

The Pathways School—Springville
Behavior Management
Handbook
2009-2010

The Pathways Schools—Springville
2601 University Blvd West, 3rd Floor
Silver Spring, MD 20902
(phone) 301-942-1115 (fax) 301-942-7677

Table of Contents

Table of Contents	2
Philosophy	3
Introduction.....	5
Program Expectations.....	7
Homework	9
School Safety	11
Dress Code.....	13
Point Sheet	15
Level System	27
Discipline Guidelines.....	37
Motivational Activities.....	45
Coupons (Pathways Cash-PC's)	47
School Store.....	47
Field Trips	47
Student Government.....	48
Contracts	50

Philosophy

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's or daughter's needs.

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

AT THE PATHWAYS SCHOOL - SPRINGVILLE RE-ENTRY

We believe that each student is unique and that each student possesses individual positive 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.

We believe that our students must begin to take responsibility for themselves and, ultimately, their own lives. Therefore, we believe that physical restraint of a student will **ONLY** be used to ensure safety for our students and for others in the environment. Our goal is to have students establish and maintain control of their own bodies, and consequently, their actions.

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/guardians and each other as members of a team. Additionally, we are committed to accepting our individual responsibilities and holding one another accountable in order to ensure that we are fulfilling our staff roles which facilitate the positive growth of our students.

Introduction

INTRODUCTION

The purpose of the Behavior Management System (BMS) at The Pathways School- Springville Re-Entry 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 (PC's), 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
- 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.

Program Expectations

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 SV program (educational and therapeutic);**
 - * To identify goals for him or herself and employ the assistance of the Pathways' staff in realizing such goals;
 - * To return bi-weekly progress slips signed by parents
- Parents/Guardians:
- To participate in the development of the educational and therapeutic program for the student;
 - * **To attend orientation, IEP meetings, and other meeting as needed..**
 - * **To be available and accessible to school personnel when needed i.e., conferences, emergencies, phone conversations, scheduled school events, etc;**
 - * To support the SV program with students and function as a "team" member working with the staff, including sharing important relevant information
 - * **To sign and return, pdaily point sheets, progress reports, and reportcards.**
 - * **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 SV 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 SV 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.

Homework

HOMEWORK

Homework is given to reinforce skills, expand skills, and provide opportunities to develop study skills. It is provided on a regular basis. Additional homework will be assigned if a student missed a class or did not complete the work. Students will receive no less than one night of homework per subject per week. Additional homework will be assigned according to curriculum needs.

Students are expected to complete and submit quality homework assignments. Failure to do so will impact the class report card grade. Completion of homework can be monitored by reviewing the bi-weekly progress report.

School Safety

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. No drawings, photos, or catalogs containing materials related to weapons or pornography will be allowed in school.

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 and Electronics Policy

Cell phones are not considered necessary for school. Should a student have the need to bring one to school, it may 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, after a warning 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. If a student brings a cell phone or other electronic equipment to school, it is at their own risk.

Dress Code

Dress Code Revised for 8/09

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, 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. **Plain belts and buckles should be worn.**

Jackets are not to be worn in the building unless the inside temperature is cool, and the principal determines that jackets will be permitted.

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 heelie 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 provocative accessories (spiked dog collars, playboy, etc.)

No jewelry that can be used as weapons

No sunglasses

Dress Code Consequences

A non-uniform item has a loss of 5 points/item from AM Homeroom. Students who come to school totally out of uniform will be required to restart their current level. On the second occurrence within the same level the student will drop one level. In all cases, the parent/guardian will be notified.

We will try to have Tee-Shirts available to be borrowed. Shirts must be returned at the end of the day. Shirts will be washed by staff before being offered for use again.

If shirts are available and the student refuses they may have to spend the day in ISI which counts as an in-school suspension and adds one suspension day to the total suspensions.

