

The Pathways Re-Entry At DuVal

Behavior Management Handbook

2019-2020

The Pathways Re-Entry at DuVal
9880 Good Luck Road
Lanham, MD 20706
(phone) 301-850-6441 (fax) 301-794-7845

Principal—Newton Lennon

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PATHWAYS SCHOOLS PHILOSOPHY

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

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

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

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

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

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

At Pathways-DuVal's Re-Entry Program

We believe that our students can reach their potential as life-long learners within a regular classroom setting as they learn to self-manage their own behaviors. In addition, we believe this potential can be achieved as students are given the opportunity to develop these skills under the guidance of the Pathways therapeutic and academic support team along with the support from DuVal's teaching staff.

The goal of the DuVal Re-Entry program is to facilitate the student's return to the public school environment. Students are expected to follow the Student Rights & Responsibilities as defined by the Prince George's Public School system. (**Prince George's County Public Schools: Students Rights and Responsibilities-- www.pgcps.org**)

Our behavioral focus is to have students establish and maintain self-control and understand the consequences of their actions. We believe that our students must learn 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 the safety of our students and others in the environment.

We believe that the quality of staff relationships is crucial to the successful implementation of our educational and therapeutic programs. We are committed to working with students, parents and each other as members of a team. Therefore, the DuVal Re-Entry program supports and encourages staff training and development opportunities, which will in turn reinforce professional growth.

INTRODUCTION

The Pathways School, located within DuVal high school, is designed for students who demonstrate the required skills and competencies necessary to achieve successfully within a regular classroom setting. The program is a therapeutic educational program for high school students with special needs particularly in the area of emotional/behavioral disabilities. The program provides students with continued emotional and educational support that facilitates transition into the regular classroom setting. Academic and behavioral expectations are clearly delineated to students and their families through the use of a consistent behavioral management program.

As students demonstrate the required skills and competencies, they are gradually mainstreamed into regular classrooms and school activities. Academic instruction is coordinated and/or teamed with mainstream teachers. Students are also encouraged to participate in extracurricular activities in the regular high school.

The number of mainstreamed classes is gradually increased as students demonstrate the ability to successfully adjust to and function in the larger environment. Once students have maintained the exit criteria developed during the planning process, they are ready to return to their home schools. If necessary, a transition specialist will be available for student, parent, or teacher consultation and will make periodic follow-up communications to assist in the evaluation of the transition process.

A Behavior Management program is in place to assist students in developing and maintaining appropriate behaviors in both the Pathways and mainstream class setting.

BEHAVIOR MANAGEMENT SYSTEM

The goal of the Re-Entry program is to facilitate and maintain the student's return to the regular public school environment. Students are therefore expected to meet the behavioral expectations of the public schools. In recognizing the importance of this expectation, our behavior management system is designed to teach students how to self-manage their own behaviors. The system is in place throughout the day, which includes the regular school day, on the school bus, field trips and during any school sponsored activities.

The Behavior Management System includes a Weekly Progress Sheet and a number of motivational activities/privileges. The progress sheet will be filled out weekly and monitored daily by students and staff.

The Weekly Progress Sheet contains goals which may include the following: Be On Time; Materials Ready; begin Warm-Up, Fill out Agenda Books, Return Class Materials and Clean Up Space. These categories are reflective of the skills necessary for success in school and beyond. Students will also have individual goals based on their specific IEP goals and objectives.

Within the Behavior Management System, students may earn immediate incentives through red coupons given for students who earned 8 out of 10 points during that class period. Tickets may be redeemed at the school store **ONLY** between classes, or during lunch period.

By providing this comprehensive system of practice and rewards, the DuVal Re-Entry staff ensures that students will take full advantage of the incentives offered in order to facilitate positive behavior and academic skill development. More importantly, it empowers each student to internalize the positive feelings that come from success.

