

# Donegal School District STRUCTURE Program

Students who learn to **Trust Reality & Understand Character, Truth, Uniqueness, Respect, & Equality**

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# Donegal School District STRUCTURE Program

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# Introduction & Philosophy



The Donegal Structure Program serves students in grades 7 through 12. Students who are considered eligible for this program demonstrate some or all of the following behaviors:

- Blatant disregard and/or repeated violations of school district rules
- Significant and/or persistent disruption to the learning environment
- Chronic truancy, despite district interventions
- Violation of the Donegal School District Drug and Alcohol Policy
- Violation of the Donegal School District Policy on Weapons

Students are placed in the program on the recommendation of the building administration, school psychologist, counselors and/or school board. An informal hearing with parents and student takes place between building administration and the pupil services director. Once determined that the student will attend STRUCTURE, an intake meeting occurs with the STRUCTURE faculty, staff and other relevant personnel for the purpose of explaining the program format and expectations. Both parent and student are required to sign a behavioral contract prior to placement. Refusal to sign the contract or failure to abide by the terms of the contract and the stated rules of the program, after all **positive behavioral interventions** have been exhausted, leads to an eventual referral to the school board for an expulsion hearing.

The goal of the STRUCTURE program is to provide students, who are experiencing difficulty being academically and/or behaviorally successful in the normal educational setting, an opportunity to develop appropriate learning and behavior skills. These skills include academic strategies, social skills training, and emotional self-awareness training. It is the goal of the STRUCTURE faculty and staff to meet the diverse needs of these students through the use of collaborative efforts of students, families, and school and community agencies. The objective of the program is to return students to the mainstreamed school environment when they have met their individual goals. It is expected that students will be in the program a minimum of one academic semester before transition is considered.

## **Detailed Program Tenets:**

- ❖ The STRUCTURE program operates in conjunction with the Donegal School District and includes students from Grades 7 through 12. The program is coordinated by the Director of Pupil Services, and both the Middle School and High School administration.
- ❖ Students attend school for a full day, from 0745-1430 (refer to Schedule).
- ❖ Students have a daily schedule designed to provide constant supervision in an environment that promotes student accountability, responsibility, and progress toward group and individual goals.
- ❖ Students are assigned to STRUCTURE for a minimum of one academic semester.

- ❖ Instruction is provided by certified secondary teachers in basic academic areas of English, Math, Science and Social Studies/History.
- ❖ Students are instructed through experiential learning strategies, participate in daily group and individual goal setting, work on community and service learning activities, learn work related skills, and work with contracted personnel.
- ❖ Students will be provided with a **counseling component** through the STRUCTURE Program. Students may be provided this service in both a one-on-one setting and group setting. Issues of focus include, but are not limited to, self-esteem training, personal empowerment, decision making, juvenile justice system, conflict resolution, positive relationships, family reconciliation and social skills training.
- ❖ Students must participate in the **classroom component, service learning component, and job training component** on a daily basis to earn the necessary credits.
- ❖ Credit and grades for courses taken in the program are reconciled with the student's regular education program by the Donegal High School Guidance Liaison.
- ❖ Students involved with Juvenile Probation and Parole must abide by court rulings, and regular communication between STRUCTURE faculty and the PO is encouraged.
- ❖ Students are evaluated at the end of each academic semester to determine if transition is appropriate (reference Transition Procedures).
- ❖ Students returning to a regular educational setting are monitored on a weekly basis to ensure both academics and behaviors are meeting established expectations.
- ❖ Students displaying inappropriate or irresponsible behaviors are addressed through various means including group process, the use of logical consequences and administrative interventions. Students are accountable for various forms of restitution and reconciliation following misbehaviors in the school setting.
- ❖ Students violating a major school policy (weapons, drug and alcohol) are referred immediately to the school board for expulsion.
- ❖ Violation of the behavior contract results in a review of a student's eligibility to remain in the STRUCTURE program (refer to Discipline Procedure)

# Admission Procedure

- ✚ Assistant Principal (Middle School or High School) completes a referral a screening process, which includes a review of the student's Functional Behavioral Assessment and the Positive Behavior Support Plan (PBSP).
- ✚ A planning meeting with STRUCTURE staff and school psychologist is scheduled by the referring assistant principal to focus on file review, pertinent student issues, and development of a crisis plan or behavior plan, if appropriate. Director's office is notified of meeting date.
- ✚ Assistant Principal forwards a completed referral form to the Director of Pupil Services with the supporting documentation which includes copies of pertinent school records. The Director schedules an informal hearing with parent and student.
- ✚ The director and building administration determine placement and confirm enrollment date with STRUCTURE faculty. A copy of the referral and student file is then sent to the STRUCTURE faculty.
- ✚ An intake meeting is scheduled by STRUCTURE. The meeting is scheduled to occur at 1435. An intake meeting includes a student orientation, review of the contract, level system, and explanation of the program, behavioral expectations, and discipline procedures, as well as any pertinent student issues. Appropriate school guidance counselor should be in attendance.
- ✚ Student start date is determined at an intake meeting and should usually be the next school day after the meeting. The recommended start date is provided to the Director's office. **The STRUCTURE Staff notifies the appropriate personnel of the start date (child accounting, building administration, teachers, etc).** The Pupil Accounting Office will then update the SIS (PowerSchool).
- ✚ Students sign out of their sending school, **being sure to fulfill all student obligations (textbook return, library fines, etc.)**, and into STRUCTURE, where all attendance and related PowerSchool functions will be administered.



