



The Pathways School - Horizons

Parent/Student Handbook

2019-2020

4600 Powder Mill Rd. Suite 100
Beltsville, MD 20705

(Phone) 301-595-3483

Principal: Victoria Westbury

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THE 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 social, emotional, and academic and survival skills needed to live independently and productively in their families and communities.

We believe that our students deserve the best resources and opportunities so that they may reach their highest potential.

We believe that smaller, structured, and safe and caring environments is best for enabling 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.

INTRODUCTION

The Pathways Schools provide a safe environment in which students accomplish their goals. A safe environment must be free of threat of injury or intimidation and must be conducive to acquiring mature self-control and decision-making skills. We have established procedures to address behaviors and incidents that occasionally interfere with a safe learning environment. These procedures are described in the section, entitled *Crisis Procedures*. A variety of motivational activities reward the students' appropriate behaviors and successes within the program. Participation in some activities may be based on behavioral success and student interest. See a full description of these activities in the section titled, *Motivational Activities*.

The Behavior Management System is a team based systematic approach in teaching behavioral expectations throughout the school. Students are encouraged to participate actively in identifying their BIP behaviors and social emotional goals with the assistance of their therapist and advisor. Using this research based approach, our goal is to see an increase in attendance, a more positive and calm environment, and a reduction in a number of behavioral disruptions.

The purpose of the Behavior Management System (BMS) at The Pathways School-Horizons is designed to motivate and engage students in displaying appropriate behaviors. This system enables students to have daily practice of behavioral and academic skills necessary to ensure success in the learning environment. In addition, it provides a regular system of monitoring, by both staff and students.

The BMS include daily review of incidents, interventions, and compliance, as well as motivational activities/privileges. Within the Behavior Management System, students are able to earn many incentives for appropriate behavior and social & emotional skills (See *Motivational Activities*).

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

Student behavior is monitored and reviewed in a variety of ways which includes but not limited to:

- Daily Behavior Tracking/Point Monitoring sheet
- Daily Team Meetings/Advisory
- Annual IEP meetings
- Annual progress notes; report cards
- Classroom observations by Horizons team (principal, therapist, behavior specialist, advisor)

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 to enhance specific situations.

BMS IMPLEMENTATION

- Therapists and staff will review student IEP goals and objectives and select targeted social/emotional goals for each student.
- At the beginning of each week, a weekly monitoring sheet will be provided to the student during a.m. homeroom/advisory. The student will review his/her goals with their assigned therapist and/or homeroom teacher.
- The point sheet will be filled out to record progress on IEP behavior goals, and other positive behavior.
- At the end of each period, the instructor will review with each student the number of points/coupon earned for the class period. Both the teacher and student will initial the point sheet for the period.
- The instructor or assigned staff will maintain the point sheets for their specific classes or student in his/her class.
- With the support of his/her homeroom advisor, teacher or therapist, the student/staff will review their progress and discuss supports needed to meet their daily/weekly goals.
- The student's progress on behavioral and academic goals will be reviewed during weekly advisory. Supports and interventions will be discussed collectively with the Advisory group and immediate rewards & accolades will be provided during Group and/or Community Meetings.
- Based on the student's personalized goals, the student may earn up to ten (10) motivational points per period. When expectations are not met, students do not earn the point for the specific behavior(s) or tasks. Students receive feedback on a daily, weekly, or an as needed basis.
- Students will have an opportunity to redeem points/coupons for immediate rewards or incentives from the Reward Menu during lunch and or PM homeroom.
- At the end of the week, the Homeroom teacher or designee will tally and record on the Weekly Progress Sheet the number of points and percentages earned for that week. Each staff member will submit to the appropriate therapist the completed point sheets for documentation of points earned and level of success.
- If a student is sent to ALE, a referral sheet must be completed by the staff member that identifies the appropriate interventions attempted. The BMS will also indicate compliance or lack of compliance while in ALE and employ additional interventions to encourage a successful re-entry to class.
- Student's progress and daily performance will be discussed during PM staff meetings. Additional supports and actions will be determined for students that required immediate interventions.