DESCRIPTION OF WEEKLY PROGRESS SHEET

WEEKLY PROGRESS SHEETS

The point sheet in the DuVal Re-Entry Program is referred to as “**Weekly Progress Sheet**”. A system for monitoring behavior in the regular DuVal High School classes is explained in the section: Managing Behavior in Mainstreamed Classes.

1. Students/staff will maintain the Weekly Progress Sheet for all Pathways classes. Both Staff and Students will initial completed points earned for the class period. Students may earn as many as 10 points per class period.
2. With the assistance of the therapists and Behavior Specialist, each student’s goals will be based on their Individual IEP goals as well as goals determined by the team.
3. Students/staff are responsible for completing the basic information on their individual Weekly Progress Sheet each week and for each class they attend within the Pathways. After each class period, the instructor reviews with the students the number of points earned for the class period. Both the student and teacher initials the point sheet for the period. Each staff person will maintain the point sheets for their specific class (es) taught/group therapy held in the suite. At the end of the week teachers will tally and record on the Weekly Progress Sheet the number of points and percentage earned for that week. Each staff member will submit to the Behavior Specialist the completed point sheets for documentation of points earned. The Behavior Specialist will maintain a record of points earned as well as all previous Weekly Progress Sheets.

4. Level System

Level	Description	Weeks	Percentage
Level 4	Entry Level. All students will begin at the entry level the first day of school /enrollment	Students will remain on level 4 for four (4) consecutive weeks	Maintain minimum of 75% success weekly.
Level 3	Students successfully completed 4 weeks at Level 4	Students will remain on Level 3 for four (4) consecutive weeks	Maintain minimum of 85% success weekly
Level 2	Students successfully completed 4 weeks at Level 3	Students will remain on Level 2 for four (4) consecutive weeks	Maintain minimum of 90% success weekly
Level 1	Students successfully completed 4 weeks at Level 2	Students will remain on Level 1 for four (4) consecutive weeks	Maintain minimum of 95% success weekly
Independence Level *	Students successfully completed 4 weeks at Level 1. Students will verbally request to advance to Independence level	Students will remain at the Independence level and monitored every 4 weeks for success	Maintain minimum of 95%

Level Privileges:

Level 4	May participate in the Fabulous Friday Incentive
Level 3	Level 4 privileges plus: May earn (purchase or order out) lunch, snack items, purchase school supplies, or basic necessities, a free homework pass at teacher discretion 1 time a month (Students cannot receive any suspensions or unexcused absences during the 4 week period.)
Level 2	May earn (purchase or order out) lunch, snack items, purchase school supplies, or basic necessities, a free homework pass at teacher discretion 2 times a month (Students cannot receive any suspensions or unexcused absences during the 4 week period.)
Level 1	Level 2 privileges 3 times a month and a free lunch per month. (Students cannot receive any suspensions or unexcused absences during the 4 week period.)
Independence Level	Level 2 and 1 privileges 4 times a month and special activity per month based on staff availability. (Students cannot receive any suspensions or unexcused absences during the 4 week period.)

In addition to earning daily points, students may earn a red coupon during each Pathways class if they have earned 8 out of 10 possible points for the class period. Students may redeem their coupons at the school store between classes.

All students will begin the school year on level 4. After 4 weeks, if all students move to level 3, they may earn an additional incentive, i.e. lunch at a nearby restaurant.

Individual students who move to the next level will earn a free “order out” lunch.

Managing Mainstream classes

Students at the 4 levels will have their behavior evaluated in each mainstream class periodically by DuVal Re-Entry staff and DuVal High School teachers.

