THE PATHWAYS SCHOOLS

PARENT/STUDENT HANDBOOK

2026-2027

THE PATHWAYS SCHOOLS DIRECTORY

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The Pathways Schools has been operated by Crosswood, Inc. since 1982 as a nonprofit, nonpublic institution. The schools are accredited by the Maryland State Department of Education (MSDE) and the District of Columbia's Office of the State Superintendent of Education (OSSE) and sponsored by Northwood Presbyterian Churches in cooperation with Luther Rice Memorial Baptist Church. We are members of Maryland Association of Nonpublic Special Education Facilities (MANSEF), Montgomery Transition Workgroup, and the Maryland Coalition of Families for Children's Mental Health.

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INTRODUCTION

Welcome to The Pathways Schools! We look forward to working with our students and families throughout the year to provide a safe and nurturing learning environment. The information in this handbook is important for you to know in order for us to work together to make this school placement as successful as possible. We hope that you will take time to read and understand the policies described within this handbook.

HISTORY AND PURPOSE

Since the mid-seventies, Northwood Presbyterian Church had housed and supported programs serving students with emotional disabilities. During the 1981-82 school year, at the request of parents, the church housed a new school serving this population. When problems beyond the church's control forced the school to close, plans were made to establish Northwood's own school to serve the same students and their families. Northwood's Session (the church's governing body) authorized the formation of Crosswood, Inc., a non-profit corporation formed to operate an accredited non-public (i.e., private), non-religious, school to serve emotionally impaired adolescents. Incorporated in July 1982, Crosswood, Inc. established The Pathways Schools (formerly The Pathways Center). The original program, for adolescents ages 13 to 19 with academic deficits of at least two years, was a success-oriented one including individual, group and family therapy, pastoral counseling when requested, and a work-oriented, life skills curriculum centered on the objectives of the Maryland State Departments of Education's Project Basic. Subsequent programs have been established broadening the age range for 9 to 21 and broadening the curricula objectives. In 1990, the Maryland State Department of Education accredited three new programs, and in 1995, a fourth.

In order to address the changing and varying needs of the students referred, additional models and programs have been designed and tailored to emphasize different goals. Programs vary in their offerings of the middle school options, school-to-work emphasis, and community-based programming.

PHILOSOPHY

We believe that in order for students to live independently and productively with their families and community, they must be taught the social, emotional, academic and vocational skills needed to live independently and productively in their families and communities. Teachings should begin at each student's level of emotional and academic competence. It should be appropriate to the individual future goals of each student.

We believe that students entering our program are worthy of every effort that can be made on their behalf so that they may realize their own self-worth and, if possible, to overcome, but at least to cope effectively with their social/ emotional disabilities. We believe that providing them with small, structured, safe and caring environments is best for enabling the setting of limits and consistency required for learning academics, as well as more appropriate behaviors.

Only safe environments can alleviate their fears of emotional or physical harm from their peers or adults and foster the establishment of trusting relationships. It is only in a caring place that healing and growth can begin, particularly for those children who have known the trauma of loss, abuse, instability or chaos in their home environments. We believe that students benefit from their interaction with a caring and committed professional staff and the broader community whom we seek to involve in the school program.

While we believe that the individualized educational services, the variety of therapeutic interventions, and the modeling of caring adults that take place on site positively impact our students' chances, we also believe that their home environments have a significant impact. Therefore, we seek to establish close working relationships with families and/ or guardians to facilitate communication, conflict-resolution and training to meet their children's needs. The Pathways Schools have also chosen to place an emphasis on the transition services provided to our student population. We have instituted these services on a variety of levels within the organization. For students as well as their families, our goal is to provide PATHWAYS to a brighter future.

CREDO

Our Pathways credo best summarizes our philosophy:
"We believe that our students can:
learn,
be successful,
trust themselves and others,
change and take charge of their lives."

MISSION STATEMENT

To enable our students to acquire the skills they need to succeed in school, career and life through individualized education and supports.

VISION STATEMENT

We are a non-public special education school for 11-21 year old students seeking to provide diverse quality programs to meet individual needs. Our vision is to access community-based opportunities and support from various businesses, agencies, organizations and institutions to work with our diverse families and students, so they can be better advocates for themselves by learning to:

- identify strengths and needs,
- set realistic goals,
- successfully transition to public school, continuing education or work,
- utilize available resources, and
- acquire the academic, vocational, social, and technological skills needed to contribute positively and to participate responsibly in society.

The Pathways organization is committed to the development and dissemination of professional best practices in the field of special education.

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NON-DISCRIMINATION

It is the policy of the State of Maryland that all public and publicly funded schools and school programs operate in compliance with:

(1) Title VI of the federal Civil Rights Act of 1964; and
(2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not:
(i) Discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;
(ii) Refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or
(iii) Discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.

NON-VIOLENCE

Imagine a school where learners manage and resolve their own conflicts, both with and without adult assistance. A school where diversity and individuality are celebrated. A school where people listen to understand others' viewpoints and perceive conflict as an opportunity to learn and grow. A school that supports everyone's rights and encourages everyone to exercise his or her responsibilities. A school where peace is viewed as an active process, made day by day, moment by moment.

A priority of the Pathways Schools is to help create peaceable schools and help our students learn. But students cannot learn if they are frightened for their safety, just as they cannot learn if they are hungry or sick. We must therefore ensure that all students feel safe, secure and ready to learn. Violence in schools detracts from the development of a quality education; it places our students and staff at risk of injury; and it violates the human and civil rights of students and staff.

Values and a sense of responsibility are critical to safe, violence-free environments. A vital component of safety in our schools is awareness on the part of students and their parents/guardians that certain types of behaviors are unacceptable. It is also crucial that we make our students aware that their actions have consequences. The Pathways Schools promotes non-violence through a variety of programming opportunities, which are integrated in the academic and therapeutic curriculum.

NON-HARASSMENT

It is our policy to prohibit harassment based on an individual's Title VII protected status of anyone attending, volunteering, or employed by The Pathways Schools. Protected statuses include, but are not limited to, gender, race, color, religion, marital status, veteran status, sexual orientation, national origin, physical or mental disability, pregnancy and/or age.

The purpose of this policy is not to regulate our students' or employees' personal morality. Rather, it is to assure that, in the school, no student or employee harasses another on any of these bases.

While it is not easy to define precisely what harassment is, it certainly includes slurs, epithets, threats, derogatory comments, unwelcome jokes and teasing.

Any student or employee who feels that s/he is a victim of such harassment should immediately report the matter to his/her Supervisor. All reports are communicated to the Executive Director. Our school will investigate all such reports as confidentially as possible. Pathways will take no adverse action against a student or employee solely because h/she reports a violation of this policy. Violation of the non-harassment policy will not be permitted and may result in disciplinary action, up to and including discharge.

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ADMINISTRATIVE PRACTICES AND PROCEDURAL GUIDELINES

SCHOOL HOURS

	Open	Dismissal	Wednesdays	Early Dismissal	Staff Hours
Anne Arundel	8:25	3:25	1:00	1:00	8:00-3:30
Catonsville	8:25	3:25	1:00	1:00	8:00-3:30
Edgewood Community Based	8:25	3:25	1:00	1:00	8:00-3:30
Edgewood School Based	8:05	3:05	12:40	12:40	8:00-3:30

EMERGENCY CLOSINGS, DELAYS, AND EARLY DISMISSALS

School may be closed due to emergencies for various reasons throughout the year. Some of these reasons are inclement weather (snow, heat, etc.), community emergencies, and world events. The policies listed below outline what will occur at each site when a change is made to the schedule due to an emergency. **On days of any emergency closings, delays or early dismissals notices are posted on The Pathways Schools website at www.pathwayschools.org** .

DELAYED OPENINGS AT ALL SITES

If a delayed opening occurs on any day scheduled for an early dismissal, Pathways Schools will be OPEN for students and the usual, shortened schedule will NOT be in effect. Students will report to the school late and follow a regular schedule for the remainder of the day.

EARLY DISMISSALS AT ALL SITES

If there is an early dismissal, students will be transported based on the decisions made for each student's resident county.

PATHWAYS ANNE ARUNDEL STUDENTS

Pathways-Anne Arundel will follow the emergency school closings, delays and early dismissals of Anne Arundel County Public Schools. Due to the nature of the community-based program, students residing in various counties and depending upon the reason for the closings, delays and early dismissals, decisions regarding students' pick up and drop off plans may be made on an individual basis.

PATHWAYS CATONSVILLE STUDENTS

Pathways-Catonsville will follow the emergency school closings, delays and early dismissals of Baltimore County Public Schools. Due to the nature of the community-based program, students residing in various counties and depending upon the reason for the closings, delays and early dismissals, decisions regarding students' pick up and drop off plans may be made on an individual basis.

PATHWAYS EDGEWOOD STUDENTS

Horizons will follow the emergency school closings, delays and early dismissals of Prince George's County Public Schools. Students residing in counties other than Prince George's will need to follow their school systems' transportation schedules, as well as the above schedule modifications.

For students in the community-based program, due to the nature of the program, students residing in various counties and depending upon the reason for the closings, delays and early dismissals, decisions regarding students' pick up and drop off plans may be made on an individual basis.

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STUDENT ATTENDANCE

What life-long lessons are learned by attending school?

Attending School Encourages….	Missing School Encourages….
Responsible behavior	Poor habits
Better grades	Lower grades
Sense of belonging	Being an outsider
Development of talents	Lower self esteem
Self-confidence	Lack of self-discipline
Good citizenship	Unsupervised activities
School pride	Frustration in learning
High school graduation	Dropping out of school
Further education	Reduced earning potential
Future employment	Possible unemployment

Who must attend school? Both the State of Maryland and the District of Columbia have compulsory attendance laws requiring children to attend school regularly unless there is a lawful reason for being absent. According to the Compulsory School Attendance Laws, Maryland and District of Columbia children must attend school if they are five years old or older and under eighteen. The Pathways Schools are required to follow the mandates of the laws. We ask parents and guardians to cooperate in carrying out this state regulation, which each school system must enforce. The Pathways Schools are available to assist families and students in obtaining resources to facilitate consistent school attendance. Each district has identified the penalties, including fines and imprisonment, for parents/guardians who do not follow the respective laws.

Who is responsible for school attendance?

School's Responsibilities—

- Encourage student attendance by creating a positive environment in school and school activities
- Promote the school's policies regarding student attendance
- Collaborate with parents/guardians to monitor student's progress
- Share with students and parents/guardians the responsibility for promoting regular school attendance
- Offer help to parents/guardians when an attendance problem arises with a student

Student's responsibility—

- Participate regularly in school work, such as being prepared for class, completing assignments, and participating in discussions
- Show willingness to take responsibility for his/her actions and behavior
- Arrive to school on time daily
- Attend each scheduled class

Parent/Guardian's Responsibilities—

- Encourage student attendance by taking a positive approach to school and school activities
- Learn the school's policies regarding student attendance
- Check frequently with school personnel as to student's progress
- Share with the school the responsibility for promoting regular school attendance
- Ask the school staff for help when an attendance problem arises with your child
- Notify the school of changes in address and/or phone number immediately

How can a parent/guardian help a child have better attendance?