Point Sheet

STUDENT BEHAVIOR SHEET – SPRINGVILLE

Name _____ Level _____ Date _____

Periods	HR	1	2	3	4	Lunch	5	6	HR
----------------	-----------	----------	----------	----------	----------	--------------	----------	----------	-----------

Classroom:									
1. Bring point sheet to class									
2. Bring required materials to class including pen/pencil									
3. Stay on task									
4. No sleeping or having head on desk.									
5. Participate in activity									
6. Be on time for class									
Target skill (Must be spelled out)									
1.									
Social Goals:									
1. Demonstrate respect towards peers (Includes no joning or mother jokes)									
2. Demonstrate respect towards staff									
3. Control body boundaries (including remaining in designated area)									
<i>Total for each period</i>									
<i>Total Bonus coupons each period</i>									
Uniform compliance (yes or no)									
Staff Signature									

Total Points Earned _____ % of Points Earned _____ Coupons B/F _____

Coupons earned _____ **Coupons used today** _____ **Coupon balance** _____

Successful Day _____ **Unsuccessful Day** _____

Parent Signature _____ **Date** _____

Period	Class	Comments
HR Destination: _____ Initials: _____	STO _____ TTO _____ ISI _____	
1 Destination: _____ Initials _____	STO _____ TTO _____ ISI _____	
2 Destination: _____ Initials- _____	STO _____ TTO _____ ISI _____	
3 Destination: _____ Initials- _____	STO _____ TTO _____ ISI _____	
4 Destination: _____ Initials: _____	STO _____ TTO _____ ISI _____	
Lunch: _____ Initials: _____	STO _____ TTO _____ ISI _____	
5 Destination: _____ Initials: _____	STO _____ TTO _____ ISI _____	
6 Destination: _____ Initials: _____	STO _____ TTO _____ ISI _____	
HR Destination: _____ Initials: _____	STO _____ TTO _____ ISI _____	

SOCIAL SKILLS POINTS

DEMONSTRATE RESPECT TOWARDS PEERS AND STAFF

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, provoking, horseplay, and inappropriate gestures
- Refrain from bullying, gossiping/speaking about anyone in the room
- Refrain from throwing objects
- No joning or discussion of outside issues (clothing, family or other) while in class

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
- Report directly to designated area

In addition to losing 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.

1.

CLASS ROOM POINTS

PARTICIPATE APPROPRIATELY IN CLASS ACTIVITY

Student will:

- accept assigned tasks willingly;
- listen, read, and follow directions in class;
- arrive to class on time;
- have required class materials;
- accept and follow directions given from staff members;
- act upon given directions in a timely fashion;
- if appropriate, question staff directions utilizing appropriate channels, i.e. report directly to designated area; report to designated area;
- remain on task throughout period
- when appropriate, be able to work independently;
- follow steps as given by staff to complete tasks;
- submit completed tasks to teacher upon request;
- begin task in a timely manner and remain on task throughout class period;
- complete point sheet fully;
- see teacher if completed assignment;
- focus on task at hand.
- Not sleep or put head on desk.

TARGET SKILL POINT

The individual goal point of each student addresses a specific behavior or task which is identified by the staff for each level. It is our hope that students will utilize this opportunity to reflect on goals that they need to master these skills to advance to next level. Additionally, one (1) target skill goal will be selected from the student's IEP. These will be monitored and adjusted periodically based on progress.

COUPONS AND BONUS COUPONS

Students have the opportunity to earn bonus coupons that encourage homework completion, appropriate social skills, show respect towards others, reward adherence to the uniform policy and improvement of the Target skill identified. These points are available in order to offer students extra incentive to demonstrate and internalize appropriate academic work and social skills. The student will earn 100 coupon points for level (Limit of twice (2) on each level)