The Horizons team will review data from the Daily Behavior Tracking and Point Sheet, team meeting reports, case studies, progress reports, report cards, and IEPs. Goal tracking on behavior/social emotional goals occurs daily and is tabulated at the end of the week by the homeroom teacher or designee.

The student's progress will also be reviewed and shared with the parents via bi-weekly emails, phone calls or letters.

PROGRAM EXPECTATIONS FOR STUDENTS, PARENTS & GUARDIANS

Administrative Expectations

Students:

- **To accept responsibility for his/her own behaviors**
- **To take advantage of all aspects of the Horizons (HZ) 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 attend orientation, IEP meetings, and other meetings 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 HZ program with students and function as a "team" member working with the staff, including sharing important relevant information
- **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 and 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 HZ, for example, 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, for example, 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 HZ 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.

POLICIES AND PROCEDURES

The following policies are written to serve as guidelines when monitoring behavior and determining consequences. The attendance policy in the State of Maryland and the District of Columbia has compulsory attendance laws requiring children to attend school regularly unless there is a lawful reason for being absent.

According to the Compulsory Schools Attendance Laws, Maryland children must attend school if they are five years old or older and until they are eighteen. In the District of Columbia, children age five and fewer than eighteen are required to attend school. The Pathways Schools are required to follow the mandates of these laws. If a student is absent from school, the parent/guardian must contact the school via phone or email to inform the school of the absence including the reason. Please provide the date, explanation, and expected return.

Upon returning to school from an absence, a student is required to bring a written note from the parent or guardian. If the student returns to school without a note, the absence may be considered as unexcused. If a student has a chronic medical condition that could impact school attendance, a physician's statement regarding the condition will be requested. **A physician's note is required for all absences beyond five (5) consecutive days.** This includes absences for all medical reasons.

Students must come to school on a consistent basis to benefit from all aspects of the program. Attendance and tardiness will be monitored on a daily basis. The Administrative Assistant and/Program Assistant will contact parents/guardians when a student is absent. In the event of ongoing unexcused absences, a truancy report must be made. This could result in a meeting being held to discuss whether this school placement continues to be appropriate.

Absences

Excused

- Parent/Guardians must submit a written notification within 3 days of a student's return in order for the absence to be considered excused.
- **After 5 consecutive days a doctor's note is required for illness.**
- Incarceration, suspension, or court will be considered an excused absence because the attendance of school is out of the students hands

Unexcused

1. Students whose absences are unexcused will be provided supports to improve his/ her absences. In collaboration with the therapist, parent and student, a Success Plan (contract) will be developed to monitor and encourage school participation.
2. Students who miss instructional time via absences or tardiness will result in a grade reduction. It is the principal's discretion to provide make up work for unexcused absences.

*Please refer to the Pathways Schools' attendance policy in
The Pathways Schools Parent/Student Handbook.*

GRADING POLICY

Participation 40%

Student will participate actively in daily warm-up, and class discussions/activities.

Classwork 30%

Class work is turned in promptly and is complete, neat and meets all requirements set forth by the teacher.

Student actively participates in class by engaging in appropriate discussions, answers questions and works on assignments when asked.

Student remains on task by doing class work when assigned and does not engage in side conversations.

Test, Quizzes, and Labs 20%

- All work is turned in at assigned times.
- All work is completed by individual student unless otherwise specified by the teacher.

Homework/Daily Warm up/ Organization 10%

- Homework and daily warm-ups must be completed as assigned.
- Homework should be complete, neat, and meet all requirements set forth by the teacher.
- Homework will be assigned according to curriculum needs.

Make-Up Work

- All make-up work for excused absences must be completed within a week of assignment date.
- If a student has outstanding make-up work, they cannot participate in Friday activity and must use that time as a study hall.
- A student **may or may not** receive make-up work for unexcused absences. A student **will not** receive make-up work for skipped classes and or sleeping. but will receive zeros for all grades.
- It is the student's responsibility to turn in assignments before the due date.

Upon a parent's request, homework or additional enrichment activities can be provided to the student to reinforce skills at home. Extra credit and grading will be determined by the teacher. All students may be required to complete weekly reading at home or school.