- Let your child know that you think school is important.
- Set a regular bedtime.
- Provide your child with plenty of time to get ready for school.
- Provide an alternative plan of transportation for getting your child to school on time.
- Schedule doctor's, dentist's, and other appointments before and after school hours.
- Plan for scheduled appointments around the school day. If appointments must be during the school day, plan them so that your child does not miss the same class every time.
- If your child must be out of school for part of the day, allow him/her to miss only that time necessary for the appointment.
- View tardiness as unacceptable behavior.
- Refuse to write an excuse for anything other than a legitimate absence.
- Discourage your child from checking out of school before the end of the school day.
- Be sure make-up work is completed promptly.
- Notify the school as soon as possible in cases of prolonged absences due to hospitalization and other legitimate reasons.
- Plan family vacations in accordance with the school calendar as much as possible.
- Talk to your child about responsibility and the need to develop good work habits and positive attitudes.
- If your teenager takes public transportation or drives to school, stress his/her responsibility for attendance and being on time.

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How is attendance monitored?

IF A STUDENT DOES NOT ATTEND SCHOOL, A SCHOOL OFFICIAL WILL CONTACT PARENT OR GUARDIAN.

- Attendance will be taken daily and for each class by the responsible supervising staff member.
- Daily attendance records will be maintained by Pathways Schools and will be stored permanently in the students' records/notebooks.
- Staff responsible for calling parents/guardians regarding absences, whether excused or unexcused, will call before the end of the school day and will maintain a record of calls, letters, and/or messages. Anecdotal records, letters, and notes will be maintained to document efforts to intervene in matters of attendance.
- Students who exhibit a pattern of absences, excused and/or unexcused will be reported to the Principal, who will coordinate with the therapist and/or others to develop an attendance intervention plan.
- The LSS representative will be notified in writing of concerns associated with patterns of absenteeism.

What Are Considered Lawful/Excused Absences?

- Death in the immediate family. The local school system shall determine what relationships constitute immediate family.
- Illness of the student. The principal shall require a physician's certificate from the parent or guardians of a student reported continuously absent for illness.
- Court summons
- Hazardous weather conditions. Hazardous weather conditions shall be interpreted to mean weather conditions that would endanger the health or safety of the student when in transit to and from school.
- Work approved or sponsored by the school, the local school system, or the State Department of Education, accepted by the local superintendent of schools or the school principal, or their designees as reason for excusing the students.
- Observance of a religious holiday.
- State of emergency.
- Suspension
- Lack of authorized transportation. This shall not include students denied authorized transportation for disciplinary reasons.
- Other emergency or set of circumstances which, in the judgment of the superintendent or designee, constitutes a good and sufficient cause for absence from school.

If a student will be absent from school, the parent/guardian should:

- Call the school *before* 8 AM to inform the school of the absence. The parent or guardian may leave the following information on the school's voicemail if no one is available to answer the call
  1. Parent or guardian's name
  2. Student's name
  3. Day(s) absent
  4. Reason for absence
  5. Time of call
  6. Phone number where parent can be reached for verification
- Call transportation lot or company *before* bus is scheduled to leave the lot. Telephone numbers will be available to parent and guardians.

In cases where students have been lawfully absent, the school shall make provisions for the availability of make-up work. Where make-up assignments have been successfully completed, the student's grade shall reflect completion of such work.

****VERY IMPORTANT: AN EXCUSED ABSENCE REQUIRES A WRITTEN NOTE FROM THE PARENT/GUARDIAN AS SOON AS THE STUDENT RETURNS TO SCHOOL****

How are excused absences verified?

Upon returning to school from an absence, a student is required to bring a written note from the parent or guardian. The following information should be included in an absence note from home:

1. date returned to school
2. full name of student
3. dates of absence
4. reason for absence
5. signature of parent or guardian

This note is to be given to the Administrator on the day following the absence(s). If the student returns to school without a note, the absence will be classified as unexcused.

If a student has a chronic medical condition that could impact school attendance, a physician's statement regarding this condition will be requested. A physician's note confirming a required absence from school must be provided for all absences beyond **five (5) consecutive** days. This includes absences for **all** medical reasons, including pregnancy.

What are considered unlawful absences?

Unlawful absences or truancy is defined as the act of a pupil being absent from school for a day or any portion of a day or from an individual class or portion of a class for any reason other than those defined as ***"lawful absences."*** Indifference of parents, indifference of student, uncertified illness, care of family members, family vacations, illegal employment and truancy are unexcused. If no note explaining a lawful absence is provided by the parent/guardian, the absence will be considered unexcused.

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EXCESSIVE ABSENCES CONTRIBUTE TO LOWER GRADES AND LOSS OF CREDITS

What are some possible consequences for students who miss school regularly?

- Reduction in grades or loss of credit based on LSS grading policies,
- Written contract,
- Removal of school privileges,
- Restriction of extracurricular activities,
- Denial of credit for classwork made up for unlawful absences,
- Meeting with LSS representative to discuss possibility of change in school placement,
- Referral to court for violation of the compulsory school attendance law,
- Meeting with IEP team to address concerns with the attendance and additional or alternate consequences.

Early Departures
A written request from the parents or guardian is required for students to be released from school at any time other than the normal dismissal. Students will not be released without written permission of parents/ guardian. Requests will be verified by phone.

Late Arrivals
Students arriving late must immediately report to the school office to secure permission to enter class. Students are required to bring a note from the parent or guardian explaining the reason for lateness. Students can be marked absent for a half day as appropriate.

TRANSPORTATION GUIDELINES

Behavior Guidelines

Students transported by public school buses, vans, cabs, or by Pathways staff members are required to adhere to the rules and regulations of conduct as determined by their Local School System and The Pathways Schools. Students are expected to follow the rules set by the driver and aides. Because inappropriate behavior while being transported may endanger the safety of all in the vehicle, it is imperative that students conduct themselves in a responsible manner. Fighting, teasing, loud talking, and other dangerous behaviors will not be tolerated.

Students being transported by LSS transportation services and Pathways staff, who do not adhere to their regulations, will be given a student referral by the driver or staff involved. This report will indicate the exact nature of the problem and will be given to the school principal or designee so appropriate disciplinary action can be taken. The nature of the disciplinary action will depend upon the severity of the student's behavior. A copy of the report is filed in the student's record and sent to the student's parent/guardian.

Bus Transportation Services

It is policy that students wait at their designated pick-up location ten minutes before their scheduled pick-up time. If the student will not be attending school, parents/guardians, NOT students, should inform the transportation lot or company, in addition to contacting the school. Telephone numbers will be available to parents/guardians.

A written note to the Principal from the parent/guardian is required of students who require a different pick up or drop off on certain days. Approval is contingent on driver's willingness to comply. Alternative transportation may be arranged with the site administrator.
Suspension from Transportation Service

Students who exhibit behavior putting others in danger or who continue to disobey the rules set by the driver may receive a suspension from transportation service. This means that the student will not be provided a ride to or from school for the duration of the suspension from transportation service. **However, the student is expected to continue coming to school by alternative transportation.** The Pathways principal will take reasonable measures to offer alternative transportation (e.g., bus tokens, fare cards, cab). If a student chooses not to utilize the options offered and does not come to school, the absence will be considered unexcused.

Three referrals constitute a suspension from transportation service regardless of the degree of the inappropriate behavior. The actual length of suspension is determined by the seriousness of the behavior.

If a student continues to exhibit inappropriate behaviors, especially behaviors creating unsafe situations, while being transported to or from school, an IEP team meeting may be scheduled to address the concerns and possibly consider alternative transportation options.

Vehicle Accidents

If information is received that a vehicle transporting Pathways' students has been involved in an accident, the Executive Director/Designee will be contacted IMMEDIATELY. Contact with parents/guardians will be done by Pathways and/or the LSS and in cooperation with the LSS Transportation Department when appropriate.

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ACADEMIC GUIDELINES

REPORTING STUDENT PROGRESS

The school year is divided into two semesters, with each semester divided into two nine-week grading periods. Report cards are issued to students at the conclusion of each marking period. In addition, interim reports are also issued to students four times a year. Evaluation is based on the attainment of the objectives of the course. The following symbols are used to report student progress:

A Outstanding level of performance
B High level of performance
C Satisfactory level of performance
D Minimal level of performance
E Unsatisfactory level of performance
I Incomplete--Student is given an extension of time to complete work
N No grade earned

Parent/Guardian conferences are held as needed to discuss a student's progress in greater depth. These may be held at the request of the parent or the staff.

Factors taken into consideration when determining grades include:
Demonstration of mastering class material with modifications as appropriate
Completion of class and homework assignments
Participation
Attendance
Completion of make-up assignments within a define timeframe

SECONDARY SCHOOL CREDITS

Defining a Unit of Credit
Determination of a unit is based on the satisfactory completion of coursework and a specified number of hours of instruction. Satisfactory completion of coursework is based on the student earning a minimum grade of a D and accomplishing a minimum of 60% of the curricular objectives. In addition to classroom lectures, discussions and activities, the following educational experiences will also be used in determining clock hours of instruction: independent study; individualized program instruction; tutorial assistance; computer assisted instruction; and use of audio-visual materials and equipment.

Students earning a High School Diploma from a Local School System will be required to fulfill the clock hours established for that school system.

Options for Earning Credit
Credits may be earned in the classroom. Alternative methods to earn credits towards a high school diploma include:
Summer coursework from the student's county school system,
Night school from the student's county school system,
Special competency based examinations,
Pathways coordinated work-study programs
Community-based experiences, and
Independent study approved and monitored by an instructor.

REQUIREMENTS FOR HIGH SCHOOL DIPLOMA

The following requirements, as defined by the LSS, shall be met in order for a student to earn a High School Diploma:
Satisfactory completion of mandated state assessments;
Satisfactory completion of four years beyond grade eight;
Completion of required service learning hours; and
Completion of a minimum number of credits in specific courses

REQUIREMENTS FOR HIGH SCHOOL CERTIFICATE

The following requirements, as defined by the LSS, shall be met in order for a student to earn a High School Certificate:
Enrolled in an educational program for at least four years beyond grade 8 or its age equivalent and determined by an IEP Team, with the agreement of the parent/guardian, to have developed appropriate skills to enter the work world, act responsibly, and enjoy a fulfilling life, or
Enrolled in an educational program for four years beyond grade 8 or its age equivalent and have reached age twenty-one.

GRADE PLACEMENT

Grade placement is determined by each student's Local School System policies and guidelines.