Weekly Progress Sheet

Name: _____
 Level: _____
 Class: _____

Date:					
Beginning of Class					
1. Be on Time Start Warm Up					
2. Materials ready and organized					
3 Initiate and Complete assignments-90%					
Middle of Class					
4. Use appropriate language. Volume and tone of voice					
5. Follow directions within two prompts					
6. Positive Peer Interactions-no physical contact					
7. Remain on topic and ignore comments of others					
End of Class					
8. No electronic devices					
9. Copy assignments in agenda book					
10. Return Class Materials Clean up Space					
Totals					
Staff Initials					
Student Initials					

STO	TTO	ISS	OSS

Weekly Totals	
Points Earned	
Points Possible	

DEFINITIONS OF WEEKLY PROGRESS SHEET BEHAVIORS

The following behaviors will be considered basic for students at the different levels:

Category 1 (Beginning of Period)	<ul style="list-style-type: none"> • Be on Time • Materials Ready • Begin Warm-up • Initiate and complete assignments ___%
Category 2 (Middle of Class)	<ul style="list-style-type: none"> • Transition to Activities (Personal goals)
Category 3 (End of Class period)	<ul style="list-style-type: none"> • No Electronic Devices • Fill out Agenda book • Return class materials • Clean up space
Possible Personal Goals	<ul style="list-style-type: none"> • Show respect to self and others • Completion of Classwork/group work • Remain on task • Maintain appropriate body space • Be Prepared • Use of Appropriate Language

Definitions of Appropriate Behavior: (Samples)

Show Respect to Self and Others: Students will show respect toward adults by accepting their authority and feedback. They will also be respectful toward their peers by controlling their verbal and non-verbal language, working together and showing consideration of others and their differences.

Completion of Class Work/Group Work: Students will complete assigned work given during the class period and hand in to their classroom teacher within the specified time.

Maintain Appropriate Body Space: Students will keep hands to self, and stay at arms length from others.

Be Prepared: Students will have necessary school supplies required for each class. (i.e. paper, pens/pencils, notebook, textbook (if required) and homework).

Use of Appropriate Language: Students will use appropriate language and behavior in communicating with peers, staff and the community at all times. Students will avoid cursing, name-calling, personal attacks, yelling, speaking over others, making unusual sounds or atypical voices and refrain from negative comments, retorts, or threats toward self or others.

WEEKLY PROGRESS SHEET PROCEDURES

The Weekly Progress Sheet will begin on Friday of the current week and end on Thursday of the following week.

Procedures:

1. Develop Individual goals	Therapists and staff review student IEP goals and objectives and develop goals for the Progress sheet
2. Review Goals	Therapists and staff will review selected goals with student
3. Beginning of period	Therapist and staff reviews with students specific goals included on individual progress sheets
4. End of period	Therapist and staff completes points earned for the period and initials at bottom of progress sheet.
5. Weekly tally	At the end of the period on Thursdays, teachers will tally total number of points earned for the week and record.

Absences:

If a student is absent from a class, points will not be earned. Unexcused absences/ ISS and OSS equals a zero and students will lose points for the period.

PROCEDURES FOR EARNING INDEPENDENCE LEVEL

After a student has successfully completed a minimum of 4 weeks on **Level 1** with 95 % success on Weekly Progress Sheets, Student will meet with the therapist and verbally request to begin the process to earn the **Independence Level**.

Discuss student progress with student and staff
Student and staff agree the student meets the criteria for the Independence level and Specific goals will be developed added to student's point sheet.
Student will be monitored by staff on a weekly basis to determine the level of success 90 % weekly. If student falls below 90% two consecutive weeks, they will drop to Level 1.
Student and therapist will review individual progress on their progress sheet goals.

CRISIS PROCEDURES

The Pathways DuVal Re-Entry High School holds high interactional standards for our students. Whenever a student is unable (whether emotionally, physically, or otherwise) to participate fully in the assigned classes, it is expected that the student inform their classroom teacher and/or therapist respectfully, and in a timely fashion, and negotiate alternatives that will address individual needs while remaining in class. Students participating in a regular classroom will inform their therapist and/or a Pathways staff member of their concerns/needs between classes, at lunch, before or after school. It is an expectation that a similar process occur between staff and students whenever a disagreement arises.

TIME OUTS

The purpose of a time out is to assist the students to refocus on the activities within the classroom environment. These breaks are an opportunity for students to reevaluate their behavior, consider the consequences of not completing their tasks, and to make choice to reengage in the activity.