Completion of class work can be monitored by reviewing GradeLink™, or calling the teacher. The teachers are available via phone after 3:00 p.m. or email.

SCHOOL SAFETY

It is essential that students feel safe in their learning environment for which our staff is committed to promoting. By staff, students, and families working together, we can facilitate positive behaviors. Students at Horizons are dropped off in front of building, and should walk not run across the parking lot. Students are asked to be alert and follow the principal's or bus monitor's directives.

**** New 2019****

Students are required to store backpacks and large jackets in their assigned locker. Students will be provided with a clear tote bag to carry their belongings. Students who refuse to store items in the designated area, will not be permitted to enter the classroom. Students will be given five minutes to correct the behavior. If non-compliance persist, the student will be referred and will remain in ALE (Alternative Learning Environment).

In addition, as stated in our manual, weapons, drugs, matches, lighters, pagers, laser pointers, and any other contraband are not allowed. No drawings, photos, or magazine containing materials related to weapons or pornography will be allowed in school.

A hand held metal detector will be used to scan students, purses and bags, upon entry. All students will be scanned by appropriate (gender) staff. A hand-held metal detector will be used before a student can enter the school. Students who refuse to comply will be asked to remain in the lobby, and parents will be notified immediately.

Students are not allowed to bring in drinks in opened containers. All drinks must be in sealed unopened containers from the store. All opened containers will be confiscated.

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 asked to come to school for a discussion.

Students are not to share food (either brought from home or earned at school). Students must arrive to their assigned area/classes on time. Permission must be granted by staff to go to areas within the school building.

Should a student exhibit behavior compromising the safety of him/her 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 LSS 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 is prohibited.

CELL PHONE AND ELECTRONICS POLICY

We value our students and staff confidentiality and safety. Students are discouraged from bring electronic devices, including but not limited to Bluetooth headphones, tablets, handheld gaming systems and laptop computers to school. All electronic devices will be turned in upon arrival at school. Students are not to text message, take photos, videos, etc. of anyone else (students or staff) in school or on the bus. **Students are not allowed to bring an unreasonable or excessive quantity of electronic devices and or/accompanying media.**

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. If the student refuses to turn over the phone to staff, they will receive an in school suspension. In the second instance of not turning in the phone, the phone will be confiscated and returned to the guardian/parent when he/she is able to come during school hours. If the student refuses to comply with the request, they will be suspended. Any additional offenses will result in a parent/team meeting to discuss strategies, supports, and or alternative placements.

It will be our expectation that cell phones will not return to school for students that consistently do not follow the policy. Students bring cell phones or other electronic equipment to school **at their own risk**. They will not be allowed to conduct searches, make accusations, or disrupt the program. Refusal to follow redirection will bring additional consequences, possibly including suspension.

Under special considerations and or outings, students may be allowed to carry their phones to listen to appropriate music. Students must wear noise reduction earphones and adhere to the school's electronics policy. Students may not watch or play provocative or explicit games/movies nor listen to offensive music. Refusal to follow this request, will result in a loss of this privilege for future outings.

Parents please do not call or text your child during school hours! You may call 301-595-3483 and request to speak to your child at any time. In most cases your student will be allowed to call you within a short period of time unless it is an emergency

During AM and PM commute, students may or may not be permitted to listen to music while their bus is en-route. If permission is granted by the bus personnel, students must abide by the following rules:

- Non-interference with the bus driver and other passengers.
- Acceptable language, content, and message of the entertainment
- Respectful use of the device such as volume control, not speaking or singing, etc.
- Cooperation with bus staff by turning off devices upon arrival and drop-off.

Any approved use must be in accordance with the Pathways Schools Acceptable Use Policy for Staff and Students Using Computers and Other Electronic Devices. Additionally, these devices may only be used with regular headphones and with pre-approval of staff each time they are used.

STUDENT USE OF SCHOOL PHONES

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

- Transition-related phone calls under the direction of and presence of a staff member.
- Personal or other (i.e. parents/guardians, family, therapist, etc.). Students must first obtain permission from staff. The phone number will be dialed under the supervision of staff.