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FAMILY PARTICIPATION

The Pathways Schools believe that family involvement and support is an important ingredient in promoting student success. The Pathways Schools encourages families to communicate openly and often with our staff and to participate fully in school activities. Each school program provides opportunities for regular family involvement. Some examples include:

- Access student's academic progress
- Email communication/phone contact
- Newsletters
- Weekly reports
- Family meetings
- Family therapy

Pathways also welcomes families to participate in many other activities. Special events, such as the Back-To-School Night, Thanksgiving gatherings, and Graduation and Promotion ceremonies, are held at each site and provide opportunities for students, staff, and families to be involved in recognizing and enhancing student growth. Program-wide events are held throughout the year to encourage a broad participation from all sites, such as the Annual Art Show. Family participation and volunteering help create a successful atmosphere of support and celebration for our students at these events. During the school year families will also receive specific information about ways to help with fundraising activities.

STUDENT RELATIONSHIPS BEYOND SCHOOL HOURS

Often students develop relationships with other Pathways students that they want to extend to after school hours. This type of involvement has the potential for complications with regard to therapy and individual goals. Students are encouraged to discuss outside activities with staff and parents. When the staff believes a relationship between students during or after school hours is likely to be detrimental to the students involved or to the program, the Administrator and/or therapist will discuss the concerns with the students and parents.

The Pathways Schools is aware that rapidly changing technology provides popular ways of communication with the use of cell phones and the Internet. Much of this is positive, but there is also the potential for misuse and the risk of connecting with others inappropriately. Families are encouraged to be vigilant in supervising these avenues of broader communication. If students display at-risk or inappropriate behaviors, such as bullying or harassment, using these electronic communication devices, Pathways seeks to collaborate with families to address such issues. If needed, a plan will be established in order to reinforce positive interactions and work toward ensuring student safety.

MARYLAND'S SAFE TO LEARN ACT OF 2018

Maryland's Safe to Learn Act of 2018 was passed mandating that local school systems develop and implement policies and effective strategies for creating and maintaining safe schools. The expectations are to develop policies and procedures for addressing behaviors of concerns that indicate a student may pose a risk of self-harm or harm to others, including: expressions of hopelessness, known drug use, suicidal gestures or statements, or known gang activity. Professional development for administrators and staff members will be provided to increase understanding and awareness of the prevalence and consequences of the behaviors of concern, as well as other strategies for addressing safety concerns in schools. Pathways is collaborating with LSS, state and other schools' resources to develop and implement a school emergency plan addressing behavioral threats and emergency events.

Consistent with the regulations, Pathways encourages students to identify and report behaviors of concern exhibited by their peers or others that may pose a threat to the safety of any person. **The idea of "See something, Say something" is promoted for all employees and students.** All concerns related to safety will be investigated by administrators. As appropriate, LSS representatives, school security, police, parents and guardians will be involved in the investigation. A student or employee engaging in behaviors which violate policies of safety is subject to disciplinary and/or legal action. Interventions will be recommended, as appropriate, for students and employees who have been victimized or who have violated these policies.

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BULLYING, HARASSMENT AND INTIMIDATION

Pathways is committed to an educational and therapeutic environment that is free of bullying, harassment, or intimidation so that schools are a safe place in which to learn. Bullying, harassment, or intimidation is disruptive to learning and can adversely affect academic achievement, emotional well-being, and school climate. Pathways is committed to prohibiting verbal, physical or written (including electronic) bullying, harassment, or intimidation of any person on school property, on school buses, or at school-sponsored functions. Pathways is also committed to prohibiting reprisal or retaliation against individuals who report acts of bullying, harassment, or intimidation or who are bullied, witnesses, bystanders, or others with reliable information about an act of bullying, harassment**,** or intimidation.

As used in this policy, "bullying, harassment, or intimidation" means intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with students' educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is:

- Motivated by an actual or perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or,
- Threatening or seriously intimidating; and,
- Occurs on a school property, at a school activity or event, or on a school bus; or,
- Substantially disrupts the orderly operation of a school.

"Electronic Communication" means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager. As used in this policy bullying may include but not be limited to physical (hitting, pushing, shoving), verbal (being teased, threatened, coerced, made fun of, called derogatory names) or relational (spreading rumors, being left out or ostracized).

Pathways will implement strategies to identify bullying, harassment, or intimidation; implement prevention strategies that are proven to be effective, intervene when bullying, harassment, or intimidation occurs; implement intervention strategies; and provide outside referrals, as appropriate. The prohibition of bullying, harassment, or intimidation in schools, and reprisal and retaliation against individuals who report acts of bullying, harassment, or intimidation, as well as consequences and remedial actions, are included as a part of a school-wide prevention and intervention efforts. These efforts will include:

- Prevention and Intervention
    - Periodic and ongoing professional development for administrators and staff members to increase understanding and awareness of the prevalence, causes, and consequences of bullying, harassment, or intimidation and to increase the use of research-based strategies, remedial measures, and consequences for preventing bullying, harassment, or intimidation. Professional development also should include how to respond to students who are bullied, students who bully, and students who are bystanders.
    - Student involvement in bullying, harassment, or intimidation prevention efforts, such as programs that foster peer support, mutual respect, sensitivity to diversity and culture which encourage students to report incidents of bullying to adults.
    - Communication and interaction with families and the community to inform parents about the prevalence, causes, and consequences of bullying, harassment, or intimidation and strategies for supporting their children.
    - Collaboration with community health and mental health resources to communicate that bullying, harassment, or intimidation is a public health hazard.
    - A range of interventions developed to prevent bullying, harassment, or intimidation while ensuring the safety of students who are bullied.
- Reporting Acts of Bullying, Harassment, or Intimidation
    - Pathways will encourage the reporting of bullying, harassment, or intimidation incidents, in addition to communicating a clear message that reporting will lead to help for students who are bullied students who bully, and students who are bystanders.
- Prompt Investigation of Acts of Bullying, Harassment, or Intimidation.
    - The principal or designee will promptly investigate all reports of bullying, harassment**,** or intimidation and implement remedial measures and consequences as appropriate.
    - School administrators shall promptly notify parents of students involved in a bullying incident.
    - After the investigation has concluded, staff members will conduct individual and private conferences with both the student who was bullied and the student who bullied to determine if the bullying, harassment, or intimidation has continued.
- Consequences and Remedial Actions
    - Consequences and remedial actions for persons committing acts of bullying, harassment, or intimidation**;** for persons engaged in reprisal or retaliation**;** and for persons found to have made false accusations of bullying will be determined based on Pathways and/or LSS policies.
- Support Services to be Made Available to the Student Who is Bullied, the Student Who Bullies, and Bystanders
    - If a student expresses a desire to discuss an incident of bullying, harassment, or intimidation with a staff member, the staff member will make an effort to provide the student with a practical, safe, private, and age-appropriate way of doing so, as well as to provide community resources, as appropriate.

VISITORS

All school visitors who have business to conduct must first go to the school office to obtain permission. Classroom visits should be arranged in advance through the Principal. Generally, students not enrolled are not given permission to visit school or attend classes. Specific requests may be honored if approved by the Administrator.

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STATE AND LOCAL SCHOOL SYSTEM MONITORING

On a regular basis, state education department (e.g., Maryland State Department of Education or DC's Office of the State Superintendent of Education) and local school system (LSS) representatives monitor The Pathways Schools' programs and students. As a part of this process, they may:

- review records,
- interview staff members, students and parents, and
- observe school instruction and activities.

Information gathered may be utilized as a part of an individual's IEP team meetings, school accreditation reviews, and/or compliance monitoring.

PROCEDURAL SAFEGUARDS, PARENTAL RIGHTS, AND COMPLAINT PROCESS

Pathways maintains the procedural safeguards outlined by the student's referring Local School System (LSS). At IEP meetings and upon request, parents/guardians will also receive a copy of the procedural safeguards and parental rights from the referring LSS and/or from The Pathways Schools. The Pathways Schools will follow the mediation processes of the referring Local School System, when necessary. Each LSS has adopted written procedures for the investigation and resolution of any complaint alleging that the school or public agency has violated a requirement of the IDEA. These procedures may be obtained from each LSS Special Education office and/or online on The Pathways Schools website, www.pathwayschools.org.

LEAST RESTRICTIVE ENVIRONMENT

The Individuals with Disabilities Education Act (IDEA) mandates that, "to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled." It is the responsibility of the IEP team to hold meetings at minimum on an annual basis, to discuss options or need for change in programming and/or change in placement. This discussion may address options including remaining within The Pathways Schools programs, transfers to other nonpublic separate day school programs, more restrictive environments, such as residential facilities, and less restrictive environments, such as return to public school setting. When determining the most appropriate placement and programming, the following factors are taken into consideration on an individual basis by the IEP team:

- the educational benefits to the student;
- the non-academic benefits to the students from interacting with nondisabled and disabled peers; and
- individual student's abilities and needs.

Taking into consideration each of these factors, as well as collaborating with representatives of community facilities and public schools, Pathways students may engage in the following activities with nondisabled peers:

- visits to career fairs, colleges, and technical training programs;
- work experiences, including internships, volunteer work, and competitive employment;
- recreation at local gyms and community centers;
- clubs and athletic teams in the public schools;
- tutoring and studying in various community settings;
- educational field trips; and
- research in the local libraries.

PROCEDURES FOR PARENTS/GUARDIANS REQUESTING INSPECTION AND REVIEW OF A STUDENT'S RECORD

Records may be inspected by the parents/guardians of students.

If parents/guardians request inspection and/or review of a student record, parents/guardians should:

- submit in writing, to the principal, a request to inspect and review student's records,
- include student's name and birth date, as well as, three possible dates and times that parent(s)/guardian(s) are available for record review, with a minimum of 10 days advance notice, and
- be permitted to inspect and review educational records without unnecessary delay, and in no case, more than 45 days after receipt of written request.

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ACCEPTABLE USE POLICY FOR STUDENTS USING COMPUTERS AND OTHER ELECTRONIC DEVICES

Pathways Schools strongly believes in the value of electronic devices and services and recognizes their potential to support its curriculum and student learning, as well as general operation in our schools. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. It is Pathways intent to make technology available in order to further educational goals and objectives. The purpose of this policy is to facilitate communication, research and other activities that support these goals and objectives in a safe and appropriate manner.

SCOPE OF COVERAGE

Guidelines and rules described in this policy refer to the use of:

- Computers, including associated peripheral devices, technology infrastructure, and software
- Portable memory storage devices/flash drives
- Calculators with interfacing capability
- MP3 players
- Digital cameras
- Handheld game systems
- Electronic communication devices (ECD), including, but not limited to, cell phones, handhelds or personal digital assistants (PDAs)
- Equipment owned by The Pathways Schools
- Equipment owned by, in the possession of, or being used by Pathways staff that are operated in any Pathways facility, during school hours, including during the transportation to and from school and school activities, or during any school-sponsored activity.
- Equipment owned by, in the possession of or being used by Pathways students and/or staff connected to any equipment at any Pathways facility by means of direct connection, telephone line or other common carrier or any type of connection including both hardwired, fiber, infrared and/or wireless.

