

The Pathways School
Northwood
Behavior Management
Handbook

2009-2010

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**THE PATHWAYS SCHOOL - NORTHWOOD
BEHAVIOR MANAGEMENT SYSTEM MANUAL**

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INTRODUCTION

The purpose of the Behavior Management System (BMS) at The Pathways School- Northwood is to motivate students and to engage them in displaying appropriate behaviors. 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 the students themselves, and an incentive of positive rewards as students experience and display their progress.

Students are evaluated by the staff during each period of instruction to allow for continuous feedback from staff. Students are also asked to identify one positive aspect of 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 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 BMS includes the daily behavior sheet, a level system, and a number of motivational activities/privileges. The student receives a behavior sheet each morning in homeroom and is required to carry this sheet to each class. (Points are earned on a daily basis for appropriate behavior and work in each class period.) In this way, students are provided with the opportunity to receive a variety of feedback from different staff members. This also allows students to experience mistakes without feelings of failure and begin to identify their strengths and weaknesses.

The behavior sheet contains four categories of points: social skills points, task points, individual goal points, and uniform compliance. These categories include many of the skills required to be a successful student and a successful adult within our society.

Within the Behavior Management System, students are able to earn many privileges and rewards. These include Pathways Cash (PCs), Character Building bricks, and various field trips. These privileges are earned for appropriate social skills, task completion, bonuses and for movement within the level system. Each of these is explained in detail in the section entitled Motivational Activities.

By providing this comprehensive system of practice and rewards, the Pathways staff hopes that students will take full advantage of the incentives offered in order to facilitate positive behavior and academic skill development. Most importantly, we hope to empower each student with the internalized skills necessary for successful functioning in the behavioral and academic arenas.

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

- Point sheets
- Level system movement
- Gradelink progress reports, and
- Observation

All students and staff are expected to participate in the behavior management system and follow it consistently. Contracts may also be utilized for specific situations.

PARENT/GUARDIAN/STUDENT EXPECTATIONS FROM STAFF

Administrative Expectations

- Students:
- * **To accept responsibility for his/her own behaviors;**
 - * **To take advantage of all aspects of the NW program (educational and therapeutic);**
 - * To identify goals for him or herself and employ the assistance of the Pathways' staff in realizing such goals;
- Parents/Guardians:
- To participate in the development of the educational and therapeutic program for the student;
 - * **To attend orientation, IEP meetings.**
 - * **To be available and accessible to school personnel when needed i.e., conferences, emergencies, phone conversations, scheduled school events, etc;**
 - * To support the NW program with students and function as a "team" member working with the staff, including sharing important relevant information
 - * **To monitor student Gradelink progress reports.**
 - * **To submit absent notes within 3 days of student return in order for the absence to be considered excused**

Educational Team Expectations

- Students:
- * To fully participate in academic classes;
 - * To communicate with teachers regarding any problems with academic situation, i.e., homework issues, supply issues, etc;
 - * To complete all requirements for the academic class in order to receive a passing grade credit.
- Parents/Guardian:
- To communicate with teachers regarding any problems/issues noticed at home as related to academic tasks;
 - * To facilitate the completion of academic tasks at home;
 - * **To encourage students to do their best in academic tasks and provide necessary materials.**

Therapeutic Team Expectations

- Students:
- * **To fully participate in the therapeutic program provided at NW i.e., individual therapy, and group therapy**
 - * To function as a team member with assigned therapist in identifying and working on personal issues for purposes of social/emotional growth;
 - * To recognize any situation as the potential for personal growth.
- Parents/Guardian:
- To fully participate in family support services provided, i.e., family nights, guest speakers, referrals to other agencies;**
 - * To participate in the development of social/emotional goals and activities for the purposes of student growth
 - * To support therapeutic program at NW and provide opportunities in the home for practice of appropriate learned skills at school
 - * To assist with coordination of outside therapists for sharing of information, etc.

SCHOOL SAFETY

It is essential that students feel safe in their learning environment. In order for that to happen, it is necessary for staff, students, and families to work together. We will do everything we can to promote a safe environment.

In addition, as stated in our manual, weapons, drugs, matches, lighters, pagers, laser pointers, and any other contraband items are not allowed. Book bags must be clear or mesh in order to be allowed in school. Any other type of book bag will be kept until a parent can pick it up. Purses should be no larger than 6 inches high and 12 inches across, and will be checked each morning. No drawings, photos, or catalogs containing materials related to weapons or pornography will be allowed in school. No glass or ceramic containers or dishware are permitted with lunches. Walkmans, Ipods, MP 3 players, earbuds, headphones, etc. and other personal electronic devices will continue to be turned in with CD's and phones/communication devices upon arrival where they will be kept in a locked cabinet. Other entertainment devices, such as Gameboys, mini DVDs, etc. are also to be turned in and cannot be used in school. Any other additional items, such as fitness clothes, etc. will be kept in a plastic grocery bag in the students' homerooms.

Students are not allowed to lend their possessions to or borrow them from others; this includes money, electronic equipment, clothing, accessories, lunch, etc. If lending/borrowing becomes a problem, the parent/guardian may be notified and may be asked to come for a discussion.

Should a student exhibit behavior compromising the safety of him/herself, and/or others, the parents/guardians will be notified as soon as possible. They will be requested to remove the student from the school. The administration has the right to notify the police for assistance if needed.

Bullying, posturing, taunting, mocking, gesturing, and any other form of harassment, including harassment related to sexual identity, etc. will not be tolerated. Threats of any sort, regardless of intent, will also be taken seriously. Consequences will be given should this occur. Parents and the county personnel will also be notified. Police may also be notified and legal action may be taken.

Ensuring the safety of others includes refraining from any gang comments, gestures and affiliations during school time. Thus, no gang writings/symbols can be written anywhere in school. Along those same lines, anything that would be generally considered disturbing or offensive (such as 666, etc.) is prohibited.

Cell Phone Policy

Cell phones are not considered necessary for school. Should a student have the need to bring one to school, it should be turned in upon arrival at school and will be returned upon scheduled departure. It will be kept safely in the office. Many cell phones now have camera, video, and other options. Students are not to text message, take photos, videos, etc. of anyone else (students or staff) in school or on the bus. Should a student neglect to turn his/her phone in and it is seen, used or on during the course of the school day, it will be confiscated, and parents/guardians will be notified. The phone will be returned to the guardian/parent when he/she is able to come during school hours. It will be our expectation that cell phones will not return to school for students that consistently do not follow the policy.

DRESS CODE REVISED FOR 09/10

The uniform will consist of khaki (tan) cotton blend pants and a navy (dark) blue shirt. (Round neck shirts, solid tee shirts, collared shirts, navy sweatshirts, and turtlenecks are acceptable.) **There is not to be writing, or drawing of any kind across the front or back of the shirts, jackets, and sweatshirts,** etc. (Small logos are acceptable.) Knee length khaki shorts may be worn as appropriate for the outside temperature. The body is to be covered continuously from the neck to the bottom of the pants (or shorts). **Pants must be the appropriate size for the actual waist** in order to eliminate excessive bagging and sagging. **No undergarments or skin should be visible at all. Plain belts and buckles should be worn.**

Jackets are not to be worn in the building.