FLEX UNIFORM POLICY

The *Flex Uniform Policy* allows students self expression on Wednesdays and Fridays. This is a privilege and students are required to adhere to following expectations:

All dress will be required to be appropriate and respectful. Please see items for detail that are not approved in the exhibits.

The uniform for both young men and young women:

- **khaki (tan) or black cotton blend pants**(No Leggings or Jeggings) and a
- **Navy (dark) blue shirt.** (Round neck shirts, solid tee shirts, collared shirts, navy sweatshirts, and turtlenecks are acceptable.)

OR

- **White shirt** with a collar (NO Round neck white tee shirts, NO solid white tee shirts.) Hooded sweatshirts are permitted but the hoodie **cannot be worn inside of the classroom. Failure to comply will result in class removal or points/level reduction.**

All uniform shirts or sweatshirts must be plain. However, 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 or principal designee determines that jackets will be permitted.

Clothing items that are not approved:

- Leggings, Jeggings or other skin tight clothing
- Camouflage Shirts or pants (or shorts)
- Transparent or sheer materials
- Tank tops or midriff crop tops
- Ripped or torn clothing - No ripped or jeans with holes/cuts
- Flannel fabrics/pajamas/loungewear
- Shirts tied in the back

- Clothes tied around the waist
- Bandanas
- Hanging chains
- Army or construction boots
- Heels over 1 ½ inches
- Slippers or flip flops
- Hats or head coverings are not to be worn in the building except for religious reasons and when special permission is granted or a level privilege is being used
- Provocative accessories (spiked dog collars, playboy, etc.)
- Jewelry that can be used as weapons
- Sunglasses

Dress Code Consequences

Students who come to school totally out of uniform on uniform days may borrow or * purchase a school shirt and or pants from the school store. Students who refuse to change will be required to spend all or part of their day in ALE. The student will also lose the next available non-uniform day. Students will not receive points in periods that they are out of uniform.

On the second offense, the student will lose his/her non-uniform privileges for one week. At the discretion of the Principal and behavior specialist the student may be required to spend all or part of the day in ALE (Alternative Learning Environment).

On the third occurrence, the parent/guardian will be notified and a Success Plan(contract) will be discussed and developed by the Therapist, Behavior Intervention Specialist, and student. The student will lose their non-uniform privilege for a month until successful completion of a Success Plan. The student will be required to restart their current level.

At the end of the day, students are required to return the borrowed shirt and pants to the behavior specialist. Students who borrow school items are required to wash them during Friday Activity.

*Subject to availability

AWOL

When the student arrives to school, state law stipulates that the school assumes responsibility for the student regardless of age. Students are not permitted to leave school grounds, a school sponsored activity. Once a student has walked out of the building without permission, he or she will be considered AWOL. The following actions will be taken should a student decide to leave school grounds without permission:

The principal or designee will be notified immediately when a student is identified as having left without permission.

- A student has fifteen minutes to return. If there are concerns for the safety of the student or others in the community, the parents/guardians and/or police will be contacted immediately. If the student fails to return within fifteen minutes, parents/guardians will be called and the police may be called.
- Any student who returns from AWOL will be required to participate in a resolution process with the principal, therapist, behavior specialist to address the behavior and identify needed supports.
- Any student who refuses to participate in the resolution process is expected to receive programming in the ALE, or receive alternative programming under the supervision of a staff person. The student will not be able to return to class or school activities.
- Consequences/options will be determined based on the nature of the behavior associated with the student leaving school grounds without permission. It may include reporting to ALE, alternative programming under the supervision of a staff member, or out-of-school suspension, or in-school suspension.

Students who leave the school property or go to local establishments, such as, McDonald's or 7-Eleven, will be required to report to in-school suspension. They will receive a one day in school suspension.

Upon a student's return to school, s/he will be scanned before re-entering the building. Any additional bags will be checked and food/items may be confiscated.

STUDENT-DIRECTED AND STAFF-DIRECTED TIME-OUTS

Students may request a five (5) minute time-out from any class period. These time-outs are held in ALE or a designated area. **Generally**, all student-directed time-outs (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 who 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 ALE. 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 the 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 in ALE. During this time, the student will be monitored by the behavior specialist or another staff member providing coverage to the time-out area. The student will be expected to process the incident or complete a "Think Sheet" or a "Reflections Log" 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.