NETWORK AND INTERNET USER RESPONSIBILITIES

The Internet is available to students and staff at The Pathways Schools. The Pathways Schools will make every effort to protect students and teachers from any misuses or abuses because of experiences with the Internet. Internet filtering software will be installed on all Pathways computers. However, users may encounter material, which is controversial, and which users, parents, guardians, or staff members may consider inappropriate or offensive. On a global network such as the Internet it is impossible to effectively fully control the content of data and it is the user's responsibility to not initiate access to such material.

Since Internet communication and network use can be public, students and staff are responsible for behaving appropriately on the Internet, just as they are in the school. Individual users of The Pathways Schools Internet and network services are responsible for their use of this resource. This resource is not intended for personal use, but rather for use in support of education and research, which is consistent with academic actions of The Pathways Schools. Student use must be under the supervision of Pathways Schools staff. Use of the Internet/network for any illegal or commercial activities is prohibited.

Some appropriate uses of the Internet and network devices are:

- Researching classroom projects;
- Finding exciting new information which would otherwise be costly to acquire;
- Communicating with other students and educators about issues relevant to and consistent with the academic curriculum/activities of the Pathways Schools.

Unacceptable conduct and/or illegal interaction with the Internet or network are prohibited. This includes, but it not limited to, such actions as:

- Conducting any ***illegal activity***, including violating copyright or otherwise using the intellectual property of another individual or organization without permission.
- Accessing, uploading, downloading, or distributing materials portraying pornography, unethical or illegal solicitation, racism, sexism, or any form of discrimination;
- Accessing ***social networking sites*** (e.g., Facebook, etc.), ***instant messaging*** programs (e.g., Kik, SnapChat, etc.), or ***personal e-mail***;
- Transmitting obscene, abusive, sexually explicit, or threatening language;
- Using the Internet for ***commercial activities*** for profit or product advertisement or for political purposes;
- ***Vandalizing, damaging, or disabling*** the property or data of another individual or organization;
- Gaining ***unauthorized access***, including "hacking", and other similar unlawful activities;
- ***Downloading or installing*** audio files, video files, games or software applications that are not directly linked to an educational project or without the permission of the principal/supervisor;
- ***Accessing another individual's materials***, information or files without permission;
- Using an account owned by another user, with or without authorization;
- Posting or copying any document without the author's written consent;
- Posting anonymous or inappropriate messages;
- Using abusive or otherwise objectionable language;
- Unauthorized disclosure, use, and ***dissemination of personal information*** regarding minors;
- Uninstalling, deleting, or disabling Internet filtering software;
- Any other inappropriate use.

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A responsible Internet user must be aware that:

- Use of the network is a ***PRIVILEGE***, not a RIGHT;
- Files on Pathways computers and e-mail are ***not private***;
- ***Violation of this policy*** will result in the possible loss of Internet privileges or, where appropriate, disciplinary action pursuant to The Pathways Schools policy and procedures;
- ***Access to inappropriate matter*** on the Internet is prohibited;
- ***Access to social networking sites*** and personal e-mail are not appropriate (except when directed by staff)
- Persons issued an account or granted access to the Internet or network are ***responsible for its use at all times***

Any violation of this policy may result in loss of Pathways-provided access to the Internet or in confiscation of electronic devices. Additional disciplinary action may be determined by the Principal and/or Executive Director/Designee in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.
Pathways Schools will not be responsible for:

- availability of access to the Internet
- any information that may be lost, damaged, or unavailable due to technical or other difficulties.
- any damages users suffer, including, but not limited to, loss of data resulting from delays or interruptions in service
- accuracy, nature, or quality of information stored on Pathways hard drives or servers
- accuracy, nature, or quality of information gathered through Pathways-provided Internet access
- personal property used to access Pathways computers or networks or for Pathways-provided Internet access
- unauthorized financial obligations resulting from Pathways-provided access to the Internet.

ELECTRONIC DEVICE USER RESPONSIBILITIES

CAMERAS
Staff and students may only use video equipment or any type of camera at any school-related activity for educational use. Students may only use the equipment under the direct supervision of a staff member. Staff and students may not reproduce/post pictures or videos of students or staff at any school-related activity except under the direction or supervision of an administrator. It is required to adhere to the policies assuring confidentiality of Pathways students at all times.

CELL PHONES
While students may bring cell phones to school, they must adhere to the site-specific policies regarding their possession and use during school-related activities. Staff members may bring cell phones to work, but must keep them off or silenced during work hours. Staff member's cell phones are to be used only for phone calls and texting for work-related business or personal emergencies during work hours.

LAPTOPS and PERSONAL COMPUTERS

- STUDENTS

Students may NOT bring laptops to school from home, unless for educational purposes and with the permission of the Principal. During the school day, students may use only laptops and desktop computers provided by or approved by a Pathways staff member, and they must abide by all elements of Pathways Schools' Acceptable Use Policy. Students may not use ANY networking devices while on school sites, other than those provided by Pathways Schools.

- STAFF MEMBERS/ADMINISTRATORS

Staff members with laptops may access the school network system if it is approved by the Pathways technology coordinator or Principal/Administrator. Staff members accessing Pathways network and websites associated with Pathways activities (e.g., GradeLink, SEDS, MD Online IEP, etc.) with their laptops or from external computers agree to abide by all elements of Pathways' Acceptable Use Policy.

- VENDORS AND OTHER SCHOOL VISITORS

Vendors and other school visitors who wish to use laptops with network capability while at a school site must seek permission from the administrator or the technology coordinator.

MEMORY DEVICES (e.g., flash drives, memory sticks, etc.)
Every effort should be made to assure that memory devices are virus-free before using them with a Pathways computer. Only files belonging to the owner may save files onto a memory device. It is required to adhere to the policies assuring confidentiality of Pathways students at all times.

MULTIMEDIA PLAYERS (e.g., IPODs, MP3s, PSPs, other videogame systems)
Students and staff members must obtain permission from the Principal to bring multimedia players for use during the school day or any school-related activity.

INTERNS

The Pathways Schools is committed to the training of future professional personnel and works collaboratively with area universities to promote the training of professionals, including, therapists, teachers, and speech/language pathologists. Pathways students may have contact with these professional interns at all the Pathways Schools sites. Each professional intern placed at Pathways works with the careful guidance of a Pathways supervisor and a university supervisor to ensure a successful learning experience. Parents may address questions or concerns to the site Principal or Executive Director/Designee.

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MAINTAINING CONFIDENTIALITY

We are a therapeutic community dedicated to the growth and development of the whole student. Information that is relevant to the student's growth will be shared with members of the staff in the therapeutic community, including instructional, clinical, and administrative staff.

It is the policy of The Pathways Schools to follow the guidelines of FERPA (The Family Educational Rights and Privacy Act) and HIPAA (The Health Insurance Portability and Accountability Act) to protect the right of privacy of students and their parent(s)/guardian(s) relative to access to, and release of, records of individual students. Parents and guardians have the right to request information regarding their child. The Pathways Schools will not disclose personally identifiable information from a student's record without prior consent from the student's parent(s)/guardian(s). Personally identifiable information includes name of student's parent(s)/guardian(s) or family members, student's address, social security number or student number, and personal characteristics or other information which makes it possible to identify the student with reasonable certainty. Two Way Consent and Authorization for Release of Information form must be completed and signed for information regarding students to be shared between Pathways Schools and other agencies or individuals. It is our policy to maintain written records of requests to access student files. A copy of this form will be included in the student's file as a written record of the request. Each student file contains an Access Form for Student File, which is to be signed when authorized personnel review records.

STUDENT ACCIDENT INSURANCE

The Pathways Schools carries a Student Accident Insurance policy, which may supplement the student's primary family health insurance plan. The plan provides coverage for a student while on the school premises during a period of regular attendance on the days when school is in session; while traveling to and from the student's residence and school for regular school sessions, for such travel time as may be necessary (one hour before school begins and one hour after dismissal; longer if the school bus requires); and while participating in or attending all activities sponsored by the school and directly and continuously supervised by a school official or employee, including supervised travel by school-furnished transportation, directly to and from school activities.

Crosswood, Inc./The Pathways Schools provides students participating in work crew with workers compensation and general liability insurance coverage.

ASBESTOS MANAGEMENT PLAN

In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a timely manner. These regulations assign schools many new responsibilities. Our program for fulfilling these responsibilities is outlined in Pathways Schools asbestos management plan. This plan contains information on our inspection, re-inspection, response actions and post-response action activities, including periodic surveillance activities that are planned or are in progress. You can contact the Facilities Manager at the Administrative Office to review this plan.

TESTING FOR LEAD IN DRINKING WATER

Regulations for testing for lead in drinking water in Maryland's public and nonpublic schools went into effect in April 2018. All schools serving children in pre-K to grade 12 that receive drinking water from a public utility must test for the presence of lead in all drinking water outlets every three years. You can contact the Facilities Manager at the Administrative Office to review the testing results for Pathways' schools.

REQUESTING RECONSIDERATION OF INSTRUCTIONAL MATERIALS

The following procedures are to be followed when complaints are made about any instructional material by a parent, staff or concerned individual:

- When a complaint is made to a professional staff member, a Request for Reconsideration of Instructional Materials will be forwarded to the complainant by the Principal.
- Upon receipt of the completed Request for Reconsideration of Instructional Materials, the Principal will appoint an ad hoc committee to reevaluate the material and establish a date for completion of its work. The committee will be composed of a teacher, a therapist and the Principal.
- When a Request for Reconsideration of Instructional Materials is filed, the Principal will notify the Executive Director/Designee, giving pertinent information concerning the text and the reason for the request. The complainant will be sent a letter signed by the Principal, stating his/her decision.
- Any material, which has been through the complete reevaluation process within the past three years, will not be reconsidered. The earlier committee action will stand.

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RIGHTS OF APPEAL AND/OR REVIEW

STUDENT/PARENT/STAFF APPEALS PROCESS

When a student/parent/staff believes that there has been a violation of Pathways Schools' policy, the student/parent/staff should first take their concern to the school administrator. After meeting with the administrator, if the student/parent/staff still believes that their concern was not adequately addressed, they may take the complaint to the Executive Director. If the individual chooses to make a confidential complaint, it should go directly to the Executive Director, or the individual may also access the complaint process of the LSS, MSDE or OSSE. State complaints in the District of Columbia can be directed to Victoria Glick, or a designee, via email at Victoria.Glick@dc.gov, via phone at 202-724-7860, via TTY at 711, or at 1050 First Street, NE, Fifth Floor, Washington, DC 20002.

REVIEW OF OUT OF SCHOOL SUSPENSION

A review of an "out of school" suspension shall not serve as a stay of that suspension. A review of an "out of school" suspension is accepted as evidence that the parent/guardian wishes further consideration of the results of the suspension conference conducted by the administrator or his/her designee, and/or the circumstances of the student's conduct and suspension. Such a request for review of an "out of school" suspension shall be made to the Executive Director or the LSS representative as soon as possible from the date of the suspension conference. The case may require further investigation, as the Executive Director deems necessary.