Items that are not approved:

Transparent or sheer materials

Tank tops or midriff crop tops

Flannel fabrics/pajamas/loungewear

Long sleeved shirts other than navy blue if they are visible under short sleeved shirts/uniform

Any kind of denim (pants, shirts, jackets)

Shirts tied in the back

Stretch, tight, or form fitting clothes

No cargo style pants (baggy pockets on the sides)

Clothes tied around the waist

No bandanas

No hanging chains

No Heelies sneakers

No heels over 1 ½ inches

Slippers or flip flops

No hats or head coverings are to be worn in the building, unless special permission is granted or a level privilege is being exercised. Hats must be turned in upon arrival.

No bandanas are allowed at any time.

No provocative accessories (spiked dog collars, playboy, etc.)

No jewelry that can be used as weapons

No sunglasses

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. Students who come to school totally out of uniform will be required to restart their current level. This may happen one time, and student will drop a level for a second occurrence.

STUDENT BEHAVIOR SHEET – NORTHWOOD

Name _____ Level _____ Date _____

Periods	Breakfast	1	2	3	4	5	6	7	8
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Social Skill Points:									
1. Demonstrate respect towards others									
2. Control body boundaries (including remaining in designated area)									
Task Points:									
1. Participate appropriately in class activity									
2.									
Individual Goal:									
<i>Total for each period</i>									
<i>Total PC's Earned each period</i>									
Uniform compliance (yes or no)									
Staff Signature									

Total Points Earned _____ % of Points Earned _____ Total PC's Earned _____

Successful Day _____ **Unsuccessful Day** _____

One good thing about today _____

	Breakfast	1	2	3	4	5	6	7	8	Dismissal
Hallway Behavior										

Students will earn a 1 or a 0 for movement in the hallways. These points will be assessed throughout the day by staff.

(Students earning all their respect goal points, will also earn a 50 pc bonus at the end of the day.)
 Students who are out of uniform during the day may not purchase from the school store that day, and will not be eligible for participation in Friday activity that week.

Period	Class	Comments
Breakfast Destination: _____ Initials: _____		
1 Destination: _____ Initials _____		
2 Destination: _____ Initials- _____		
3 Destination: _____ Initials- _____		
4 Destination: _____ Initials: _____		
5 Destination: _____ Initials: _____		
6 Destination: _____ Initials: _____		
7 Destination: _____ Initials: _____		
8 Destination: _____ Initials: _____		

SOCIAL SKILLS POINTS

1. **DEMONSTRATE RESPECT TOWARDS OTHERS**

Student will:

- accept decisions made by authority figures and, if in disagreement, express questions or concerns appropriately; avoid rolling eyes at others, mumbling under breath, snickering
- no side conversations
- address staff and peers by appropriate name
- respond appropriately to peers by avoiding: name calling, arguing, threats, harassing, sexual comments, sarcasm, cursing at peers, provoking, horseplay, and inappropriate gestures
- Refrain from bullying, gossiping/speaking about anyone in the room or not
- No joning or discussion of outside issues (clothing, family or other) while in class

2. **CONTROL BODY BOUNDARIES**

Student will:

- Refrain from ANY aggressive/sexual physical contact with peers and staff*;
- Maintain appropriate physical boundaries of self and others;
- Maintain body in acceptable fashion, i.e., sitting in chair appropriately, utilizing only assigned space at table or desk.
- Remain in designated area;
- And report directly to designated area

* In addition to losing Control Body Boundary points, aggressive and/or sexual physical contact with staff or students constitutes automatic out-of-school suspension. Students who are suspended from school are expected to participate in a re-entry conference with staff AND parents present.

TASK POINTS

1. PARTICIPATE APPROPRIATELY IN CLASS ACTIVITY

Student will:

- accept assigned tasks willingly;
- listen, read, and follow directions in class;
- arrive to class on time and directly from previous class;
- have required class materials;
- accept and follow directions given from staff members;
- act upon given directions in a timely fashion;
- begin task in a timely manner and remain on task throughout class period;
- if appropriate, question staff directions utilizing appropriate channels;
- when appropriate, be able to work independently;
- follow steps as given by staff to complete tasks;
- submit completed tasks to teacher upon request;
- see teacher if completed assignment;
- focus on task at hand.

INDIVIDUALIZED POINTS

The individual goal point of each student addresses a specific behavior or task which is identified by the staff each day. It is our hope that students will utilize this opportunity to reflect on goals that they need to accomplish each day and those that they are willing to work on with staff assistance. Additionally, one (1) task goal will be selected from the student's IEP for individualized goals. These will be monitored and adjusted periodically based on progress.

HALLWAY BEHAVIORS

Expectations for behaviors in classes have been described previously and these appropriate behaviors should also be demonstrated outside of class while students are moving to the next class, using the rest room, going to the office and moving in the large hall at dismissal time. Students are accountable for their behaviors throughout the school and school day. Rowdiness and inappropriate language are not acceptable during these times.

Students will earn either a 1 or a 0 for behaviors in the hallways between classes, and at dismissal time. Students will earn a 1 for moving appropriately and directly from one area to another. Students who wander out of area, linger behind in class, roughhouse or have any type of physical contact, threaten, curse, or otherwise are considered unsuccessful for hallway behavior will earn a 0. Staff will make adjustments to points in this section at different times throughout the day based on behaviors that they observed in the hallways. These points will be added to a student's total points before the points are averaged for the day.

BONUS CASH

Students have the opportunity to earn bonus cash that encourages homework completion, and showing respect towards others. This cash is made available in order to offer students extra incentive to demonstrate and internalize appropriate academic work skills. Bonus cash will be awarded weekly for 85% or more homework submitted based on class reports. The homework bonus of \$100.00 in Pathways Cash will be awarded by the student's teacher. On a daily basis, student will earn 50 PCs for earning all their points for the "Respect to others" goal. This "cash" will be given at the end of the day or the next morning.

POINT SHEET PROCEDURES

RULES FOR STUDENT BEHAVIOR SHEET

1. Students may earn two points for each social skill behavior, task completion behavior, and individual goal behavior during each period. Students can earn a maximum of ten points for each period. Four of these are social skill points, four are task points, and two are for the individual goal point. Some students might have point sheets that are customized further to meet their needs.
Note: Students will have the description of point sheet goals attached to their point sheets during the first few weeks of school.
2. Students are responsible for carrying their point sheets to each period and submitting them to staff members as they enter class. Students on the gold level after thirty days are not required to submit their point sheets at the beginning of the period, but must obtain staff signatures at the end of each period for staff acceptance of their points. Students who do not turn in their point sheets will not be allowed in class. Students who fill in their points, or who alter staff points, comments, or initials on the point sheet will receive zero points for the day.
3. Students that intentionally alter the sheet through the following but not limited to – crumpling, stomping, scribbling, poking holes, etc. will need to repair their point sheet and, will forfeit points previously earned. If needed, a new copy will be made by staff.
4. Point sheets will be distributed by staff at the door at the end of each period. Occasionally a point sheet will be lost or misplaced and a new sheet will then be prepared beginning at the period in which it was restarted. All previous points will be lost. Point sheet replacement and awarding of points may depend on circumstances (such as field trips, etc).
5. Students who do not complete morning tasks will lose all their points and PCs for the previous day.
6. Students that sleep for any part of a period (except for lunch) receive all zeros for that period. Extenuating circumstances will be reviewed.
7. Students not participating or dressed appropriately for PE class will not earn any points.
8. Students who refuse to carry a point sheet will see the intervention specialist. A student may return to class when ready to carry the sheet.