There are two types of time-outs:

Student Time out	Student request a 5 minute time out which allows them to sit quietly at a carrel in the Resource Room or other designated area without a loss of points. A time out will be denied and/or delayed if the staff believes that the safety and security of the students are jeopardized. Students must have a hall pass to the Resource Room and back to the classroom.
Staff Directed Time Out	The time out is initiated by the staff member who believes the student's behavior requires them to be removed from the classroom setting to make necessary behavior adjustments in the resource room in order to return to the class. The Behavior Specialist will determine if the student is ready to return or needs extended time until the end of the period. Classwork will then be provided while in the Resource Room.

RESOURCE ROOM PROCEDURES FOR TIME-OUTS

When a student is directed to take a time out by a staff member or takes a self-time out, the student is expected to do the following:

- The student will state the behavior, which earned a time out so it can be added to student file and noted in the Resource Room Log.
- The student will sit quietly and take time to refocus on the antecedents to the misbehavior.
- At the end of the time-out student will check out of Resource Room and get a hall pass back to class if successful.

RESOURCE ROOM PROCEDURES FOR EXTENDED TIME – OUTS

Extended time-outs are given when student:

- Is unable to be successful during a (5) five-minute time out.
- Refuses to take a time out.
- Have more than two time outs per class period.
- Commits an offense that warrants a more serious consequence than a five-minute time out.

Extended time out will be held in the Resource Room and staff will:

- Provide academic work to be completed while in extended time out.
- Direct student to remain seated and work quietly for the duration of the time in extended time out.
- With the assistance of staff, student will process to include, but not limited to:
 - Discuss antecedents to the misbehavior
 - His/her actions
 - Consider more acceptable alternatives
 - Develop a plan for altering the behavior

Other strategies or corrective action may be required prior to returning to class. Students who have damaged property will be required to repair or pay for the replacement of the item.

Students may also be assigned to Resource Room for extended time for the following behaviors or other behaviors determined by staff to warrant intervention/isolation:

- **Cheating**
- **Skipping class (es)**
- **Class disruption**
- **Gambling**
- **Verbal Abuse**
- **Inappropriate Language**
- **Physical Contact**
- **Threatening**
- **Bullying**
- **Plagiarism/forgery**
- **AWOL**
- **Smoking**
- **Setting Up**
- **Failure to wear ID. Badge**
- **Sexual Harassment**
- **Defiance**

If the student has completed the requirements as stated above, they may be dismissed to attend their next class. If it is clear to the Behavior Specialist and/or Pathways staff member that the student is not ready to return to class, the student will continue in the Resource Room until they are ready to return to their regular class.

REGULAR DUVAL HIGH SCHOOL CLASSES

Students are expected to follow the policies and procedures of the public schools. If a serious infraction takes place within the classroom, which requires the attention of Duval High School's security personnel, the staff's primary responsibility will be to advocate for the unique needs of the student. Whenever the police or DuVal security personnel are contacted, parents and the LEA are informed according to the Pathways School policy. The Pathways staff will also report the incident to the Program Principal as soon as possible.

IN SCHOOL SUSPENSION (ISS):

DuVal Re-Entry is committed to providing a safe and orderly environment that facilitates the learning process, prevents and negates all forms of violence and promotes peaceful solutions to conflict. In order to maintain effective learning conditions and a violence-free school environment, Pathways will follow the Prince George's Public School Policy for ISS (In School Suspension)) in accordance with the **Student Rights & Responsibilities**. www.pgcps.org

OUT OF SCHOOL SUSPENSIONS (OSS):

DuVal Re-Entry is committed to providing a safe and orderly environment that facilitates the learning process, prevents and negates all forms of violence and promotes peaceful solutions to conflict. In order to maintain effective learning conditions and a violence-free school environment, Pathways will follow the Prince George's Public School Policy for OSS (Out of School Suspension) in accordance with the **Student Rights & Responsibilities located on the PGCPs website**. (www.pgcps.org)