REPORTING CHILD NEGLECT/ABUSE

Pathways adheres to State Law that requires staff members, having reason to believe that a child has been abused or neglected, to report this suspicion as soon as possible to the principal or designee and to the local Department of Social Services or appropriate law enforcement agency.

The law protects confidentiality for anyone reporting child abuse or neglect in good faith, unless required to do so for legal proceedings, criminal investigations, or child protective services investigations.

Medical Attention

The Administrator or Executive Director/Designee shall arrange immediate transportation to the nearest hospital if it is determined that emergency medical treatment is needed; otherwise, Protective Services or the police will arrange medical care.

Definitions (extracted from State Law)

"Child" means any individual under the age of 18 years.

"Abuse" means: (1) the physical or mental injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member, under circumstances that indicate that the child's health or welfare is harmed or at substantial risk of being harmed; or (2) sexual abuse of a child, whether physical injuries are sustained or not.

"Sexual Abuse" means: any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member. Sexual abuse includes: incest, rape, or sexual offense in any degree; sodomy; and unnatural or perverted sexual practices.

"Neglect" means: intentional failure to provide necessary assistance and resources for the physical needs or mental health of a child that creates a substantial risk: (1) to the child's physical health or; (2) of mental injury to the child. Neglect does not include the failure to provide necessary assistance and resources for the child when the failure is due solely to a lack of financial resources or homelessness.

"Mental Injury" means: the observable, identifiable, and substantial impairment of a child's mental or psychological ability to function.

"Family member" means: a relative by blood, adoption, or marriage of a child.

"Household member" means: a person who lives with, or is a regular person in, a home of a child at the time of the alleged abuse or neglect.

RESPONSE TO SUICIDAL GESTURES OR THREATS

When any Pathways employee becomes knowledgeable about a student's threat or attempt to commit suicide, the individual must notify the principal and/or designee. We would encourage parents/guardians to contact the school if they have any concerns regarding a suicidal gesture or threat. As soon as a staff member becomes aware of the concern based on information from the student or any other person, the principal and/or designee will coordinate contact the parent/guardian. Procedures are followed to ensure the safety of our students, and this may include a risk assessment, safety contract, coordinated actions with family, and/or referral for a psychiatric assessment. If the parent cannot be contacted or is unwilling to accept the gravity of the situation, assistance from Protective Services may be sought. If a medical emergency exists in this situation, the student will be transported to a hospital emergency room.

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GUIDELINES FOR COMMUNICABLE DISEASE CONTROL

PURPOSE

The purpose of these guidelines is to establish procedures for preventing and controlling the spread of diseases in school.

DEFINITIONS

A. *Blood and body fluids* are body components that are to be considered potentially infectious for communicable diseases. Blood and body fluids include amniotic fluids, feces, blood, blood products, breast milk, cerebrospinal fluid, menstrual blood, nasal secretions, peritoneal fluid, pleural fluid, purulent drainage, saliva, semen, synovial fluid, tears, urine, vaginal secretions, vomit, and wound drainage.
B. *Bloodborne pathogens* are microscopic organisms that are present in human blood or body fluids and can cause disease in humans.
C. *Exposure* is contact with an infectious person, environment, or contaminated item or surface that may be capable of disease transmission.
D. *Immunity* is the state of resistance to a communicable disease by a person due to natural body defenses or by defenses acquired through exposure to disease or vaccination.
E. *Standard precautions* are guidelines recommended by the Centers for Disease Control and Prevention (CDC) to reduce the risk of transmission of bloodborne and other pathogens. They apply to blood, all body fluids, secretions, excretions (regardless of whether they contain blood), nonintact skin, and mucous membranes. The precautions are designed to reduce transmission of microorganisms from both recognized and unrecognized sources of infection.
F. *Communicable disease* is an illness due to a specific infectious agent or its toxic products that arises through transmission of that agent or its products from an infected person, animal, or inanimate reservoir to a susceptible host, either directly or indirectly through an intermediate plant or animal host, vector, or the inanimate environment.

BACKGROUND

A. Methods used to control the spread of communicable diseases in the school setting have limitations. Many diseases have periods of communicability that precede the onset of identifiable symptoms or are without symptoms throughout the entire contagious period. Consequently, efforts to prevent or control the spread of communicable diseases must continue on an ongoing basis.
B. Exposure to blood and body fluids from all individuals are to be considered as potentially infectious for blood-borne pathogens. Universal precautions are to be used to minimize the possibility of transmission of infections from blood and body fluids. These precautions include proper hand washing and the use of personal protective equipment such as gloves and/or protective barriers for performing mouth-to-mouth resuscitation, as well as the proper disposal of bloodborne pathogen waste material,
C. The State of Maryland requires students to show proof of immunization against certain infectious diseases; depending on the students' age and grade. To maintain effective immunity against certain diseases, booster doses may be necessary at intervals throughout life as recommended by a physician. Both education and health services staff should actively and continuously educate the students, parents, and community about the importance of such immunizations as an essential part of disease prevention and wellness.

PROCEDURES

A. The single most important technique for preventing the spread of disease is proper hand washing. Students and school staff will be encouraged to practice proper hand washing using soap and water, or if necessary alcohol-based hand cleansers can be used.
B. Annual bloodborne pathogen training is conducted so that staff can implement measures to protect themselves from potential disease-causing microscopic organisms, use universal precautions, and clean up blood spills properly.
C. When a student is suspected of having a communicable disease, steps will be taken in accordance with guidelines of the Department of Health and Mental Hygiene (DHMH) Office of Epidemiology and Disease Control Programs Web site www.edcp.org .
D. Pathways administrators will consult with the Public Health Services and Department of Health and Mental Hygiene as needed. They will advise the principal regarding needed follow-up, such as verbal and/or written communication to school staff, the parent community, and/or students, and provide health teaching and counseling to staff about specific control measures, as needed.
E. School, education, and health staff will actively and continuously educate the students, parents, and community about the importance of immunizations as an essential part of disease prevention and wellness. They will work cooperatively to assure that all students are immunized according to the State of Maryland's *Vaccine Requirements for Children Enrolled in Preschool Programs and in Schools*.

CONFIDENTIALITY AND DISCLOSURE

Although disclosure of a student having a communicable disease to school personnel is not mandatory, parents/guardians and students are encouraged to do so to ensure appropriate school programming. It is recommended that disclosure is done in consultation with the student's medical care provider.

All persons involved with supervising a student with a communicable disease in any Pathways setting shall respect that person's right to privacy and treat the student with compassion and respect. The number of personnel who are made aware of the student's condition will be determined based on the need to know. The student's health records will be kept in locked files with access limited to designated persons. Health status of students, family members, or other significantly involved individuals with a communicable disease should not be included in written reports, unless deemed to be directly relevant to the student's educational placement or programming.

IMPORTANT NOTE: Additional steps are being taken to address the CDC and state guidance related to COVID-19.

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BEHAVIOR MANAGEMENT PRACTICES

INTRODUCTION AND PHILOSOPHY

The Pathways Schools programs are designed to provide structure and support to students as they work to develop the skills needed to be more successful in school and manage their lives. A school is a place for learning and, as such, each student must be given the opportunity to do so in a safe setting that promotes excellence in learning. The daily routine, behavior management system, individual, group and family therapy are among the program components which offer opportunities for students to work on issues and increase their coping capacities. Pathways is committed to assisting students in the process of acquiring new strategies to address behavioral difficulties and resolve conflicts effectively. Every staff member shares the responsibility for ensuring that school rules and regulations are consistently and fairly enforced. In the same respect, students are expected to cooperate with the staff and comply with reasonable requests made of them. This process includes an expectation of student effort, staff teamwork, and active involvement on the part of parents/guardians.

Targeting problematic behaviors early and working to prevent crises is ongoing. Since opening in 1982, the Pathways philosophy had always been to avoid any forms of restraint. Although training was provided to staff members, the utilization was extremely few. Since 2017, we have moved toward not utilizing restraints which aligns with the more recent local and national trend toward restricting and preventing restraints in school settings. When behaviors indicate a loss of personal control such that a student disrupts the learning in his/her school setting an intervention is required to assist the student in regaining control. The response from staff is directed toward maintaining a safe environment and helping the student return to a more adaptive level of functioning. While interventions are necessarily determined by the specific nature of the student's loss of control, staff actions aim to strengthen the student's internal resources for managing as well as providing adequate support to ensure the safety and welfare of all students. Each site has developed a philosophy that reflects the unique features of their program and that is congruent with the overall Pathways philosophy.

Maryland and District of Columbia laws address positive behavior interventions, strategies, and supports; use of exclusion, restraint and seclusion. The purpose of these regulations is to promote positive behavior interventions and limit the use of physical restraint, exclusion and seclusion to necessary and critical situations. The regulations of the law do not restrict staff from maintaining a safe and orderly school environment.

The foundations of the behavior management practices of The Pathways Schools are consistent with the positive behavior interventions, strategies and supports outlined in the new law. The emphasis is on providing our students with opportunities and skills to strengthen their coping capacities and increase their self-control. The following policies and procedures are reviewed annually and are made available on The Pathways Schools website for school personnel, parents, and other interested parties. Hard copies are available upon request.

DEFINITIONS

The terms listed below are defined in the Maryland law, COMAR 13A.08.04, as follows.

Positive behavior interventions, strategies, and supports mean the application of affirmative school-wide and individual student specific actions, instruction, and assistance to encourage educational success.

The following physical interventions may be utilized without restricting the free movement of a student's body:

- Briefly holding a student in order to calm or comfort the student;
- Holding a student's hand or arm to escort the student safely from one area to another;
- Moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful;
- Intervening in a fight in accordance with Education Article §7-307, Annotated Code of Maryland

We DO NOT USE the following interventions defined in the law:

- **Physical restraint** means the use of physical force, without the use of any device or material, which restricts the free movement of all or of a portion of a student's body.
- **Protective stabilizing device** means any device or material attached or adjacent to the student's body that restricts freedom of movement or normal access to any portion of the student's body for the purpose of enhancing functional skills, preventing self-injurious or insuring safe positioning of a person.
- **Mechanical restraint** means any device or material attached or adjacent to the student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.
- **Exclusion** means the removal of a student to a supervised area for a limited time during which the student has an opportunity to regain self-control and is not receiving instruction, including special education, related services, or support.
- **Seclusion** means the confinement of a student alone in a locked room from which the student is physically prevented from leaving.

Utilization of physical interventions, restraints, exclusion and seclusion are monitored to ensure compliance with state and school policies.

POSITIVE BEHAVIOR INTERVENTIONS AND RESTORATIVE PRACTICES

Student behavior interventions are guided by an emphasis on providing maximum opportunities for students to develop academic and behavioral skills. An array of positive intervention strategies actively promotes the positive growth of our student community. Positive behavior interventions, strategies, and supports are utilized in order to provide our students with the opportunity to manage their behaviors through de-escalation and regaining personal control. The goal is to provide students with a learning environment where they can experience success. Student behavior interventions are integral to the guidance of appropriate behaviors and provide methods for managing student actions that are disruptive. The staff utilizes techniques and actions, including trauma-informed interventions and individualized behavior interventions based on varying student characteristics, which take into consideration multiple factors including, preventive measures, behavioral severity, student coping capacity, contributing circumstances, and overall safety and welfare. Student behavior interventions may be tailored to each Pathways site and implemented accordingly.