STAFF INSTRUCTIONS FOR COMPLETION OF THE STUDENT BEHAVIOR SHEET

1. Master copies of individualized point sheets are kept in the school office. Blank point sheets should have holes punched in them before students receive them.
2. Each first period teacher is responsible for providing students with a behavior management book that includes copies of student's individualized point sheets. Teachers are also responsible for identifying an area in their classrooms for submission of the behavior sheets in order to offer the students consistency for completion of behavior management tasks.
3. The team is responsible for identifying individual goals for students on orientation through blue levels. Staff will also identify a task goal for each student for those particular levels, which will be reviewed and/or changed after each marking period or appropriate length of time.
4. Each first period teacher is responsible for identifying an area for the behavior notebooks of each student to be stored. These notebooks will include the behavior management handbook, student behavior point sheets for the month, the level sheets for each student, and the schedule of each student.
5. Students are able to earn a maximum of two points for each social skill, task and individual goal item. One point may be awarded if the student demonstrated the noted skill(s) for part of the period. Staff indicates the earning of each point by marking each box with a "2" or "1". Staff indicates that student did not earn a point by marking a "0" in the box.
6. Staff must write their initials in the appropriate boxes for each class period, and anytime a change is made.
7. Staff is provided with a space on the back of the point sheet for comments regarding each period. The purpose of this section is to provide students with feedback regarding their behaviors and task completion during the course of the school day. These comments should be specific, objective, and non-judgmental although they may be positive or negative depending upon student behavior and task completion during the class periods. These comments are also useful in providing feedback to parents and when assessing the educational and therapeutic programs of each student.
8. Staff must ensure that he or she allows approximately five minutes before the end of each class period for the completion of point sheets and the distribution of Pathways Cash for the period. This enables students to arrive at classes in a timely fashion.
9. Should a student and staff disagree on the awarding of points, they will have a conference to explain their views. A student may not go directly to the administrator to get points changed. The administrator may facilitate a conference with the student and staff involved.
10. Staff should indicate "yes" or "no" in the Uniform Compliance section each period.

TABULATION OF POINTS

Social workers are responsible for the collection and tabulation of behavioral data for each student. This data is an objective way to assess progress within the school's therapeutic program. This data may also be utilized in the development of social/emotional goals for individual students. Social workers are also responsible for recording this data on Gradelink progress reports which are submitted to parents through Internet, e-mail, fax or by the student. These progress reports indicate the percentages of social/emotional points as well as task and individual goal points each student has earned for the week, as well as class assignments, homework assignments, privileges, and interventions.

Therapists are responsible for the accumulation of this behavior management data each week. The daily point sheets, and the level system sheets are maintained by the students and therapists in their behavior notebooks. Students are responsible for keeping their point sheets in an orderly fashion in their behavior notebooks. Point sheets that are stuck in the books loosely, that are incomplete and/or without dates, and missing point sheets, will be calculated as zero on the level system sheets, if not completed within twenty-four hours. Point Sheets are then collected at the end of the month and kept on file.

MORNING TASKS FOR STUDENTS

1. Upon arrival for first period, behavior management tasks will be done during the first five minutes. Students will obtain an individualized point sheet from an assigned location.
2. Place completed point sheet in Point Book and fill in the level sheet.
3. Get out a new point sheet and write the date on the appropriate line.
4. Once these tasks are completed, place the point sheet in the designated area for point sheets in the classroom/area.
5. Attach appropriate sheet (basketball, contract, etc.) if required. Failure to do so may prohibit participation in the special activity for the day.

MORNING TASKS FOR TEACHERS

1. Maintain behavior management books with necessary forms in the designated area. Be sure that students are aware of the designated area.
2. Check the previous day's point sheet for point totals and averages, check for level sheet completion.

AFTERNOON TASKS FOR TEACHERS

1. Provide a designated area for students to submit their behavior sheets.
2. Maintain behavior notebooks for each student, which will include behavior sheets to be collected on a monthly basis, and level sheets, which will indicate each student's daily movement within the level system.

**Students who alter their PC's in any way may lose all PC's previously earned and will receive PC sheets with the number written out by the teacher or staff issuing the PC's.*

THE LEVEL SYSTEM

The Behavior Management System (BMS) at Pathways - Northwood includes a level system. The goal of such a system is self-management through which students learn the behaviors of self-reinforcement. Additionally, students learn that their personal behavior improvement results in positive, earned privileges.

As students progress through the level system, they are expected to exhibit increased self-awareness and responsibility for their actions. As students move towards the Gold Level, the behavioral expectations and privileges provided for acceptable behavior are altered toward the eventual goal of total self-management. In recognition of the student's emotional and personal growth, he or she is given increased responsibilities, additional privileges, and the constraints of the program for the student become more relaxed.

Students ready to move up the Level System will show the first period teacher the completed level sheet for the current level. This form will be reviewed by the teacher and the principal will be consulted regarding the student's grades. Providing that the student has a passing grade in all subjects, he or she will be given a new level sheet for the next day. Students failing one or more subjects will remain on level until passing grades are earned, provided the student has not exceeded the number of unsuccessful days. Any student requesting to move to the Gold Level will need to schedule a meeting with the Principal, therapist, and teacher representative once the entire team has expressed support.

EXPLANATION OF THE LEVEL SYSTEM

The level system includes seven levels. All new students and students on the Pink Level from the previous year begin the school year on the Orientation Level and progress through the levels throughout the school year. Returning students on the Purple Level or higher will begin at the level on which they left in June.

Students are able to move towards the Gold Level based on the criteria for each level. There are three primary qualifications to move through the levels -- the appropriate number of successful days for each level which is based on a specific percentage of points earned, not exceeding the number of unsuccessful days for that level, and passing all classes.

Specifically, the following requirements must be met in order for students to move from one level to the next. Excused absences are documented on the level sheet but do not count towards or against movement. Suspensions and unexcused absences are also documented and count as an unsuccessful day with zero points.

Orientation Level:

All students are on Orientation Level for the first five days of their enrollment. After this period, all students automatically move to the Pink Level. There is no specific percentage of points that must be earned.

The Pink Level:

The student must earn three successful days on the Pink Level before progressing to the next level. Students on the Pink Level must earn 70% of their points in order for days to be considered successful. The student is allowed to have only three unsuccessful days during this time period. On the fourth unsuccessful day, the student must begin the Pink Level again. Students restart the level if he or she has been out of uniform.