Point Sheet Procedures

RULES FOR STUDENT BEHAVIOR SHEET

1. Students may earn one 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 one 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 target skill 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 at the beginning of each period. **Students who do not turn in their point sheets will not be allowed in class – notify ISI.** 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. If they refuse redirection they 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 homeroom tasks will lose all their points and coupons for the 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 dressing for PE class will not earn any points.
8. Students will present their point sheet as they enter class. 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. Each homeroom teacher is responsible for providing students with a behavior management book that includes copies of student's individualized point sheets. Homeroom 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 homeroom tasks.
2. The therapists are 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.
3. Each homeroom teacher is responsible for identifying an area for the behavior notebooks of each student to be stored. These notebooks will include the level descriptions, target skills,, student behavior point sheets, the level sheets for each student, and the schedule of each student.
4. Students are able to earn a maximum of one point for each social skill, task and individual goal item. One point may be awarded if the student demonstrated the noted skill(s). Staff indicates the earning of each point by marking each box with a "1". Staff indicates that student did not earn a point by marking a "0" in the box. Repeat offenses can accumulate a negative point total. Once
5. Staff must write their initials in the appropriate boxes for each class period, and anytime a change is made.
6. 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.
7. Staff must ensure that he or she allows approximately five minutes before the end of each class period for the completion of point sheets. This enables students to arrive at classes in a timely fashion.
8. 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.
9. Staff should indicate "yes" or "no" in the Uniform Compliance section each period.

TABULATION OF POINTS

Therapists 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 bi-weekly progress reports which are submitted to parents through 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.

Excused absence should be noted on the level sheet; no coupons earned for that day. **Unexcused absence** is an unsuccessful day and no coupons earned for the day.

Suspension is an unsuccessful day with no coupons earned for that day. Suspension on Yellow Level is an automatic drop to Blue Level.

HOMEROOM TASKS FOR STUDENTS--MORNING HOMEROOM

1. Upon arrival for first period, homeroom tasks will be done during the first five minutes. Students will obtain a point sheet from an assigned location.
2. Write the following on the front of the point sheet so that they can be easily read:
 - * name
 - * date
 - * your level
 - * target skill
 - * coupon beginning balance
3. Once these tasks are completed, place the point sheet in the designated area for point sheets in the classroom/area.
4. Attach appropriate sheet (basketball, contract, etc.) if required. Failure to do so may prohibit participation in the special activity for the day.

HOMEROOM TASKS FOR STUDENTS--AFTERNOON HOMEROOM

Students report to their first period class for afternoon homeroom. At the beginning of the afternoon homeroom, complete the behavior sheet by :

1. Place the behavior sheet in the designated area in order to receive afternoon homeroom points.
2. After points have been recorded by the homeroom teacher, obtain the behavior sheet from him/her and do the following:
 - a. add the points from each period (calculators and charts are available) and record the total on the appropriate line. **The homeroom teacher may change the point sheet if the student loses or earns more points before the end of the period or before being dismissed.**
 - b. add the total amount of coupons earned for the day and record it on the appropriate line.
 - c. calculate the percentage of points earned and record this on the appropriate line.
 - d. If student is unable to complete percentages or calculate totals for the point sheet, he or she may request assistance from the homeroom teacher
 - e. mark the box with a check which indicates whether the day was successful or unsuccessful.
3. Once these tasks have been completed, get the behavior notebook from the designated area.
4. Place the completed behavior sheet in your behavior notebook.
5. Fill out the level sheet and have your homeroom teacher sign.
6. After the homeroom teacher signs-off on your point sheet and level sheet, bring your point sheet or a copy of it home for your parents to sign and return.

A student will lose all homeroom points if they leave before being called for the bus.

A student will lose 5 points if they take the elevator and do not follow redirection.

MORNING HOMEROOM 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. Provide students with feedback regarding the completion of the morning homeroom tasks related to the point sheet.
3. At the end of the period, complete the point sheet with points earned or lost for the homeroom period with comments, coupons earned, note uniform compliance and sign initials.
4. Attach lunch form to point sheet – verify coupon total.

AFTERNOON HOMEROOM TASKS FOR TEACHERS

Teachers are responsible for the following tasks in the afternoon homeroom period:

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.
3. Provide students with instruction regarding tabulation of percentages and offer hand-held calculators for students, if necessary. Provide point charts as necessary.
4. Aid students in the tabulation of data for total points earned for each period, total points earned in the day, total PC's earned in the day and percentage of points earned each day.
5. Aid students in the completion of level sheets and in determining whether the day was successful or unsuccessful based on the percentage of points earned each day.
6. Teachers are responsible for accurate coupon and point sheet totals.

ISI RULES FOR STUDENTS

Student must bring point sheet signed off by staff to enter ISI room. Students going to ISI without point sheet will earn no points for that time.