PROCEDURES AND POLICIES

AWOL POLICY

State law stipulates that once a student has arrived at school, the school assumes responsibility for the student, regardless of age, much the same way that a parent is responsible for their child. Students are not permitted to leave school grounds or the general vicinity of school personnel during a school-sponsored activity without permission. Staff will make every effort to encourage students to remain within the school boundaries. However, staff is not permitted to physically prevent a student from leaving and will not follow any student off grounds. Students at DuVal Re-Entry will be considered AWOL if they are outside the school building without permission or are not in their assigned classroom and their whereabouts cannot be determined or verified.

The following procedures will be followed when students are AWOL:

- If the student has not returned in fifteen minutes, staff will notify Resource Staff.
- Parents/guardians will be notified and documented in the Communication Log. The local police may be notified as well if student is not located within reasonable period of time.
- If the student returns he/she will be immediately directed to Resource Room. Appropriate measures for intervention will be determined by the Administrator and/or the Resource Room Staff and documented in the Resource Room Log. Parents will also be notified.

DRESS CODE

It is an expectation that all students will comply with the student uniform policy adopted by DuVal High School. (DuVal High School Uniform Policy)

In the event that students will be granted Civilian **Day Option**, Students will be expected to follow the Prince George's Dress code restrictions which includes the following:

- Excessive blood and gore
- Violent messages
- Profanity
- Messages that are offensive to others – examples are racial, sexual, etc.
- Holes in them that show body parts
- Underwear showing. This includes holes in clothes and/or pants that hang from or off waist or hips
- Clothing with alcohol, drug insignia, drug messages (written or pictured)
- Body parts showing cleavage, midriffs, sheer fabrics, etc.
- Gang affiliation indication

STUDENT ID BADGES

Student ID badges must be worn at all times in keeping with the **Prince George's County Student Rights and Responsibilities**. (www.pgcps.org)

FIELD TRIPS

Field trips allow students to utilize educational concepts outside the classroom. Some field trips serve as rewards for students. Other field trips are considered a part of the school program. Parents/guardians will receive permission slips in advance for all scheduled field trips. If staff deems that a student might be unsafe attending a field trip, that student will not be allowed to attend. An alternative arrangement will be made.

GRADING POLICY

Participation 50%

1. Class work is turned in promptly and is complete, neat and meets all requirements set forth by the teacher.
2. Student remains on task by doing class work when assigned and does not engage in side conversations.
3. All math work is completed in lead pencil.
4. Student conduct based upon the Weekly Progress Sheet will account for 67% of the Participation Grade. Students can earn a maximum of 20 points per class. Full class period in the Resource Room will result in a 0 score for this portion. Partial period in the Resource Room will be scored appropriately but will not be more than 20 points per class.
5. Actual class work performed will account for the other 33% of the Participation Grade. Students can still earn this portion of the grade while in the Resource Room if the work is fully completed. Class work is comprised of any warm-up activities, work assignments given in class, and any other assignments to be accomplished during the class period.
6. Homework assignments are recorded daily in student Agenda Book.

Warm-up 10%

1. Warm-up activity is completed and turned in.

Homework 20%

1. Homework assignments are recorded in Gradelink weekly (minimum of 2 grades per week.
2. Homework is turned in promptly.
3. Homework is complete, neat and meets all requirements set forth by teacher.
4. Math homework is completed in lead pencil.

Tests, Quizzes & Labs 20%

1. All tests, quizzes and labs are turned in at assigned times.
2. All work is completed by the individual student unless otherwise specified by the teacher.
3. All math work is completed in lead pencil.

Organization 10%

1. Student will keep a three-ring binder divided into the individual classes. Each class will be divided into sections as specified by the teacher.
2. The front of the homework section will contain the weekly assignment sheet.
3. All work will be dated and kept in the appropriate sections.