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The Pathways Schools behavior management policies and discipline procedures incorporate a continuum of interventions. The purpose is to:

- Maintain the ongoing instructional program
- Deter any minor student problem from becoming a major one
- End disruptive behavior
- Reduce student's stress
- Maintain a positive student-staff relationship
- Minimize out-of-school suspensions
- Provide least restrictive environment

The continuum of interventions includes but is not limited to the list below:

- Appropriate instruction, therapeutic strategies, and vocational programming
- Behavior reinforcement through the behavior management systems utilized at each school
- Training both within the academic and therapeutic settings to teach social skills and coping strategies
- Support by staff members who serve as resources for students both in and out of the classroom
- Out of classroom time outs and resource room supports that allow a student options for recovery, instruction, and therapeutic interventions
- Alternative consequences, such as community service.

Proactive interventions include the following standardized options.

- Providing choices for student behavior
- Verbal redirection
- Calming techniques
- Reduced demands
- Reduced verbal interaction

In addition, the following surface management strategies are used to proactively manage a student's disruptive behavior:

Name of Strategy	Strategy Description/Example
Signaling	-- Verbal cues, such as a signal word --Nonverbal cues, such as eye contact, hand gestures and tapping
Planned Ignoring	--Tolerating a behavior for a short period of time --Praising the other students who are demonstrating appropriate behaviors
Verbal Praise	--Meaningful words and phrases to encourage students --Reinforces positive behaviors --Most effective when used consistently
Structured Reinforcement	--The planned presentation of reward or consequence which is intended to increase appropriate behaviors
Active Listening	--Staff member reflects on what the student said without making judgments --Validating and empathizing --Words that invite conversation: "tell me more about that" - "go on" - "uh-huh" - "really
Interest Boosting	--Show interest in the students' work --Vary instructional activities, strategies, and formats
Incompatible Alternative/ Redirecting	--Redirect a student to do something that can't be done while misbehaving or is a distraction --Examples, ask student to help do something with a staff member or take a note to the office
Self-monitoring	--Observe and record your own behavior
Regulated Permission	--Wait for a more appropriate time or place to express your feelings
Direct Appeal to Values	--"I know you have been working really hard on your behavior and don't want to earn a consequence"
Hurdle Help	--Some students stop working because they don't know what to do next --Strategies to offer: pick the easiest five cross out any three go on to the next problem until I can help you
Antiseptic Bounce	--When the student needs a quick break, starts to get off task, may be gets loud…… --Send him/her to: get a drink of water deliver a message collect materials
Time Out	--Temporary removal of a student from an activity or task to eliminate an undesirable behavior --Can be as simple as a student putting his/her head down for a couple of minutes
Proximity Control	--Moving near a student as a means of encouraging more responsible behavior

Individual students may have other interventions listed on the Functional Behavioral Assessment or the Behavior Intervention Plan. Alternatives that may be noted and/or utilized include but are not limited to the following:

- Counseling
- Removal of other students
- Request for assistance from other staff members
- Voluntary removal of student to another location
- Physical interventions.

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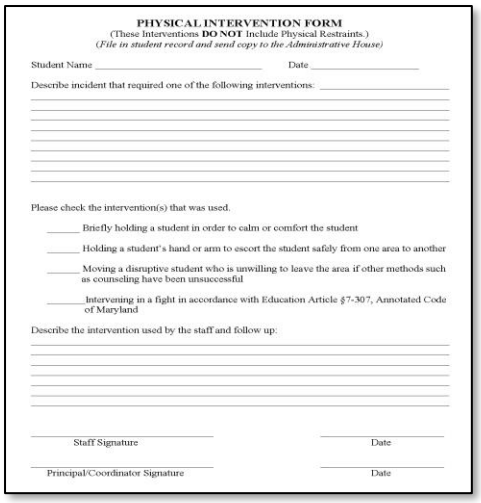
DOCUMENTATION OF PHYSICAL INTERVENTIONS

Staff utilizes positive behavior interventions with students to encourage appropriate behaviors within the school environment. However, it may be necessary to intervene by utilizing one of the following techniques to create a safe environment. Consistent with Maryland regulations, these physical interventions may include:

- Briefly holding a student in order to calm or comfort the student
- Holding a student's hand or arm to escort the student safely from one area to another
- Moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful
- Intervening in a fight in accordance with Education Article §7-307, Annotated Code of Maryland, which states school personnel "may take reasonable action necessary to prevent violence on school premises or on a school-sponsored trip, including intervening in a fight or physical struggle that takes place in his/her presence, whether the fight is among students or other individuals. The degree and force of the intervention may be as reasonably necessary to prevent violence, restore order, and to protect the safety of the combatants and surrounding individuals".

If any of these physical interventions are used, the intervention will be documented on the **Physical Intervention Form.** For District of Columbia students, incidents of physical intervention during which a student's freedom of movement is restricted will be documented through the incident reporting process, as well as reported to the parent and LEA.



PHYSICAL INTERVENTION FORM
(These Interventions **DO NOT** include Physical Restraints.)
(File in student record and send copy to the Administrative House)

Student Name _____ Date _____

Describe incident that required one of the following interventions: _____

Please check the intervention(s) that was used.

_____ Briefly holding a student in order to calm or comfort the student

_____ Holding a student's hand or arm to escort the student safely from one area to another

_____ Moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful

_____ Intervening in a fight in accordance with Education Article §7-307, Annotated Code of Maryland

Describe the intervention used by the staff and follow up:

_____ _____
Staff Signature Date

_____ _____
Principal/Coordinator Signature Date

DEVELOPMENT OF FUNCTIONAL BEHAVIORAL ASSESSMENTS (FBA) AND BEHAVIOR INTERVENTION PLANS (BIP)

Functional Behavioral Assessment (FBA) means the systematic process of gathering information to guide the development of an effective and efficient behavior intervention plan for the problem behavior. Functional behavior assessment includes:

1. Identification of the functions of the problem behavior for the student
2. Description of the problem behavior exhibited in the educational setting
3. Identification of the environmental and other factors and settings that contribute to or predict the occurrence, nonoccurrence, and maintenance of the behavior over time.

Behavior Intervention Plan (BIP) means a proactive plan designed to address problem behaviors exhibited by a student in the educational setting using positive behavioral interventions, strategies, and supports.

The FBAs and BIPs may be developed under circumstances, such as but not limited to the following: request by the parent or LSS; a high number of out of school suspensions; new pattern of significant inappropriate behavior; history of physical restraints or potential use of restraint as a behavioral intervention; site's behavior management system or individual contracts are not meeting individual student's needs; a restraint occurred and restraint is not listed in the IEP; and to update the current FBA or BIP as needed.

POLICIES AND PROCEDURES FOR PREVENTION OF SELF-INJURIOUS BEHAVIORS

The Pathways Schools provide an educational, therapeutic setting for all students enrolled within our programs. The physical and emotional safety and welfare of all students is a primary concern and the focus of programming. When the above described positive behavior interventions, strategies, and supports are not enough to sustain a student's safety; the staff under the direction of the principal and/or designee would utilize additional methods to address the situation. This could include, but is not limited to, identification of students who display behaviors in this area, functional behavioral assessments (FBA), planning and development of a behavior intervention plan (BIP), implementation of the behavior management program, intensive supervision, contracts, additional counseling sessions, contact with family members, and referral to outside resources.

The staff meets on a regular basis to discuss, plan and monitor all individual student behavior intervention plans. This monitoring includes individual behavior plans and the school wide behavior management system. BIPs for individual students include a specific schedule for monitoring.

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The Pathways Schools policies and procedures provide steps to identify and intervene when a potential crisis arises. Procedures are delineated regarding the utilization of resources both within the school and the Administrative Offices. These policies cover such incidents as **suicide risks, accidents, hospitalizations and other potential self-injurious situations. This list of examples is not exhaustive of possible situations.**

POLICIES AND PROCEDURES FOR METHODS FOR IDENTIFYING AND DEFUSING POTENTIALLY DANGEROUS BEHAVIORS

The Pathways Schools utilize a continuum of positive interventions and supports to maximize a safe environment. The Executive Director/Designee are consistently informed by the Principal and/or designee regarding any student related issues that could impact the individual student's safety and welfare or the safety and welfare of other students and staff. These issues are identified and discussed on a regularly scheduled basis. Plans and recommendations are made regarding the individual student and the impact on the school. Additional resources are made available to assist a site when there are serious situations. These resources include additional staff support, crisis staff sent to assist, clinical resources, outside consultation with our psychiatrist or psychologist, and any other community resource that may be viewed as useful for the resolution of the problem.

In the event of a crisis situation, Principal and/or designees notify Executive Director/Designee by phone as soon as possible. If the situation involves imminent danger, the calls to the Executive Director/Designee are to be made after interventions to stabilize these immediate safety concerns. A plan is devised to address the crisis and necessary resources are mobilized.

Each site has behavioral management procedures regarding potentially dangerous behaviors. The responsibility to manage and defuse the situation is under the direction of the Principal and/or designee. Policies and procedures for potentially dangerous situations, threats, and specific behaviors are outlined within the staff and parent handbooks.

In all cases of serious physical aggression and other potentially dangerous behaviors the Executive Director/Designee should be contacted as soon as possible. In consultation with one of these administrators, decisions will be made regarding contact with police, parents/guardians, medical/therapeutic support persons, and Local School System.

The Executive Director is involved during the investigative process of all student acts of extreme aggression. The attendance of the Executive Director/Designee may be required at the return conference with the parents, so a clear message is given to students and parents regarding the seriousness of these offenses.

There is an Administrative Resource Team that meets periodically to address concerns regarding individual students who demonstrate at-risk behaviors which may jeopardize the safety and welfare of staff and students. This committee is chaired by the Executive Director and is comprised of the following members: a Clinical Coordinator and the Academic Coordinators. Identified student cases are reviewed and recommendations are made in the areas of academics, behavior interventions, counseling, substance abuse, transition, home and community issues, and safety concerns. Any individual staff member, the site Principal and/or designee, the Clinical Coordinators and/or the Executive Director/Designee, can identify and recommend cases for review.

The Pathways Schools utilizes the IEP process, the functional behavioral assessment (FBA), crisis planning, and staff meetings to address the potentially dangerous situations within each school setting.

Suspension procedures are outlined within The Pathways School behavior management practices included in the staff and parent handbooks. Parents and /or guardians are encouraged to attend a re-entry conference following any suspension. At this meeting, individual plans are discussed for the student's behavior and safety upon return to school.