Once students are in ISI, they will be required to sit in a cubicle. There are no side conversations while in ISI. Time will not start until student is seated in cubicle and starting work on assignment.

Each student will have a binder with social skill worksheets to complete in ISI, if they come without work or if they complete their assignment and still have time to complete.

Once a student completes their time they will be required to complete a corrective teaching behavior before returning to class. This will ensure the student is capable of returning to class without incident.

If a student is in ISI for a time out only, Students will be required to complete feeling work sheet.

Students are not allowed to sit at the staff desk or use computer for any reason. Students violating this rule will lose all points for that period.

The time each student spends in ISI will tracked and charted. The students who spend the least amount in ISI will receive weekly incentives. The top ten each month will attend a McDonalds lunch. The top five for each quarter will receive a lunch at a restaurant to be determined.

A student violating the rules of ISI could receive additional consequences up to and including suspension.

Level System

THE LEVEL SYSTEM

The level system consists of five levels. To advance in levels is a three part process. The student has to earn a designated percentage of points daily. They would have to obtain the signature of their therapist verifying their participation in therapy. The student would have to request a review of his/her behavior for advancement to the next level. The staff would meet after school and inform student on the following day. The student will earn 100 bonus coupons for each level advancement. (Limit of twice (2) on each level)

Level zero (White) – The student would have to be successful for five days. The student would have to earn 80% of daily point tally and receive approval from therapist and Teachers to advance in level. During the orientation level students would go over rules with home room teachers and target skills with therapist to advance. To progress from the White Level a student may only have one unsuccessful day. If a student is unsuccessful for more than one day they would be required to restart level one. **If a student restarts level zero the student would then be required to meet daily with ISI coordinator to review rules of the program for five days.**

Level one (Orange) – The student would have to be successful for seven days. The student would have to earn 70% of daily point tally and receive approval from therapist and Teachers to advance in level. To maintain level one a student cannot be unsuccessful for more than two days. If a student is unsuccessful for more than two days they would be required to restart level one. If a student restarts level one more than two times, they would return to orientation level. **The student would then be required to meet daily with ISI coordinator to review rules of the program for five days.**

Level two (Green) – The student would have to be successful for ten days . The student would have to earn 75% of daily point tally and receive approval from therapist and Teachers to advance in level. To maintain level two a student cannot be unsuccessful for more than four days. If a student is unsuccessful for more than four days they would be required to restart level two. If a student restarts level two more than two times, they would return to level one.

Level three (Blue) - The student would have to be successful for fourteen days. The student would have to earn 80% of daily point tally and receive approval from therapist and Teachers to advance in level. To maintain level three a student cannot be unsuccessful for more than six days. If a student is unsuccessful for more than six days they would be required to restart level two. If a student restarts level three more than once, they would return to level two.

Level four (Yellow) - The student would have to be successful for thirty days. The student would have to earn 85% of daily point tally and receive approval from therapist and Teachers to advance in level. To maintain level four a student cannot be unsuccessful for more than six days. If a student is unsuccessful for more than six days they **would return to level three.**

Level-4 (yellow) is the highest level at Springville. However, there are rewards for remaining on Level-4:

1. After 30 successful days your unsuccessful days are cleared.
2. After one “loop” or moving up after 30 successful days your level changes from 4 to 4★
The next loop is from 4 ★ to 4★ ★ the next loop is to 4 ★³
The exponent continues for each new loop.
3. More good news: each time you move up on yellow you get one *free* trip to McDonalds and continue to your level lunch (you pay) every third Wednesday of the month. **Your homeroom teacher must fill out a 3” X 5” card with your free McDonalds and monthly level lunch. If you lose these cards you lost your lunch – no replacements.** (You do not get 100 extra coupons for moving up in yellow.)
4. The bad news: on the 6th unsuccessful day you drop back all the way to Level-3 (Blue) no restart! Or if suspended you drop back all the way to Level-3 (Blue) no restart!