Make-up work

1. Students who attend class without the basic materials required for that class will not earn the prepared points. The basic materials are pens, pencils (math), and writing paper.

Supplies

1. Students are expected to have the following supplies on the first day of class:
 - 3-ring binder with dividers
 - A pencil case secured in the binder
 - Pens, pencils and erasers
 - 2 bound composition books
 - Notebook paper
 - Scientific Calculator

STUDENT ATTENDANCE

Student hours: 8:30 – 3:10 (Monday through Friday)

Staff hours: 8:00 – 3:30

(Staff is available for conferences/phone calls between 8:00 – 8:30 and 3:10 – 3:30.)

STUDENT ABSENCES

Student attendance is vital to student success. State law mandates school attendance to age 17. Parents/guardians will be notified each day by the Administrative Assistant and/or a staff member. Parents/guardians should call the school to verify lawful student absences on the day of the absence and **MUST** send written documentation the day the student returns to school.

If a student is to be absent or late to school, a parent, not the student, should call the bus lot to notify the driver (give the student's name and the bus route number), and call the school with the reason for the absence.

NOTE: Missing the school bus is not a lawful absence from school.

Excused Absence

- Death in the immediate family.
- Illness of the student. A doctor's note will be required for continuous absences for illness.
- Court Summons
- Hazardous weather conditions that would endanger the health or safety of the student when in transit to and from school.
- Observance of a religious holiday
- State emergency
- Lack of authorized transportation (does not include bus suspensions.)

Students with excused absences must complete the make-up work for missed time in school or they will receive a **zero for each class and assignment missed.** Students are **responsible** to ask for the work they have missed. Teachers will provide make-up work and will give students a reasonable amount of time within which the missed work should be completed.

Unexcused Absence

- Any absence from school for a day or a portion of a day, or from an individual class or portion of a class for any reason other than those defined as an excused absence.
- Any missed assignment not turned in will be given a zero grade. **Teachers are not required to provide make-up work for students when their absence is unexcused.**

INCLEMENT WEATHER

DuVal Re-Entry students will follow the Prince George's County schedule when schools are closed, when opening is delayed, or when there is an early dismissal. (www.pgcps.org)

PERSONAL PROPERTY – TRADING/SELLING PROPERTY

All cell phones and Head phones must remain out of sight or given to the Resource Staff member until the end of the day. Electronic equipment will be confiscated and handed over to parent/guardian if students are caught with items on them.

Students will not be permitted to trade and/or sell **any** personal property at school or on the bus.

Pathways School will not assume responsibility for personal property brought to school by students.

TRANSPORTATION

DuVal Re-Entry students transported by public school buses are required to adhere to the rules and regulations of conduct as determined by the county school board. **If the student will not be attending school, parents/guardians, NOT the student, should inform the county school bus lot. If a student is absent three consecutive days the bus will be cancelled.** Parents should call the bus lot and inform them when the student is ready to return to school. Telephone numbers to the lots will be made available.

Students at DuVal Re-Entry will be dropped off in front of the school building and are expected to enter the building through the front door along with the DuVal High School students. Staff will meet the bus to monitor the students as they exit the bus and enter the school building.

School Bus Conduct

Students may be excluded from riding the school bus without being denied any other educational participation for inappropriate conduct restricted to their school bus behavior. Student conduct on the bus follows all requirements and provisions as outlined in the Prince George's **Student Rights & Responsibilities**. (www.pgcps.org)

MOTIVATIONAL ACTIVITIES

Students have the opportunity to receive the following awards each quarter based on their attendance, academic performance and their behavioral performance.

- Perfect Attendance
- Honor Roll
- Citizenship Award
- Successful Transition Award

AI Minnigh Student Achievement Award

In May of each school year, Pathways students are awarded the Student of the Year award from each site. The student is one who has demonstrated outstanding improvement in at least two of the following areas:

- Academic Achievement
- Behavioral Change
- Participation in Therapy
- Voluntary Work, or Vocational Training