Staff is trained each year to address how to recognize dangerous situations, how to defuse and de-escalate situations, and how to manage aggressive behaviors. Staff meetings are utilized as additional training times. These meetings include case review, speakers, and training by Pathways administrative staff.

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STUDENT BEHAVIORS REQUIRING DISCIPLINARY ACTIONS

Occurrences of any of the following behaviors by students will result in disciplinary actions. When specific disciplinary actions are not mandated by law, the appropriate disciplinary action will be determined considering such factors as student safety, precipitating circumstances, severity of behavior and frequency of behavior.

In these policies, school refers to any Pathways sponsored or supervised activity or event. It does not refer only to a building or a site.

BEHAVIORS WITH DISCRETIONARY CONSEQUENCES

Cheating	An attempt to improve one's performance or the performance of another through deceit or fraud, including using material from another source without appropriate attribution, use of cheat sheets and copying another student's work or test answers (including from the computer). Cheating involves giving information as well as receiving it.
Class disruption	Behavior which inhibits the teacher's ability to conduct a lesson.
Computer abuse	Any violation of the Acceptable Use Policy, including inappropriate use of computer hardware, software, or network, including obscene and offensive material.
Computer/technology misuse	Computer hacking, playing unapproved games, theft and/or misuse of equipment or marketed copyrighted materials or using technology in a manner inconsistent with instructional objectives or The Pathways Schools Acceptable Use Policy. Computers and technology must be used only according to staff directions for school-related assignments or projects.
Disrespect	Inappropriate comments or gestures directed toward others.
Disruptive behavior	Running, shouting, or engaging in disruptive acts (in the classroom, halls, on school ground or during any school sponsored activity) which interfere with the education of others.
Electronic devices	Any violation of the Acceptable Use Policy, including use and/or visibility of electronic devices, such as IPODs, MP3players, radios, tape players, CD players, televisions and video games during class time. Refusal to comply with staff confiscation request may result in "insubordination consequences."
Extortion	Any act of attempting to secure money, property or other gain through threat of physical harm.
Falsifying of school documents	Writing, signing, using or creating a document that contains deliberately misleading, false, or inaccurate information. This offense includes forging parent/guardian or staff names or initials on notes.
Fighting	A physical confrontation involving two or more persons.
Gambling	Playing cards or dice for money, tossing coins or wagering on any activity is prohibited in school. Any activity or game of chance in which something of value is won or lost.
Harassment	Unwanted and inappropriate verbal, written or physical conduct directed towards others.
Inappropriate language	Use of profane, obscene, intimidating, or insulting language; racial, ethnic or religious slurs.--including language and/or actions considered indecent, profane and/or obscene by the recipient or by the staff.
Inappropriate physical contact	Inappropriate physical contact is not allowed. Students must learn to respect personal space and develop appropriate personal distance. Inappropriate physical contact is defined as harmful, unwelcome or excessive touching of any person by another person. Staff discretion may be used in defining inappropriate physical contact
Insubordination	Refusing to obey a request or instruction by a staff member.
Intimidation	Frightening or tormenting another person physically or verbally. Using threatening or aggressive language or action, verbal or physical actions which imply intent to harm or cause damage to a person or property. This may include racial, ethnic, or sexual epithets or other references used to degrade another person.
Leaving school grounds or sponsored activity	Students are not permitted to leave school grounds or sponsored activity without permission from parents or staff. Parents/guardians will be notified, and police may be notified if the student has not returned within 15 minutes or if there is determined to be an immediate danger.
Plagiarism	To present as one's own the writing, ideas, etc. of another. This includes copying from books, magazines, newspapers and the internet.
Portable communication devices	Any violation of the Acceptable Use Policy, including inappropriate use of portable communication devices (cell phones, pagers, walkie talkies, etc.) during the school day or school-related activities. Refusal to comply with staff confiscation requests will result in "insubordination consequences."
Sexual harassment	Sexual harassment is unwanted and unwelcome behavior of a sexual nature, which interferes with a student's or staff's right to be in a comfortable environment. Examples of sexual harassment include, but are not limited to: verbal harassment, such as derogatory comments or expressions, slurs, unwanted sexual advances or invitations; visual harassment, such as derogatory sexual posters, photographs, cartoons, drawings, or gestures; and physical harassment, such as assault, unwanted touching, or blocking normal movement. Awareness, active observation, and open communication will minimize the risk of false accusations and retaliation. There will be a prompt response to any student or staff's concerns about sexual harassment. Advice or initial intervention, which could be put in place immediately, will be offered. Should this concern persist, the individuals will be guided through the complaint process, including private interviews, an investigation of the reported incident, and appropriate disciplinary action.
Sexual offenses	Physical sexual attacks; inappropriate behavior of a sexual nature, including indecent exposure, consensual sex, and other sexual activity not identified as sexual harassment.

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Theft of accomplice to theft	Directly stealing, assisting in, and/or contributing to the possession of items without the owner's consent. This includes property belonging to the school, staff, students, business or church.
Vandalism	Destruction or defacement of any school, business, church or private property, including graffiti, including books, vehicles, supplies, facilities and equipment. Littering of school buildings, grounds and vehicles. Students are liable for the repair or replacement of any school, church, community, or personal property damaged, destroyed or lost, including books, computer files, supplies, etc., issued to the student. Any student apprehended stealing or deliberately destroying school, church, community, or personal property may be subject also to disciplinary action.
Verbal abuse	Verbal threats and taunts. Use of offensive language directed at staff members or other students. This may include racial, ethnic, or sexual epithets or references used to degrade another person. Verbal abuse is defined as intimidating, insulting, or in any other manner abusing verbally a member of the school staff and/or student body. This includes conduct at all extracurricular activities both home and away.
Verbal, written and physical threats	A verbal or written threat is defined as a statement, which indicates the intent to harm another person. This includes threats made in e-mails, texts, and/or on social networking websites, such as, but not limited to, Facebook, Instagram and Snapchat. A physical threat is defined as any behavior, which may be interpreted as intent to cause harm to a person.

BEHAVIORS WITH MANDATORY CONSEQUENCES

As part of a comprehensive program to ensure safe and orderly environments in our schools, the Pathways Schools has determined that the following offenses may be subject to a request for long-term out-of-school suspension, alternative 45-day placement, and/or change in placement. A manifestation hearing will be held following the occurrence of any of the following behaviors.

Arson	Setting or helping to set any fire on school grounds.
Bomb or facsimile and bomb threats	Possession of a bomb or bomb-like device, bomb threat or false information concerning the placement of explosives or destructive substances. Any explosive device or look-alike; any verbal, written or implied threat of an explosive device. Placing or having a bomb, explosive device or look-alike object; threatening to use a bomb; fire setting; or causing a false alarm are acts covered under Maryland State Law. Any student violating the laws governing such acts will be subject to disciplinary action
Dangerous weapons	Bringing any weapon or potentially dangerous item is prohibited on school property. Any item that could be considered a dangerous weapon is covered by this policy, including (but not limited to) guns, knives of any size, razor blades, tools, slingshots, mace or pepper gas, key rings, including any of the above club sticks, and laser pointers. Possession and/or use of weapons or instrument may result in a request for a change in placement from Pathways. All incidents involving weapons will be reported to the county LSS representative and the police
Distribution of intoxicants	The intent to sell and or give away any dangerous substance
Explosive devices, firecrackers	Bringing explosive devices, firecrackers or smoke or stink bombs onto school property
False fire alarms	Pulling the fire alarm without a legitimate cause; tampering with or activating an alarm
Firearms	Possession of any gun or device which will expel a projectile by action of an explosive, or other dangerous weapons on school grounds or act school activities
Physical assault on a staff	Physical assault against any staff member or other adult, including striking of an adult intervening in a fight or other disturbance.
Physical assault on a student	An attack on a student on school grounds or in conjunction with a school activity—physically pushing, hitting, or otherwise assaulting another student.
Possession and/or use of intoxicants or drug paraphernalia	Possession, use or evidence of use of any dangerous substance, including alcohol, inhalants and other drugs including prescription drugs, over-the-counter medicines, look-alike drugs, placebos, or other dangerous and/or illegal substances, including drug paraphernalia or rolling papers in the school or on school property at any time. This constitutes a violation of Maryland State Law and will be strictly enforced
Possession and/or use of tobacco, or other smoking products	Possession or use of tobacco and/or tobacco products or possession of other smoking products and devices (e.g., e-cigarettes, vaporizers) in the school, on school property or on school sponsored activities.
Substance abuse	Students who use, possess, distribute, are under the influence of alcohol and/or other drugs,
Violent physical attack on a staff member	Any violent or aggressive attack on a staff member on school grounds or in conjunction with a school activity.
Weapons used to cause bodily harm	Use of a weapon or any implement to injure or cause bodily harm to any person on school grounds

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- **Classroom Time-Out**: The student is required to go to a designated area in the classroom. The student is expected to use the time to calm down and prepare for the assigned tasks. Failure to do so may result in a "time-out" outside of the classroom.

- **Student Requested Time-Out**: The student requests to go to a designated "time-out" area outside the classroom. The student may remain in the "time-out" for a reasonable amount of time until any difficulty has been effectively resolved.

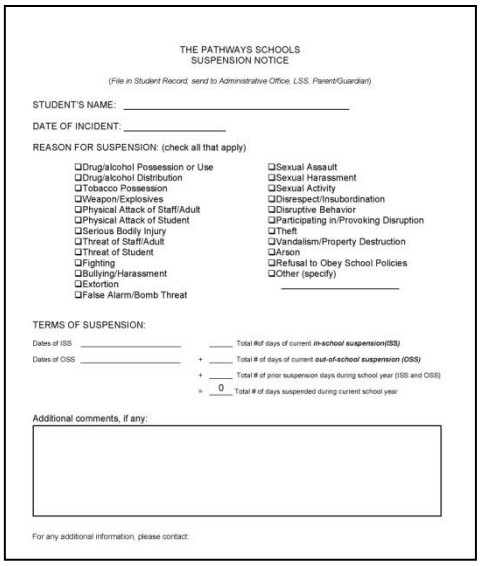
- **Staff Directed Time-Out**: The student is required to go to the designated "time-out" area outside the classroom. Responsibility rests with the student to comply with this request. The student is required to remain in "time-out" until any difficulty has been effectively resolved. Crisis staff, therapists, individual support staff, and the school administrator are available to help students who are in "time-out".

- **Lunch Detention**: The student is required to eat lunch isolated from all students.

- **Community/School Service**: The student will be asked to participate in or complete a project on the school grounds or in the community.

- **Alternative Learning Environment (ALE):** ALE is a therapeutic intervention to address inappropriate behaviors. Under the supervision of the teachers and/or the therapists, the crisis intervention staff or designee implements the IEP. The goal is to facilitate the student's return to the typical school program.