Point Sheet Computation Chart

<u>Point % Unsuccessful</u>	<u>Less than</u>	
Orientation-0 (White)	80% = 72 Points	(72/90=80)
Level-1 (Orange)	70% = 63 Points	(63/90=70)
Level-2 (Green)	75% = 68 Points	(69/90=75)
Level-3 (Blue)	80% = 72 Points	(72/90=80)
Level-4 (Yellow)	85% = 77 Points	(77/90=85)

Half Day

Orientation-0 (White)	80% = 56 Points	(56/70=80)
Level-1 (Orange)	70% = 49 Points	(49/70=70)
Level-2 (Green)	75% = 53 Points	(53/70=75)
Level-3 (Blue)	80% = 56 Points	(56/70=80)
Level-4 (Yellow)	85% = 60 Points	(60/70=85)

When a student has an excused absence for part of the day the points earned are divided by the total points available to get the % to determine a successful or unsuccessful day.

Example: Was in school for three periods. Total points available 30, total points earned 25.
Divide 25 by 30 to get .83 or 83% this would be a successful day on all levels except Yellow.

Level Privileges

Orientation-0 (White)

- May earn and use coupons

Level-1 (Orange)

- May earn and use coupons
- May participate in Field Trips

Level-2(Green)

- May earn and use coupons
- May participate in Field Trips
- YMCA
- Student Government

Level-3 (Blue)

- May earn and use coupons
- May participate in Field Trips
- YMCA
- Student Government
- Music at lunch with headphones (or in class with teacher's permission)
- Hats – Fridays only (no head scarves/wraps/etc)

Level-4 (Yellow)

- May earn and use coupons
- May participate in Field Trips
- YMCA
- Student Government
- Music at lunch with headphones (or in class with teacher's permission)
- Hats – Anytime (no head scarves/wraps/etc)
- Mall visit once a month
- Level Lunch – student purchase – 3rd Wednesday of the month
- May eat in another homeroom with permission of **BOTH** teachers

LEVEL SHEET - 0 - ORIENTATION LEVEL 2009-2010

(White)

Name _____ Homeroom _____

Successful Days

1	2	3	4	5

Congratulations! You have earned the privileges of Level 1. Please get staff signatures.

Homeroom Teacher _____

Crisis Manager _____

Therapist _____

Principal _____

EXCUSED ABSENCES: Write dates here.

Unsuccessful Days

1	2

Restart Level 0. KEEP TRYING!

Staff Initials _____ Date: ___/___/___

LEVEL SHEET - 1
(Orange)

Name _____ Homeroom _____

Successful Days

1	2	3	4	5	6	7

Congratulations! You have earned the privileges of Level 2. Please get staff signatures.

Homeroom Teacher _____
Crisis Manager _____
Therapist _____
Principal _____

EXCUSED ABSENCES: Write dates here.

Unsuccessful Days

1	2	3

Restart Level 1. KEEP TRYING!

Staff Initials _____ Date: ___/___/___

LEVEL SHEET - 2
(Green)

Name _____ Homeroom _____

Successful Days

1	2	3	4	5	6	7	8	9	10

Congratulations! You have earned the privileges of Level 3. Please get staff signatures.

Homeroom Teacher _____
Crisis Manager _____
Therapist _____
Principal _____

EXCUSED ABSENCES: Write dates here.

Unsuccessful Days

1	2	3	4	5

Restart Level 2. KEEP TRYING!

Staff Initials _____ Date: ___/___/___

LEVEL SHEET - 3
(Blue)

Name _____ Homeroom _____

Successful Days

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

Congratulations! You have earned the privileges of Level 4. Please get staff signatures.

Homeroom Teacher _____
Crisis Manager _____
Therapist _____
Principal _____

EXCUSED ABSENCES: Write dates here.

Unsuccessful Days

1	2	3	4	5	6

Restart Level 3. KEEP TRYING!

Staff Initials _____ Date: ___/___/___

**LEVEL SHEET - 4
(Yellow)**

Name _____ Homeroom _____

Successful Days

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

Congratulations! You have earned the privileges of Level 4 Plus. Please get staff signatures.

Homeroom Teacher _____
Crisis Manager _____
Therapist _____
Principal _____

EXCUSED ABSENCES: Write dates here.