Once a student is placed in ALE, 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 remain in ALE 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.

Student-requested and staff-directed time-outs are to be recorded on the student's daily monitoring sheet for purposes of behavioral data and reporting to parents/staff/, etc. Student-requested and staff-directed time-outs are also documented in a log maintained by the behavior specialist staff.

ZENSORY ROOM

Students are encouraged to explore and utilize coping strategies to support them in and outside of the classroom. Students are provided an opportunity to take a wellness break in the Zensory room per the teacher's and behavior specialist discretion. One student is permitted in the room at one time for five (5) to fifteen (15) minutes. The door is to remain opened at all times and a staff member will remain stationed outside of the door. Students are permitted to use the therapeutic supports inside of the room, but must clean up and store items after use. All items must remain in the room. Students who refuse to follow the Zensory room guidelines will not be permitted to use the room for 5 days.

DISCIPLINE GUIDELINES & PROCEDURES

The possibilities for discipline are:

- Student is offered a time out
- Student is provided therapeutic supports.
- Student is given an extended time out in ALE
- Student earns suspension

ALTERNATIVE LEARNING ENVIRONMENT (ALE)

Horizons is committed to providing a safe and supportive environment that facilitates the learning process, prevents and/or mitigate disruptive actions, and promotes peaceful and restorative practices to address behaviors. The Alternative Learning Environment is a supportive classroom where students who required minimal distractions from others, or are distracting to others are assigned to this room for a short or extended period of time. Students who are required to attend based on the following infractions, are requested to follow the posted guidelines:

1. No sleeping
2. Remain in assigned desk
3. Complete all class assignments (check -ins will be conducted by assigned teacher)
4. Participate in required Group
5. Complete and discuss "Think Form" or "Student Success Plan" with behavior specialist

Definition of successful ALE

- Student completes work from class
- Student has accepted responsibility for the incident
- Student demonstrates behavior appropriate to return
- Student completes and discusses Student Success Plan with behavior specialist
- Student has no negative interaction with others and follows directions

SCHOOL BUS CONDUCT & BUS REFERRALS

Horizons students transported by public school buses are required to adhere to the rules and regulations of conduct as determined by the county school board. Students are expected to be prepared for pickup at their assigned time. Students are not permitted to ride school buses if they are not on the county's bus list and or dropped off at an unapproved location.

1st Bus Referral: Conference call with parent and student.

2nd Bus Referral: Conference call with student. Contract developed with student.

3rd Bus Referral: Two periods in alternative learning, and a conference call with parent/student.

4th Bus Referral: One day in-school-suspension, a meeting with parents, bus staff, and bus supervisor and a reduction in level.

Fighting or dangerous action can lead directly to multi-day bus suspension and subject to further disciplinary actions by LSS.

RESTORATIVE REFLECTIONS RE-ENTRY

Upon a student's return from a suspension, the student, parent/guardian is required to participate in a Restorative Reflections re-entry with Horizons school personnel and LSS representative, if appropriate. At this time, a Success Plan will be developed to identify interventions and insight to reduce the likelihood of repeat behavior. The conference is an opportunity for the student and family to recommit to the goals and policies of Horizons and support the student's return in the community.

The student may receive additional supports and guidance from their assigned therapist during this process. Students who are required to complete a beautification project must complete the assignment by the specific timeline.

CONTRACTS

Contracts can be used for a variety of situations.

- 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
- All contracts will be approved and reviewed for progress by the student's therapist.

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 engage in productive 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.

Specifically, these motivational activities are a vital part of the Behavior Management System at Pathways-Horizons as they provide students with enjoyable and consistent rewards that can be anticipated and earned by all students. By offering a wide variety of incentives, we hope to motivate our students toward success and to reward their hard work during the process.

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

REWARD MENU

Activities may vary and are subject to change

Points/Coupons do not need to be redeemed when issued.

Points/Coupons cannot be used or issued if there is a current behavioral issue or infraction.