The Purple Level:

The student must earn five successful days on the Purple Level before progressing to the next level. Students on the Purple Level must earn 75% of their points for days to be considered successful. The student is only allowed to have four unsuccessful days during this period. On the fifth unsuccessful day, the student will drop to the Pink Level. The student will restart the level if he or she has been out of uniform once. The second time the student is out of uniform the student will drop to the previous level. This happens on each of the levels above Pink Level.

The Orange Level:

The student must earn eight successful days on the Orange Level before progressing to the next level. Students on the Orange Level must earn 80% of their points in order for days to be considered successful. The student is allowed to have five unsuccessful days. On the sixth unsuccessful day, the student drops to the Purple Level.

The Green Level:

The student must earn 10 successful days on the Green Level before progressing to the next level. Students on the Green Level must earn 85% of their points in order to be considered successful. Students are allowed four unsuccessful days, and will drop to the Orange Level after the fifth unsuccessful day.

The Blue Level:

The student must earn 15 successful days on the Blue Level before progressing to the next level. Students on the Blue Level must earn 90% of their points in order to be considered successful. Students are allowed 3 unsuccessful days and will drop to the Green Level after the 4th unsuccessful day.

Students wanting to move to the Gold Level should request a meeting with the principal, who will schedule the meeting with the student, the homeroom teacher and therapist.

The Gold Level:

The student remains on the Gold Level unless he or she earns more than two unsuccessful days. Students on the Gold Level must earn 95% of their points in order for days to be considered successful. Students who have earned twenty successful days on the Gold Level, are considered eligible for discussion of transition/mainstreaming. On the third unsuccessful day, the student drops to the Blue Level.

Point sheets will be on colored paper, matching the student's level.

MOVEMENT WITHIN THE LEVEL SYSTEM

Once students have met the criteria of successful days for his/her current level, the student is eligible for movement to the next level. In order to move from one level to the next, students must submit his or her level sheet to the first period teacher for review. The teacher will check with the principal regarding the student's grades. Once it is clear that the student is passing all subjects, the student will be given a level sheet for the new level.

Movement from the Orientation Level to the Pink Level is an automatic progression for all students. There is no requirement for successful days or for grade average. The Orientation Level is the level during which students become familiar with and motivated by the Behavior Management System. Students do not return to the Orientation Level for the remainder of the school year. While on the Orientation Level, students have access to all the level privileges.

Movement to the upper Levels requires the students to meet the criteria for successful days, without exceeding the specified number of unsuccessful days, and be passing all classes. A decision regarding movement to the next level will be determined by the student's homeroom teacher after reviewing the level sheet. Upon approval, the student will receive a new level sheet. Students on specialized contracts may progress differently within the system.

In addition, students moving to the Gold Level are required to:

*submit, in writing, at least a one page, four paragraph paper stating what personal accomplishments have occurred at Pathways-Northwood and why he or she should be a Gold Level student. After the paper has been submitted and read by all staff members, the student must meet with staff to answer any questions and to support the written statements,

Or

*request a meeting with at least the first period teacher, his or her therapist, and the Principal present. At this meeting the student must present his or her statement orally and then answer questions asked by staff present. Only after all staff agrees, may a student progress to the Gold Level.

Gold Level students are encouraged to write their own individual goals. Staff will check for appropriateness. Students on the Gold Level are considered eligible for transition or mainstreaming. These students must complete twenty successful days on the level and have a minimum of a B average in order for this process to begin. Students can negotiate personal contracts with the principal after 20 successful days on the Gold Level. Consideration for transition may also be impacted by the availability of a school placement.

Additionally, students who have had the following difficulties while on the Gold Level may be required to complete an extended period on the Gold Level before being considered for transition:

- Extended time outs and in-school interventions
- Grade point average below 85
- Bus referrals

- Out-of-school suspensions
- Failure to complete homework assignments or failure to complete classwork assignments
- Unexcused absences

This period will be decided upon by a staff review of the student's behavior and academic performance while on the Gold Level.

First time movement to the Purple, Orange, Green, and Blue Levels entitles a student to a \$5.00 gift card or something of equal value. Movement to the Gold Level entitles a student to a \$10 value item. A student will not receive a reward the second time he or she moves up that level.

Graduation Level

Seniors who are anticipating graduation in the spring will start a step down process at the beginning of the third quarter. Seniors will be considered at that point to be on the Graduation Level and will co-sign their point sheets each period. Beginning at the fourth quarter, seniors will sign their point sheets alone and get staff comments for each period. Success is determined by the senior's willingness to receive feedback from staff and his/her willingness to maintain positive behavior without the immediate feedback of points. Students may still be given ISI and other consequences for inappropriate behaviors. January graduates will begin the step-down process in the 1st quarter with staff co-signing their sheets. The independent signing level with staff comments will occur in the 2nd quarter of the fall semester.

The Level System Privileges

The Gold Level

- Driving to school (as per specified contract)
- Monthly bookstore trips
- No uniform twice per month (preapproved)
- Off grounds for lunch monthly(at own cost)
- Enter building upon arrival in the morning
- Customize goals and privileges (preapproved)
- Award own points after 30 days on this level (co-signed by staff)
- Meet with Principal to discuss transitioning
- Use 3,000 PCs for purchase other than a book

The Blue Level

- Microwave two items
- Buy two items at school store
- Monthly afternoon activities
- Free period off monthly (preapproved)
- No uniform once per month (preapproved)

The Green Level

- Buy school store each day
- Participate in sports activities
- Buy Pizza on Fridays
- Run for student government
- IPOD tune download (appropriate tune, one per month)
- Buy school store item at the end of the day

The Orange Level

- Heat one item at lunch
- Buy one item at school store on Wed/Thurs/Fri
- Buy one non-food School Store item

The Purple Level

- Buy from School Store on Thurs/Fri
- Wear hat on Fridays

The Pink Level

- Buy one (non-heatable) item from School Store on Fridays

Orientation Level is the first five days of enrollment and all privileges are available to students on this level.

Note: Peanut Butter and Jelly sandwiches will be made each day for students needing a lunch, and they can be purchased for 25 PCs or 25 cents regardless of level.

INSTRUCTION FOR COMPLETION OF STUDENT LEVEL SHEETS

Students receive new level sheets from their homeroom teachers each time he or she begins a new level. Once the sheets are complete, they are stored in the behavior notebooks kept in the homerooms and remain in these notebooks for the school year unless removed by staff.

The level sheet consists of the appropriate number of boxes of successful and unsuccessful days for each level. The following figure is an example of the boxes found on the sheet for the Orientation Level.

1	2	3	4	5

5 SCHOOL DAYS; START THE PINK LEVEL

If a student has a successful day, he or she writes the days date in the box below. This is completed in the set of boxes marked successful days. If a student has an unsuccessful day, he or she would follow the same procedure in the boxes marked unsuccessful days.

If a student has an excused absence, the day is not indicated in either set of boxes. The student writes the date in the space provided at the bottom of each level sheet.

