount of fine to point sheet
- d) Student can pay fines in class or at the bank.
- e) Student must deposit **all** monies earned until the minimum balance is met. The minimum balance **must** be maintained in the account
- f) Once the student meets the minimum balance s/he can choose to deposit money in the bank or keep his/her money.
- g) The bank will maintain an accurate record of each student's available funds.
- h) Students will be given their balances at the bank
- i) If students have funds available they can withdraw money to use at the school store.
- j) If student earns two ETO in a day s/he will have a minimum 1 period of ISI.
- k) If students have outstanding balances (fines) they cannot use the school store until the balance is paid in full.
- l) The bank is responsible in alerting the school store of those students with outstanding balances.

Contracts

Contracts may be suggested by a student or staff member as a means of providing additional incentive for that student to increase a specific positive school behavior or to decrease a negative behavior. The student and/or involved staff member will meet with that student's therapist to choose a target behavior, positive incentive or reward, and means of measuring behavioral change. The therapist will then present the proposed contract to the rest of the staff during a staff meeting for their feedback. If the contract is approved, an appropriate staff member will be designated to monitor the progress and dispense the agreed upon incentive when earned. (see page 37)

Contract Guidelines:

- The target behavior must be specific and measurable and the expected results achievable,
- The measurement of the target behavior should be recorded on the student's point sheet or a suitable visual measuring tool (e.g. a graph, thermometer, puzzle) which clearly illustrates results and can be maintained as a record,
- Incentives should generally correspond with the existing token economy (Bucks) but may be original if agreed upon by the staff,
- All contracts should be time-limited, ranging from one class period to one month,
- Once the student has been successful with a contract, a slightly more challenging contract may be established – one with a more difficult target behavior, a higher frequency of the original behavior, or a longer time period. Renewed or renegotiated contracts must again be presented to the entire staff for approval as with the original contract.
- Contracts may be designed for individual students, a class group, or the entire student body.
- The principal must grant approval for any individual contracts that exceed a \$5 expenditure and group contracts that exceed \$25.

Appendix A.....Point Sheets

Name: _____ Date: _____ Level: _____		AMIR 8:20-8:40	PERIOD 1 8:40-9:28 Reading	PERIOD 2 9:31-10:19	PERIOD 3 10:19-11:04	PERIOD 4 11:07-11:52	PERIOD 5 11:52-12:12	PERIOD 6 12:15-12:37	PERIOD 7 12:40-1:25	PERIOD 8 1:28-2:13	PMIR 2:16-2:30	TOTALS
Personal & Behavior Goals												
1.												
2.												
3.												
4.												
Completing Assignments/Tasks												
Positive Interactions w/ Staff & Peers												
Control Body Boundaries												
Stay on Task												
Prepared to Work & Learn												
Dressed in Appropriate Uniform												
TOTALS												
Agenda Book												
Bonus Tickets Earned												
FINES/ Detention	Detention											
	Fines/ Staff Initials of Fines Paid	/	/	/	/	/	/	/	/	/	/	/
Totals	T.O. Earned= _____	ALE Visits = _____				SUCCESSFUL DAY Y N						
	Detention Earned= _____ (-4 points each)	ETO Visits = _____ (-4 points each)				Student Initial _____						