- Dress down day (must follow dress code).
- Lunch Bunch: Privilege for students to purchase lunch off campus (must be scheduled with a staff member).
- PAC (Pick a club) personalized activity
- Computer Lab usage (No Fortnite™ or other prohibited games)
- Friday/Special Activity
- School Store Visit
- Homework or classwork pass (teacher discretion)

AWARDS/ACKNOWLEDGEMENTS

- Honor Roll (3.0 or better)
- Perfect Attendance
- *Al Minnigh Student Achievement Award*- Student of the Year award presented to a student from each Pathways site who has demonstrated outstanding improvement in academics, behavior, therapy, volunteerism and/or vocational training.

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 who receive in or out of school suspension and are not on the required level are not eligible to go on field trips and will be given alternative assignments. The principal has the discretion to suspend student privileges to participate in field trips. Parents/guardian will be informed in advance via a trip alert or permission slip.

SCHOOL STORE

The use of the school store is an incentive and special privilege. On designated days, students may redeem their points/coupons to purchase items in the school store. We value the well being and health of our students. Therefore, sweets and snacks will be provided at a minimum of two (2) days a week. Students may purchase other healthy alternatives. **New this year:** All items in the school store must be purchased using the points/coupon system. It is the student's responsibility to assist with maintaining their monitoring sheets and daily ledger. Lost point sheets will result in a loss of points for that day.

USE OF COMMUNITY LOCATIONS

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

In the community, the policies of that location take precedence over Pathways procedures. For example, the security guard at the East County Community Center may take control of any situation at the Center. In those instances, the primary responsibility of the staff is to advocate for the unique needs of the student and to communicate with the principal, parents/guardians, and, at times, the local school system (LSS).

TRANSPORTATION

Students are transported by staff in Pathways vans and or personal vehicles. Students will only be permitted to ride in a staff vehicle if permission is granted on the Pathways Schools transportation form. A minimum of two staff members will accompany assigned students in their personal vehicle. Students are expected to follow the safety procedures and staff directives while being transported. Students are not permitted to be dropped off to the metro or other designations without a written/signed note from a parent or guardian. Special considerations and approval are required by the principal or principal designee.

MEALS AND SNACKS

It is our goal to model a healthy lifestyle by introducing foods that meet the USDA guidelines. Horizons partnered with Heavenly Edibles & Stuff to cater a nutritionally balanced breakfast and lunch. Special dietary requirements of students will continue to be assessed during family orientation to identify dietary restrictions. Students, who have significant food allergies, are encouraged to bring their lunch. Portions and servings are based on the USDA guidelines per age and grade. Therefore, students may bring additional (healthy) snacks to consume during the lunch or am advisory period.

Students are required to check their lunch upon AM arrival. All lunches will be stored /refrigerated. Due to the potential and identified food allergies, students ARE NOT permitted to share food.

There may be occasions where meals/treats are provided as incentives or as part of an activity or celebration. Students and parents will be notified in advance. Students are encouraged and required to eat during identified snack/lunch times. On certain occasions and circumstances, students are permitted to eat at other times in a designated area. At all times, students must follow the food and drink restrictions of the community settings.

LEVEL SYSTEM

The level system consists of five levels. To advance in levels is a three part process.

- The student must obtain the signature of their therapist verifying their participation in therapy.
- The student must request a review of his/her behavior from BMS for advancement to the next level.
- The student must request advancement from Homeroom teacher who would give the level binder to the principal.

Level zero (White) – The student would have to be successful for five days. During the orientation level, students would go over rules with home room teacher 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 BMS 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 BMS 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 80% 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 85% 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 90% 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 Horizons. There are rewards for remaining on Level-4:

- After 30 successful days, your unsuccessful days are cleared.
- After two successful “loops” on Yellow, your level changes to **Panther Privilege**. This is the highest level with independent status. Students will no longer carry a point sheet, if no targeted

behaviors are observed. If student receives 2 or more referrals or suspended, the point sheet is re-activated.

- 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 sign the free McDonalds coupon and monthly level lunch. If you lose these cards you lost your lunch – no replacements.** Coupons must be redeemed before the expiration date.
- 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!