If a student has a suspension or an unexcused absence, the day is indicated in the set of boxes marked unsuccessful days. In addition, if a student has demonstrated any type of physical aggression or destruction of property – including graffiti- the day will automatically be considered unsuccessful.

Once the sheet is completed for successful days or unsuccessful, the student is eligible to move upwards to the next level or must move downwards to the level immediately below.

ANY MANIPULATION OF A POINT SHEET (e.g. SUCH AS CHANGING POINTS, SIGNATURES, FILLING IN, ETC.) OR FAILURE TO FILL OUT SHEET RESULTS IN ZERO POINTS FOR THAT DAY.

LEVEL SHEET FOR THE ORIENTATION LEVEL
2009- 2010

Name _____ Homeroom _____

DIRECTIONS:

WRITE THE DATE IN THE BOX BELOW.

1	2	3	4	5

5 SCHOOL DAYS; START THE PINK LEVEL!

EXCUSED ABSENCES:

* Write the dates here:

UNEXCUSED ABSENCES:

* Write the dates here:

LEVEL SHEET FOR THE PINK LEVEL
2009 - 20010

Name _____ Homeroom _____

SUCCESSFUL DAYS-DIRECTIONS:

Write the date in the box below for days with percentage of 70% or above.

1	2	3

YEAH!! 3 SUCCESSFUL DAYS; YOU ARE NOW ELIGIBLE FOR THE PURPLE LEVEL!!! *

UNSUCCESSFUL DAYS--DIRECTIONS:

Write the date in the box below. Unexcused absences and suspensions are to be written here as unsuccessful days.

1	2	3

**MORE THAN 3 UNSUCCESSFUL DAYS? KEEP TRYING!!
RESTART THE PINK LEVEL.**

EXCUSED ABSENCES--DIRECTIONS:

Write the days here. They do not count as successful or unsuccessful days.

*I have the required days and am passing all classes to go the Purple Level. I must show this form to my first period teacher!

Note: If student receives more than two No's for uniform compliance on a point sheet, put the date here. Student will restart level for this infraction.

**LEVEL SHEET FOR THE PURPLE LEVEL
2009 - 2010**

Name _____ Homeroom _____

SUCCESSFUL DAYS-DIRECTIONS:

Write the date in the box below for percentage of 75% or above.

1	2	3	4	5

<i>CONGRATULATIONS!! 5 SUCCESSFUL DAYS; YOU ARE ELIGIBLE FOR THE ORANGE LEVEL!!*</i>
--

UNSUCCESSFUL DAYS--DIRECTIONS:

Write the date in the box below. Unexcused absences and suspensions are to be written here as unsuccessful days.

1	2	3	4

MORE THAN FOUR UNSUCCESSFUL DAYS? DROP TO THE PINK LEVEL.
--

EXCUSED ABSENCES--DIRECTIONS:

Write the days here. They do not count as successful or unsuccessful days.

*I have the required days and am passing all classes to go to the Orange Level. I must show this form to my first period teacher.

Note: If student receives more than two No's for uniform compliance on a point sheet, put the date here. Student will restart level once for this infraction. The second time this happens student will drop to the Pink Level.

--

LEVEL SHEET FOR THE ORANGE LEVEL
2009 - 2010

Name _____ Homeroom _____

SUCCESSFUL DAYS—DIRECTIONS write the date in the box below for percentages of 80% or above.

1	2	3	4	5	6	7	8

*OUTSTANDING!!! 8 SUCCESSFUL DAYS; YOU ARE ELIGIBLE FOR THE GREEN LEVEL!!!**

UNSUCCESSFUL DAYS--DIRECTIONS

Write the date in the box below. Unexcused absences and suspensions are to be written as unsuccessful days.

1	2	3	4	5

UNSUCCESSFUL 6 DAYS? DROP TO THE PURPLE LEVEL.

EXCUSED ABSENCES--DIRECTIONS:

Write the days here. They do not count as successful or unsuccessful days.

*I have the required days and am passing all classes to go to the Green Level. I must show this form to my first period teacher.

Note: If student receives more than two No's for uniform compliance on a point sheet, put the date here. Student will restart level once for this infraction. The second time this happens student will drop to the Purple Level.

**LEVEL SHEET FOR THE GREEN LEVEL
2009 – 2010**

Name _____ Homeroom _____

SUCCESSFUL DAYS-DIRECTIONS: Write the date in the box below for percentages of 85% or above.

1	2	3	4	5	6	7	8	9	10

*SUPERB!! 10 SUCCESSFUL DAYS! YOU ARE DOING AN EXCELLENT JOB!!**

UNSUCCESSFUL DAYS--DIRECTIONS: Write the date in the box below. Unexcused absences and suspensions are to be written here as unsuccessful days.

1	2	3	4

DO YOU HAVE 5 UNSUCCESSFUL DAYS? DROP TO THE ORANGE LEVEL.

EXCUSED ABSENCES--DIRECTIONS:
Write the dates here. They do not count as successful or unsuccessful days.

*I have the required days and am passing all classes to go to the Blue Level. I must show this form to my first period teacher.

Note: If student receives more than two No's for uniform compliance on a point sheet, put the date here. Student will restart level once for this infraction. The second time this happens student will drop to the Orange Level.

--

LEVEL SHEET FOR THE BLUE LEVEL
2009 – 2010

Name _____ Homeroom _____

SUCCESSFUL DAYS-DIRECTIONS: Write the date in the box below for percentages of 90% or above.

1	2	3	4	5	6	7	8	9	10

11	12	13	14	15

SUPERB!! 15 SUCCESSFUL DAYS! YOU ARE DOING AN EXCELLENT JOB!! TIME TO SCHEDULE AN APPOINTMENT WITH THE PRINCIPAL TO MOVE TO THE GOLD LEVEL IF YOU ALSO HAVE A B AVERAGE IN YOUR CLASSES!!!

UNSUCCESSFUL DAYS--DIRECTIONS:

Write the date in the box below. Unexcused absences and suspensions are to be written here as unsuccessful days.

1	2	3

DO YOU HAVE 4 UNSUCCESSFUL DAYS? DROP TO THE GREEN LEVEL.

EXCUSED ABSENCES--DIRECTIONS:

Write the dates here. They do not count as successful or unsuccessful days.

Note: If student receives more than two No's for uniform compliance on a point sheet, put the date here. Student will restart level once for this infraction. The second time this happens student will drop to the Green Level.

SHEET FOR THE GOLD LEVEL
2009 - 2010

Name _____ Homeroom _____

SUCCESSFUL DAYS-DIRECTIONS: Write the date in the box below for percentages of 95% or above.

1	2	3	4	5	6	7	8	9	10

11	12	13	14	15	16	17	18	19	20

SUPERB!! 20 SUCCESSFUL DAYS! YOU ARE DOING AN EXCELLENT JOB!!

UNSUCCESSFUL DAYS--DIRECTIONS:

rite the date in the box below. Unexcused absences are to be written here as unsuccessful days.

1	2

DO YOU HAVE 3 UNSUCCESSFUL DAYS? DROP TO THE BLUE LEVEL.