- **Suspension:** Suspension refers to the temporary removal of the student from school programming and/or premises for a designated period of time. Suspension is a behavior management technique utilized for the most serious behavioral issues, usually those related to the safety and security of Pathways students and staff. The suspension will be in-school or out-of-school. Pathways Administrators who make the decision to suspend a student will notify both the student and parent/guardian. A Suspension Notice will be written and shared with the Executive Director/Designee. The notice will be sent to the parents/guardians and the LSS representative. Parents may also be required to attend a school conference before the student can be re-admitted. A student, who accrues ten days suspension within a school year, will need to have a manifestation hearing convened by the LSS and including Pathways Staff, parents, the LSS and appropriate collaborating agencies to determine if the student's behavior/behaviors are a manifestation of their disability. Once this has been determined, the student's program may be modified, and/or current placement reviewed to decide if the current program placement is appropriate. Alternative placement recommendations may be made at this time and documented in the IEP meeting minutes by the LSS.



THE PATHWAYS SCHOOLS
SUSPENSION NOTICE

(File in Student Record, send to Administrative Office, LSS, Parent/Guardian)

STUDENT'S NAME: _____

DATE OF INCIDENT: _____

REASON FOR SUSPENSION: (check all that apply)

- ❑Drug/alcohol Possession or Use
- ❑Drug/alcohol Distribution
- ❑Tobacco Possession
- ❑Weapon/Explosives
- ❑Physical Attack of Staff/Adult
- ❑Physical Attack of Student
- ❑Serious Bodily Injury
- ❑Threat of Staff/Adult
- ❑Threat of Student
- ❑Fighting
- ❑Bullying/Harassment
- ❑Extortion
- ❑False Alarm/Bomb Threat
- ❑Sexual Assault
- ❑Sexual Harassment
- ❑Sexual Activity
- ❑Disrespect/Insubordination
- ❑Disruptive Behavior
- ❑Participating in/Provoking Disruption
- ❑Theft
- ❑Vandalism/Property Destruction
- ❑Arson
- ❑Refusal to Obey School Policies
- ❑Other (specify) _____

TERMS OF SUSPENSION:

Dates of ISS _____ ____ Total #of days of current ***in-school suspension(ISS)***

Dates of OSS _____ + ____ Total # of days of current ***out-of-school suspension (OSS)***

\+ ____ Total # of prior suspension days during school year (ISS and OSS)

= 0 Total # of days suspended during current school year

Additional comments, if any:

For any additional information, please contact:

- **Alternative Placement**: IDEA regulations, (20 U.S.C. 1415 (k)), state that a student may be removed from the classroom for up to 55 days (45 days alternative placement + 10 days suspension) if placed in an alternative educational setting. This section is applicable to students who bring weapons to school or school functions or possess or use illegal drugs at school or at school functions.

- **Change of Placement**: Students exhibiting behavior, which is dangerous for peers and/or staff, may be recommended for a change of placement. This usually occurs after other disciplinary actions have been deemed to be ineffective. A manifestation hearing will be held during which the student's program and placement will be reviewed with the student, parents/guardians, LSS, and other collaborating agencies. Follow-up recommendations for the student's placement will be made at this time.

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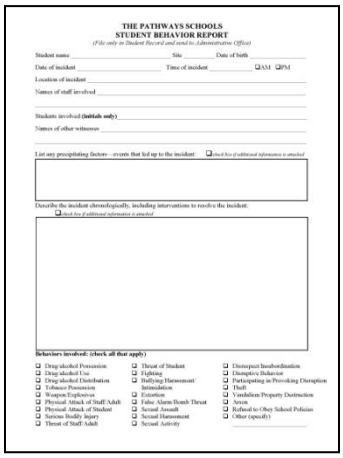
Student behavior incidents may be documented on the Student Behavior Report form, indicating the nature of the incident, the outcome, and any resulting interventions or disciplinary actions.



THE PATHWAYS SCHOOLS
STUDENT BEHAVIOR REPORT
(File only in Student Record and send to Administrative Office)

Student name _____ Site _____ Date of birth _____
Date of incident _____ Time of incident _____ ☐AM ☐PM
Location of incident _____
Names of staff involved _____
Students involved (initials only) _____
Names of other witnesses _____
List any precipitating factors—events that led up to the incident: ☐check box if additional information is attached
Describe the incident chronologically, including interventions to resolve the incident:
☐check box if additional information is attached
Behaviors involved: (check all that apply)

☐ Drug/alcohol Possession	☐ Threat of Student	☐ Disrespect Insubordination
☐ Drug/alcohol Use	☐ Fighting	☐ Disruptive Behavior
☐ Drug/alcohol Distribution	☐ Bullying/Harassment/ Intimidation	☐ Participating in/Provoking Disruption
☐ Tobacco Possession		☐ Theft
☐ Weapon/Explosives	☐ Extortion	☐ Vandalism/Property Destruction
☐ Physical Attack of Staff/Adult	☐ False Alarm/Bomb Threat	☐ Arson
☐ Physical Attack of Student	☐ Sexual Assault	☐ Refusal to Obey School Policies
☐ Serious Bodily Injury	☐ Sexual Harassment	☐ Other (specify)
☐ Threat of Staff/Adult	☐ Sexual Activity	

Student Behavior Report page 2 Student Initials _____ Date of Incident _____

Interventions/Outcomes: (check all that apply)

☐ Injuries involved – briefly describe _____ (complete Accident Report)
☐ Property damage – briefly describe _____
☐ Investigation/Student Interviews
☐ Search of student-student's property
☐ Police involvement – Officer name/badge#/Case#
☐ Medical treatment on-site by Pathways staff member (complete Accident Report)
☐ Ambulance/emergency medical personnel/treatment
☐ Hospitalization – Name of hospital _____
☐ Other resource involvement (DSS, probation officer, case manager) – specify agency and name of contact:
☐ Resource Room/Alternative Learning Environment
☐ Physical intervention (complete Physical Intervention Form)
☐ Physical restraint (complete Physical Restraint Form)
☐ In-School Suspension (complete Suspension Notice)
☐ Out-of-School Suspension (complete Suspension Notice)
☐ Is a new or revision of an existing FBA and BIP recommended? ☐yes ☐no
☐ Will a Manifestation Hearing be scheduled? ☐yes ☐no
☐ Other Interventions/Outcomes – briefly describe _____

NOTIFICATIONS
☐ Was the LSS notified? ☐ yes ☐ no Name of LSS contacted _____
☐ Fax ☐ Phone ☐ Email Date/Time _____ By whom: _____
☐ Was the student's parent/guardian notified? ☐ yes ☐ no
Name(s) of parent(s)/guardian(s) notified _____
☐ Phone Date/Time: _____ By whom: _____
☐ Email Date/Time: _____ By whom: _____

ADDITIONAL DOCUMENTATION COMPLETED:
☐ Additional reports describing incident (attached)
☐ Physical intervention form
☐ Physical restraint form
☐ Suicide Prevention Intervention form
☐ Suspension notice
☐ Accident report
☐ Other, specify _____

Name/Title of reporter _____ Date of report _____
Date report submitted to site administrator _____
Name/Title of administrator _____ Date reviewed _____
School Information _____

SEARCH AND SEIZURE

At our school-based program, all students are scanned by a staff member with a handheld metal detector at the time of arriving to school.

Any school administrator or designee may search a student or his/her possessions on the school premises if there is a reasonable suspicion that the student possesses an item, the possession of which constitutes a criminal offense under the laws of the state of Maryland or a violation of a school rule. The search must be made in the presence of a third party who is of majority age. Any school administrator or designee may conduct a search of any part of the physical plant of the school upon reasonable cause. Any confiscated property belonging to a student will be returned to the student or his/her parents within a reasonable time, except as required by law or by consideration of safety for students and staff.

Police should be contacted to conduct the search if there is any reasonable doubt that employees conducting the search will not be able to ensure the safety of students, other employees, or those within the community environment.

BEHAVIOR MANAGEMENT DATA REVIEW

Pathways behavior management data is reviewed by staff including teachers, therapists, administrators, and educational support staff in a variety of ways for the purpose of determining the progress of the student(s) or to develop alternative programming to meet the needs of the student(s). The data may include weekly point sheets, progress reports, level systems, Functional Behavioral Assessments (FBA), and Behavioral Intervention Plans (BIP) and is reviewed in meetings such as staff meetings and IEP meetings.

PROFESSIONAL DEVELOPMENT

Staff is trained on an annual basis regarding these policies and procedures. Staff members are designated as resource support for the individual school sites. These individuals include the following positions—Executive Director, Facilities and Security Manager, Academic Coordinators, Clinical Coordinators, and other designated staff members.

Training is provided regarding positive behavior interventions, strategies and supports including methods for identifying and diffusing potentially dangerous behavior, functional behavior assessment and behavior intervention plans, trauma-informed care, individualized behavior interventions, behavioral policies and procedures, including the definitions of restraints, seclusion and exclusion, by the Executive Director, Principals, Clinical Coordinators, and other designated staff members. A written examination is provided following the training.

In order to ensure that we are fulfilling our staff roles, which facilitate the positive growth of our students, staff receive training in behavior management, classroom management, and aggression management release techniques. Methods used to train staff include:

- Staff Orientation Week
- Staff meetings
- Outside consultant visits
- Regularly scheduled Professional Development Meetings
- Right Response annual training and refresher training
- Periodic in-service workshops
- Attendance at professional conferences, continuing education coursework, and college coursework

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Behavior management professional development topics

During new employee orientation and staff orientation week, the following topics will be addressed with employees. Additional topics will be added at each site to address specific topics relevant for the individual sites.

- Behavior management policies--both Pathways wide and site specific
- Functional behavior assessment and behavior intervention planning
- Positive behavior interventions, strategies, and supports: the application of affirmative school-wide and individual student specific actions, instruction, and assistance to encourage educational success
- Identification of and techniques to diffuse potentially dangerous behavior
- Appropriate responses to unsafe and potentially dangerous behavior, including alternatives to restraint
- The Pathways Schools policy on restraint, seclusion and exclusion.
- Classroom management techniques
- Harassment, including sexual harassment, and bullying

Throughout the year the topics to be addressed at professional development meetings will be announced. These topics are based on program, student, staff and family needs. Staff demonstrate their skills and competencies through written examination and administrators' observations.

PARENT AND STUDENT TRAINING

During parent/student orientation, the staff presents the Parent Handbook, a written calendar of the school year, and written description of the length of the school day to both parents/guardians and students. The Parent Handbook will be accessible on The Pathways Schools website, www.pathwayschools.org, and available in hardcopy upon request. The parent and/or guardian signs the Acknowledgement of Receipt of The Pathways Schools Parent Handbook. The important aspects of the system and the handbook are reviewed with each family at their individual orientation session. In addition to the handbook, policies related to behavior management are reviewed.

Students receive orientation and instruction in the Behavior Management System during the first week of their enrollment in the program. Ongoing instruction and support are given throughout the school year. Students receive daily reinforcement of the Behavior Management System by their participation and involvement within the school program. Student behavior is evaluated on an ongoing basis throughout the year. This evaluation information is communicated to parents/guardians at each site in a variety of ways.

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