Unsuccessful Days on Level Sheet

- Un-Excused Absence (Loss of one day for each un-excused absence)
- Suspension (Loss of one day for each suspension day)
- Three or more uniform infractions will result in a drop in level
- Refusal to participate in weekly group
- A bus referral or suspension may result in a drop in level.
- Lost or discarded point sheet

Guidelines for Daily Behavior Tracking and Point Sheet

The daily Behavior Tracking and Point sheet will be sent home on Fridays with the student. Upon the parent's request, a daily monitoring sheet may be emailed or mailed.

- The daily Behavior Tracking and Point sheet will be filled out to record progress on IEP Behavior Goals, and other positive behavior.
- The daily Behavior Tracking and Point sheet will be filled out for any negative behaviors that show regression from IEP Behavior Goals or behavior infractions.
- If a student is sent to ALE a Daily Monitoring sheet must be filled out. BMS will also indicate compliance or lack of compliance while in ALE.

Daily PM Meetings

At the end of the day, all daily Behavior Tracking and Point sheets will be turned in and filed by the Homeroom teacher or designee. Significant student behaviors and infractions will be brought to the staff PM meetings. All daily sheets will be reviewed and execution of interventions will be discussed. Additional supports will be determined and relayed to the student during a.m. homeroom by the behavior specialist, homeroom teacher, therapist or principal. Parents will be notified if there are immediate concerns that need to be addressed.

One copy of daily Behavior Tracking and Point sheet will be kept by the BMS staff. Level sheets will be filed in the student's homeroom binder. Level ups will be announced during Monday and Wednesday Community Circles.

Sample Level Sheets follow on the next pages.

LEVEL SHEET - 0 - ORIENTATION LEVEL (White) - **EXAMPLE**

Name

Homeroom

Successful Days

1	2	3	4	5
2/12	2/13	2/14	2/16	
A.B	A.B	A.B	A.B	

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

Homeroom Teacher _____

Behavior Specialist _____

Therapist _____

Principal _____

EXCUSED ABSENCES: Write dates here.

Unsuccessful Days(Includes Unexcused days)

1	2
2/15	
A,.B	

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 _____

Behavior Specialist _____

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 _____

Behavior specialist _____

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 _____

Behavior Specialist _____

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 _____
 Successful Days _____

Homeroom _____

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 _____
 Behavior Specialist _____
 Therapist _____
 Principal _____

EXCUSED ABSENCES: Write dates here.

Unsuccessful Days _____

Go to Level 3 - KEEP TRYING!

Staff Initials _____ Date: ___/___/___

1	2	3	4	5	6	7

Sample Student Behavior Tracking and Point Sheet

STUDENT BEHAVIOR TRACKING AND POINT SHEET- HORIZONS

Name _____

Level _____

Date _____

<i>Periods</i>	HR	1	2	3	4	5	6	7	8
Classroom:									
1. Be on time for class									
2. Bring required materials to class including pen/pencil									
3. Begin and stay on task 90%									
4. No sleeping or having head on desk.									
5. Complete assignment									
6. Return materials and clean up space									
Target skill (Must be spelled out)									
1.									
Social Goals:									
1. Demonstrate respect towards peers (Includes no inappropriate lang.)									
2. Demonstrate respect towards staff									
3. Control body boundaries (including remaining in designated area)									
Total for each period									
Total Bonus coupons each period									
Uniform compliance (yes or no)									
Staff initials									

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 _____ ALE _____	
1 Destination: _____ Initials_____	STO _____ TTO _____ ALE _____	
2 Destination: _____ Initials-_____	STO _____ TTO _____ ALE _____	
3 Destination: _____ Initials-_____	STO _____ TTO _____ ALE _____	
Lunch: _____ Initials:_____	STO _____ TTO _____ ALE _____	
4 Destination: _____ Initials:_____	STO _____ TTO _____ ALE _____	
5 Destination: _____ Initials:_____	STO _____ TTO _____ ALE _____	
HR Destination: _____ Initials:_____	STO _____ TTO _____ ALE _____	
6 Destination: _____ Initials:_____	STO _____ TTO _____ ALE _____	
7 Destination: _____ Initials:_____	STO _____ TTO _____ ALE _____	
8 Destination: _____ Initials:_____	STO _____ TTO _____ ALE _____	