EXCUSED ABSENCES--DIRECTIONS:

Write the dates here. They do not count as successful or unsuccessful days.

Note: If student receives more than two No's for uniform compliance on a point sheet, put the date here. Student will restart level once for this infraction. The second time this happens student will drop to the Blue Level.

--

GOLD LEVEL CONTINUATION SHEET
2009-2010

Name _____ Homeroom _____

THIS LEVEL SHEET IS USED FOR ADDITIONAL DAYS WHEN THE STUDENT IS AT THE TOP OF THE LEVEL SYSTEM.

SUCCESSFUL DAYS- DIRECTIONS:

Write the date in the box below:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Excused absences: Write the dates here. They do not count as successful or unsuccessful days.

Note: All school days including absences must be accounted for on this or the original level sheet.

Note: If student receives more than two No's for uniform compliance on a point sheet, put the date here. Student will restart level once for this infraction. The second time this happens student will drop to the Blue Level.

CONTINUATION SHEET
2009-2010

Name _____ Homeroom _____

THIS LEVEL SHEET IS USED FOR ADDITIONAL DAYS WHEN THE STUDENT NEEDS TO CONTINUE LEVEL UNTIL A PASSING GRADE IS EARNED.

SUCCESSFUL DAYS- DIRECTIONS:

Write the date in the box below:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Excused absences: Write the dates here. They do not count as successful or unsuccessful days.

Note: All school days including absences must be accounted for on this or the original level sheet.

Note: If student receives more than two No's for uniform compliance on a point sheet, put the date here. Student will restart level once for this infraction. The second time this happens student will drop to the Blue Level.

LEVEL SHEET FOR GRADUATION LEVEL
 (To be used during the final quarter of the senior year)
 2009-2010

Name _____ Homeroom _____

SUCCESSFUL DAYS- DIRECTIONS:

Write the date in the box below:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

FABULOUS!! YOU'RE JUST ABOUT TO GRADUATE!
--

UNSUCCESSFUL DAYS:

Write the date in the box below. Unexcused absences are to be written here as unsuccessful days.

1	2

Write the dates of excused absences here:

DISCIPLINE GUIDELINES

GUIDELINES FOR STUDENT-DIRECTED AND STAFF-DIRECTED TIME-OUTS

STUDENT -DIRECTED TIME OUTS:

Students may request a two minute time-out from any class period. These time-outs are held directly outside of the classroom, in the designated area. Generally, these are granted, but may be refused at staff discretion. After two minutes, students are expected to return to class, participate appropriately and make up missed work. Students that leave the area will be considered out of area and will receive the appropriate consequence.

STAFF-DIRECTED TIME OUTS:

Staff may request that students remove themselves from the class period or area for a two minute time-out. Time-outs are held outside of the classroom. After two minutes, students are expected to return to class and stay on task. Students will be informed by staff when two minutes have passed and they may re-enter the class.

Students who are unable to return to class period or sessions and remain on task after the first time out will adhere to the following procedures:

Students who are unable to return to class and function appropriately will report to the intervention area. During this time, the student will be monitored by the behavior specialist or another staff member providing coverage to the intervention area. The student will be expected to process the incident verbally or in writing before returning to class.

The staff member who requested the intervention will indicate the nature of the incident on the behavior sheet and will provide academic work for the student. The student will return to class after appropriate behavior has been demonstrated and as determined by the supervising staff member. Students *are not* able to request extended intervention.

Students who are placed on in school intervention will lose all social points for the amount of time served. This is indicated on the daily behavior sheet. The staff member must indicate which other points are lost and reasons for the point loss. If possible, the student should have his or her behavior sheet during in school intervention so that the staff member monitoring the time-out will be able to enter any points earned or lost and any comments.

Once a student is placed in ISI (In-School-Intervention), the staff member monitoring him/her will decide when the student is to be returned to class or referred to the therapist (if not already present), The staff member who is monitoring the intervention is responsible for indicating reasons why any of these decisions have been made. The monitoring staff will communicate that the student is ready to return to class by noting it on the behavior sheet.

ISI time is to be recorded on the student's daily point sheet for purposes of behavioral data and reporting to parents/staff/Board of Education, etc. Student intervention is also documented in a log maintained by the crisis staff.

PROCEDURES

The possibilities for discipline are

1. Student does not earn points
2. Student is offered a time out
3. Student is given ISI (in school intervention)
4. Student earns suspension

Definition of successful ISI (in school intervention)

1. student completes work from class
2. has accepted responsibility for the incident
3. demonstrates behavior appropriate to return
4. completes ISI questions (if provided as an option) as approved by crisis staff in correct location
5. no interaction with others – following directions

INFRACTIONS

Foul Language-Foul language includes but is not limited to: cursing, obscenities, harassing comments, sexual innuendoes, drug references, inappropriate topics (gossip), provocative language, weird noises, violent language, racial comments, name calling, and inappropriate body language. When this type of language is used within the school setting, the student will receive one of the discipline steps listed above. The step will be determined by the severity of the behavior.

Disrespect to Staff-This behavior is shown in the following: sarcasm, tone of voice, invading body boundaries of others, personal comments, inappropriate actions related to bodily functions, foul language directed at a person, refusal to follow staff directions, interrupting class and the learning process, and questioning authority. The consequences for these behaviors are: do not earn the appropriate points, offered time out, in school intervention, or suspension. The step will be determined by the severity of the behavior, but will generally include a letter of apology to the staff member involved.

Disrespect to Students- As noted above, these guidelines also pertain to disrespect to students as well as to staff and the guidelines will be similar for this infraction.

Out of Area-This is described as the student not being in a designated area, wandering in the classroom, in the office or kitchen without staff permission, visiting other rooms in the school, not in designated area while waiting outside of school, and going outside without permission. Students who are out of area will be expected to attend ISI.

Refusal-The student is not following directions; not turning in lunch, snacks, hats, all electronic equipment in the morning; argumentative; not ending conversations when told; and/or not starting work on time. The student will not earn the appropriate points, will be offered a time out, and will attend ISI if he/she fails to be compliant.

Inappropriate Body Language-When a student makes gun gestures, sexual gestures, mimics others either verbally or physically, makes gang gestures, and drug gestures, these behaviors are considered inappropriate body language. Students who exhibit these behaviors will receive the following consequences based on the severity of the behavior. They will fail to earn their points, be offered a time out, attend ISI for a determined period of time or be suspended.

Disrupting Class-This includes not following directions, fidgeting, manipulating conversation/off topic, not leaving for time out, entering room when student is not supposed to be in that class, tapping objects, breaking objects, inappropriate hygiene, talking over others, refusal to leave for ISI and the entire class has to be removed, and other social conversations. When these behaviors are performed in the classroom, the student will receive a consequence which will be determined on the severity of the behavior. If a student has entered a room that he/she is not to be in, has inappropriate hygiene, or refuses to go to time out or ISI, additional consequences may occur. If the student refuses to leave the classroom for ISI and the class has to be removed; the student may be required to serve ISI for an extended period of time. Point sheets may be adjusted during a later period.