Unsuccessful Days

1	2	3	4	5	6	7

Go to Level 3 - KEEP TRYING!

Staff Initials _____ Date: ___/___/___

Discipline Guidelines

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

STUDENT -DIRECTED TIME OUTS (STO):

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

STAFF-DIRECTED TIME OUTS (TTO):

Staff may request that students remove themselves from the class period or area for a five minute time-out. Time-outs are held in ISI. After five minutes, students are expected to return to class and stay on task. Students will be informed by staff when five 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 STO or TTO will adhere to the following procedures:

Students who are unable to return to class and function appropriately will be placed on an extended time out for in school intervention (ISI). During this time, the student will be monitored by the crisis staff or another staff member providing coverage to the time-out area. The student will be expected to process the incident or complete a packet related to the time-out before returning to class.

The staff member who directed the extended time-out will indicate the nature of the incident on the behavior sheet and will provide academic work for the student while in time-out. 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 time-outs.

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, the staff member monitoring the time-out will decide if the student is to be returned to class, referred to the therapist (if not already present), or is to be separated for a longer period. The staff member who is monitoring the time-out 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.

Staff-directed time-outs are to be recorded on the student's daily point sheet for purposes of behavioral data and reporting to parents/staff/Board of Education, etc. Staff directed time-outs are also documented in a log maintained by the crisis staff and noted on bi-weekly progress reports.

DISCIPLINE GUIDELINES PROCEDURES

The possibilities for discipline are

1. Student does not earn points
2. Student is offered a time out
3. Student is given an extended time out in 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.

ISI Interference---This is described as students talking to or provoking students in ISI. Students will earn a period of ISI for this behavior. The student must serve a successful period of ISI before being allowed to return to class.

Out of Area—This is described as the student not being in a designated time out 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 serve a successful period of 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 be sent to 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 discipline consequences based on the severity of the behavior. They will fail to earn their points, be offered a time out, sent to 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 one of the above discipline measures. The actual form of discipline will be determined on the severity of the behavior. There are several exceptions in this category. 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, automatic extended ISI will be assigned. 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 the remainder of the school day. 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 should be read/sent during school time. Depending upon the actual incident, a student may be required to serve ISI time.

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. The amount will be determined dependent upon the incident. In addition, authorities may be notified.

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 an appropriate length of time in ISI and possible suspension for the behavior. These consequences depend upon the severity of the property destruction or abuse.

Eating or Drinking in Class (not including gum or mints): Student will lose the following direction point. (Students are allowed to have bottled water in class.) If student refuses to turn food or other beverage in, the student may receive 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 receive extended 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 ISI has been served, or the student refuses to stop, the student will serve additional ISI time.

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.

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

Use of Cell Phone: Students may not use a cell phone during class time. Phone may be confiscated.

SUSPENSION

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

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.)

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.

Motivational Activities

MOTIVATIONAL ACTIVITIES

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.

Specifically, these motivational rewards are a vital part of the Behavior Management System at Pathways-Springville Re-Entry 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.

Coupons (Pathways Cash-PC's)

Springville's coupons are the equivalent of money at The Pathways School--Springville Re-Entry. Students earn this type of Pathways money in different ways. Coupons are one of the many ways in which the staff attempts to motivate students within the Behavior Management System.

- If a student earns the maximum ten points for a class period, he or she will earn one coupon.
- If a student has a perfect point sheet, they earn 5 extra coupons.
- When a student goes up one level they earn 100 extra coupons. This award includes the first time a student reached the 4th or Yellow Level.

Coupons may be utilized for various types of rewards. Coupons 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". Students must be responsible for the documentation of their coupons

School Store

School store is provided to offer students an opportunity to "buy" certain items at certain times. Students may "buy" items with coupons earned during the school year. Items from the school store are not given "on credit".

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. Students must earn three (3) of four (4) successful days and a successful morning on the day of the field trip in order to be eligible to go.

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.

Student Government

THE STUDENT GOVERNMENT

Student government is a part of the decision-making team at The Pathways School-Springville Re-Entry. 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 level 2 or better. In order to run for school president, the student must be 10th grade or higher.. 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. 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