Throwing Objects-If a student throws objects in the classroom or in the school environment, the student will receive a consequence. This will be determined based on the object thrown. The student will be expected to replace damaged items or pay replacement cost.

Inappropriate Computer Use-If a student uses a computer in an inappropriate manner or abuses the equipment or programs, there will be no use of the computer for an extended period of time. If property has actually been damaged, the issue will be treated as destruction of property. It is considered inappropriate use of the computer to view subjects not related to school, such as sports, inappropriate music, and provocative subjects. No personal e-mails, Facebook, MySpace, etc. should be read/sent during school time. Depending upon the actual incident, a student may be required to attend ISI.

Students may not use personal music in class. Staff will determine what music is played.

Failure to wear school uniform-Consequence given for partial or total non-compliance with policy. Student may be held back from a special activity if he/she is not in uniform.

Gangs- Any gang writings/symbols will result in ISI. In addition, authorities will be notified.

LUNCH ISSUES

A student receives lunch detention for the following behaviors: sharing food—either brought from home or earned at school, extortion, area not cleaned up, or not leaving on time. If these behaviors are repetitive, a more serious consequence will be determined. In addition, theft of school store items will prevent a student from purchasing school store items for a period of time.

AUTOMATIC ISI

A student may receive automatic ISI for the behaviors listed below but not limited to:

Threatening: verbal and non-verbal, posturing, looks/gestures towards staff and students or as a threat towards school destruction. Student may be sent to ISI and may receive suspension.

Verbal Abuse: comments directed personally towards staff or students, persistent verbal abuse, or excessive foul language.

Physical Contact: touching another student or staff with hands or other objects in an aggressive or sexual manner. Attempts will be made to contact the parent/guardian in order for the student to be picked up immediately. Alternatives include parental permission for the student to be sent home or the student is sent to ISI and receives suspension. Police may also be notified.

Destroying or Abusing Property: destruction or abuse of property that belongs to the school, church, students or staff members. The student will be required to make restitution for the material that has been destroyed or abused. In addition, the student will also receive ISI and suspension for the behavior.

Eating or Drinking in Class (not including gum or mints): Student will lose the participate appropriately. (Students are allowed to have bottled water in class.) If student refuses to turn food or other beverage in, the student may attend ISI.

Racially and/or Sexually Provocative Language or Gestures: comments or gestures made towards students or staff that include racially insensitive material (i.e. name calling, jokes, etc.); comments or gestures made towards students or staff that are sexually provocative in nature (i.e. gay related jokes, name calling, and gestures; asking for sexual activities; songs that include sexual lyrics; sexual jokes, etc.); and slang or made up words that are sexual or racial in nature. The student will attend ISI. Please be aware that if the comments are deemed to be a case of “***Sexual Harassment***”, the consequences will follow the procedures that are established for Sexual Harassment.

Taunting, Teasing, Mocking: Comments or gestures made to or about any other person whether that person is present or not will result in ISI. If it is repeated after attending ISI, or the student refuses to stop, the student will return to ISI.

Leaving Grounds: Student leaves school building and grounds without permission. Student is allowed to return in 10 minutes. If he/she does so, the student will receive a consequence. If failing to return within this time frame, the parents/guardian and the police are called. The student may also be suspended.

Entering School Office Without Permission: Students entering the office without permission, and refusing to leave will attend ISI. Students who take, damage, or read office materials may have a more serious consequence.

Use of Cell Phone: Students may not possess or use cell phone during class time as it is to be submitted upon arrival at school. Phone will be confiscated. Parent/Guardian will be notified.

SUSPENSION

Students will receive a suspension for the behaviors listed below. The number of days will be determined by the seriousness of the offense. The parent/guardian will be notified.

Physical Contact: any aggressive or sexual contact between students or staff—including provocative horseplay.

Unauthorized Use of Phone: student who uses school phone without staff permission.

Theft: taking another student's property, lunch, etc. OR taking property belonging to the school, church, staff or community.

Weapons: threatening to bring, use or possession of any item that is considered to be a weapon or has the potential to be a weapon. This includes but is not limited to: guns, knives, machetes, shanks, batons, ammunition, sticks, spiked jewelry, brass knuckles, or any jewelry resembling black jacks, etc.

Drugs: Possession of any type of drug, including alcohol and prescription drugs.

Smoking: Smoking on school property, on school trips, and in the school parking lot.

Exposure: Students exposing themselves in public or to another student.

Contraband: includes the following items but not limited to: lighters, matches, pepper spray, drugs, alcohol, cigarettes, cigars, pagers, beepers, or laser pointers. (Music with inappropriate topics, language, etc. is not allowed. Music, electronic devices and cell phones not submitted upon arrival will be confiscated and will be returned to a parent.)

Suspicion of Being Intoxicated or Being Intoxicated (alcohol or drugs): being in school and presenting as being intoxicated (or high), smelling of alcohol or drugs.

Destroying Property: destroying school, church, staff or student property. This includes defacement, destruction or breakage. In addition, student is responsible for payment/replacement of damaged item.

Safety Interference: any refusal to comply with safety procedures during code red or blue drills or incidents, evacuations, or any other emergency situations.

Staff witnessing infractions are responsible for documenting the incident. Documentation of a student's infractions is maintained in a log. Suspension notices are filed in the student's record. Parents/guardians are notified when suspension is necessary, and may be notified of other infractions.

MOTIVATIONAL ACTIVITIES

Student progress is acknowledged in several ways. Students earning 70% or more of their points for the week and students moving up a level have their names announced at a weekly scheduled school meeting. In addition, student levels are posted on a bulletin board in the hallway.

Students are able to earn a number of privileges and rewards during the school days and months. These motivational activities are developed and utilized so that students will be encouraged to display appropriate behaviors. It has also been found that students will respond positively to behavior management systems when activities are offered that are important and interesting to them.

Many of these activities were formulated so that students are able to make choices regarding the rewards that they will receive. Although staff has final approval of all activities, students do have some control when earning these privileges. Students requesting a special reward or privilege must give advance notice in order for staff to determine appropriate staffing and financial needs.

Specifically, these motivational rewards are a vital part of the Behavior Management System at Pathways-Northwood as they provide students with enjoyable and consistent rewards that can be anticipated and earned by all students. It is our philosophy that all students have the capability to earn something that is important to them. Through offering a wide variety of activities, we hope to motivate and encourage each and every student to participate in these rewards and privileges.

Staff may reschedule an earned activity if the student demonstrates inappropriate behavior the day of the activity.

A special Friday Activity is for students demonstrating positive behaviors during the week. Students earn the activity if their week's average is successful for their level, or an average of the two levels if students move up during the week. Students who have been suspended, destructive, or out of uniform during the week cannot participate in Friday activity.

PATHWAYS CASH (PCs)

Pathways Cash (PCs) are the equivalent of money at The Pathways School--Northwood. Students earn this type of Pathways money in different ways. PCs are one of the many ways in which the staff attempts to motivate students within the Behavior Management System.

Students may earn a maximum of 20 PCs for each class period each day. This “money” is issued for earning the social skill, task, and individual goal points.

- If a student earns the maximum ten points for a class period, he or she will earn 20 PCs.
- If a student earns 9 points, ten PCs are issued.
- If a student earns 8 points, five PCs are issued.

PCs may be utilized for various types of rewards. PCs may be spent at the school store. The items in the school store include school supplies, snacks, and other items for those students who move upward within the level system.

The individual student is responsible for managing his or her own “money”. He/she can keep cash with him/her throughout the day, returning unused cash to his/her money bag at the end of the day. Bills that are lost will not be replaced. In order to be valid, the cash bills must have the student’s initials and staff initials on the back of them. The Pathways Cash bills come in \$5.00, \$10.00, \$20.00, \$50.00,\$100.00 and \$1,000.00 denominations.

In order to purchase items from the school store, students must have valid PC bills with them. Cash may be retrieved during first period in anticipation of lunch purchases. Students are not allowed to leave the lunch area in order to retrieve their money.

Students altering, or stealing PCs will lose those PCs and will be unable to purchase items for a period of time.

SCHOOL STORE

School store is provided to offer students an opportunity to “buy” certain items at certain times. Students may “buy” items with PCs earned during the school year. Items from the school store are not given “on credit”. Those students who buy items with PCs must have PCs with them or they may not purchase items.

Students may buy items from the “A” list and the “B” list. The “B” list contains items of less nutritional value than the “A” list and thus students may only purchase one item from this category at lunch. The number of items a student may acquire with PCs at lunch is according to his/her level. PCs are only valid with staff signature.

Students may purchase a peanut butter and jelly sandwich, fruit, or milk for either 25 PCs (or 25 cents). Students out of uniform may not purchase from the school store that day.

SCHOOL STORE PRICE LIST IN PATHWAYS CASH

(Note: Real cash can only purchase a peanut butter and jelly sandwich, milk and fruit (\$.25 for each item).

PAPER ITEMS:

- * Print one appropriate Color Internet Page 150 PCs

SCHOOL SUPPLY ITEMS:

- * Ballpoint Pen 30 PCs
- * Pencil 20 PCs
- * Paper (5 sheets) 30 PCs

FOOD ITEMS:

"A" List Items

- * Milk (including chocolate milk) and Fruit 50 PCs
- * Granola bars 50 PC's
- * Crackers 50 PC's
- * Drink box 100 PCs
- * Popcorn 100 PCs
- * Soup or Mac N Cheese 100 PCs
- * Trail Mix, Pretzels, String Cheese, Gogurt 100PCs

"B" List Items

- * Rice Krispie Treats 50 PC's
- * Single sweets (Star Crunch, etc.) 50 PC's
- * Double sweets (Brownies, Zebra Cakes, etc.) 100 PCs
- * Pop Tarts 150 PCs
- * Chips 100 PCs

OTHER:

- * Combs 50 PCs
- * Hygiene items 100 PCs
- * Batteries, Recording CD's 200 PCs
- * Shower Gels/Cologne 100 PCs
- * When PCs have reached \$3,000, students may purchase a book with the Principal's approval.

CHARACTER BUILDING “BRICKS”

At the end of the school day, each staff member may award a “brick” to a student of his/her choice. Students may not request a brick for doing something good. The brick is an acknowledgement of something impressive the staff member observed from that student. It could be related to handling a situation well, ignoring negative behavior, improvement in a critical area, assisting another person, etc. The staff member will write the student’s name on the front of the brick with the action that the student demonstrated. The staff member will place the brick on the “wall” mounted in the hallway. Special trips or special activity time will be planned periodically for students to cash in their bricks. Serious concerns about student behavior may prevent him/her from participating in a trip/activity.

Maximum number of students for trips/activity relating to Character Building Wall bricks:

Pink and Purple Levels	2 students
Orange and Green Levels	3 students
Blue and Gold Levels	4 students

STUDENT OF THE WEEK

Each week one student is randomly chosen as the student of the week at The Pathways School-Northwood. The student's name is put on the "Student News" board with information about this person such as hobbies, favorite colors, goals for the future, etc. This student will receive something of \$5 value during that week. (The student must give 24 hours notice of redeeming the reward.) This privilege is not based on points or the level system but is our attempt to celebrate the importance of each student and to help each student know that he or she is very special and unique.

FIELD TRIPS

The staff and students plan several field trips during the school year. Some trips are related to transition activities, while others are based upon academic classes or projects. Participation in some field trips will be based upon placement within the level system, student behavior and student interest. Students are expected to wear their uniforms for school trips unless told otherwise.

The principal has the discretion to suspend student privileges to participate in field trips. Parents/guardian will be informed in advance of all trips by those who are planning the activity.

Students will be expected to do something meaningful reflecting their experience at the conclusion of the trip. Trips will have special merit. There will not be trips to the malls for shopping or walking reasons – (with the exception of the Gold Level Holiday trip).

THE STUDENT GOVERNMENT

The student government is a part of the decision-making team at The Pathways School-Northwood. We believe that this offers students an opportunity to be leaders, learn how to make decisions, be a part of a team, to perform duties that are assigned, and to accept responsibilities. The student government consists of four students: a president, and three other students that represent class groupings, along with a staff sponsor. The principal serves as an ad hoc member of the group and has the discretion to impact upon decisions made by the student government.

Students may campaign for school government positions provided they are on the Green level or better. In order to run for school president, the student must be a junior or senior. The school president is elected first by the majority vote of all students. The following day, one student will be elected per class grouping by the students in that grouping. Freshman will be eligible beginning the 2nd semester. He or she must be on the Green Level or better. Students that run for president, but are not elected may run to represent their class grouping. The positions last for the year, unless extenuating circumstances (change of placement, serious incident, drop to the orange level or lower), require replacement of a student government member.

The student government members meet once per week with a staff advisor. The principal participates in those meetings at his or her discretion or as needed.

The government members' responsibilities include but are not limited to:

- * meeting with the student group he/she represents, submitting written proposals to the principal
- * writing up the agenda for Community group and submitting it to staff advisors for approval
- * chairing Community Group
- * writing up minutes of Community group, submitting it to staff advisor for accurateness and posting it for student board.
- * having input into school rules and policies, the members may suggest new rules/policies or changes to existing rules/policies.
- * other duties as suggested or as assigned.

CONTRACTS

Contracts can be used for a variety of situations.

- For transitioning to public school or a less restrictive environment
- To increase a desired behavior/action
- To decrease an unacceptable behavior/action
- To motivate or challenge a student having difficulty with the BMS
- To support home/school consistency
- To support transportation services

Sample Bus Contract for Student

Week of:

	Mon. am	Mon. pm	Tues am	Tues pm	Wed am	Wed pm	Thurs am	Thurs pm	Fri am	Fri pm
Stay in assigned seat										
Will keep all body parts inside the bus										
Will show respect for others										
Will not eat or drink on bus										

Bus staff will fill out the chart for each trip to and from school. Bus staff will put her initials in each box that student follows.

Student will earn a school store item at the end of each ride if all the boxes are signed for that trip.

Student _____

Therapist _____

Principal _____

Bus staff _____