## Admitting



# SCHEDULE

## School Day

Homeroom/Group	07:45-09:00 am
Period 1	09:00-10:00 am
Period 2	10:00-11:00 am
Lunch	11:00-11:30 am
Period 3	11:30-12:30 pm
Period 4	12:30-1:30 pm
Meeting/Group	1:30-2:30 pm

**During Staff Lunch (11:00-11:30) all students will play board games or cards, read magazines or newspapers, listen to I-Pod or CD player (provided student earned this privilege), or complete Journals and Current Events.**

**NOTE: This is silent student time. Failure to abide by this policy results in loss of privileges, loss of level or referral for suspension.**

**EARLY DISMISSAL is at 11:30.**

# STRUCTURE Contract

## Entry/Readmit Contract

All students entering or being readmitted to Donegal School District's STRUCTURE Program must sign and abide by this contract.

### I. Attendance:

#### A. School Day:

School begins at 07:45 AM and ends at 2:30 PM.

#### B. Absences:

Students are permitted three (3) absences per **YEAR**, provided **they produce a signed excuse slip within three (3) days.** Any absence beyond three is illegal unless the student produces a **doctor's excuse upon the day of return.** All students without a doctor's excuse are fined at a cost of up to \$300.00 per day. The local district justice levies all fines.

#### C. Tardiness:

Students arriving after 7:45 AM are tardy. Any and all tardy minutes must be made up **that same day. No minutes are carried over.** Failure to make up tardy time results in a fine following an accumulation of 90 minutes. **Each 90-minute accumulation is equivalent to ½ day illegal absence** and bears a fine of up to \$150.00. The district justice levies all fines.

### II. Transportation

#### A. Driving:

Students either drive or ride the bus. If students elect to drive, the bus route does not include the student's residence. No driver may transport another student without written permission from parent of passenger. This pertains to coming to and leaving from school. All drivers must register their vehicle with the STRUCTURE Program. Registration includes:

- Proof of VALID License
- Proof of current insurance
- Proof of registration with PENNDOT

Drivers who acquire three (3) tardies lose driving privileges for the remainder of the marking period. Drivers receive privileges the following marking period. If drivers accumulate three (3) additional tardies, they forfeit driving privileges for the remainder of the school year.

B. Bus Behavior:

All students are expected to follow Donegal School District policy while riding the bus. Foul language, disruptive behavior, smoking, and carrying items such as skateboards, guitars, and scooters are forbidden. The First Student transportation officer will drop students off at no location other than his or her home without prior written consent from a parent and the district. All students face bus detention and/or suspension for failing to abide by bus regulations.

**III. Behavior-**

*All of us have a unique way of behaving. These behaviors become a problem when they interfere with productive interpersonal relationships and productive learning processes. Therefore, the District acknowledges that a behavior support policy is extremely important for students in an alternative education program. STRUCTURE positive behavior support plans include one-on-one meetings with STRUCTURE staff and administration, quiet time for personal reflection, communication with parents, meetings with the school psychologist and/or social worker, journaling, level system rewards and individually created methods for behavioral control. The extent to which any behavior is considered a problem depends to a large extent on the context in which it occurs. The following are key areas that have historically been problem areas for students in alternative education settings.*

A. Mutual Respect:

The STRUCTURE Program is a community where all persons have the right to speak and to be heard, but *mutual respect* is the cornerstone of this program. In other words, no person may monopolize the floor with disruptions, interruptions and disrespect. The concept of Mutual Respect can be defined as refraining from spreading rumors and malicious gossip about others, discussing private matters in a public forum, and bullying, harassing and talking about others in a negative fashion. Mutual Respect can further be defined as refraining from disregarding authority figures, police officers, school personnel and the school district in general. Respect is **expected** of everyone. Chronic failure to abide by the concept of mutual respect will result in loss of privileges and/or suspension after behavior modification plans and positive behavioral support options have been exhausted.

B. Language:

Students **consistently** reprimanded for inappropriate language are suspended. Swearing is not allowed in the Donegal School District or in the STRUCTURE Program. Swearing is not tolerated. This policy includes “Program Bashing”. Program Bashing is making crude, rude, and unacceptable comments about the STRUCTURE Program. Students are suspended for program bashing.

C. Damages:

Any student who willfully defaces or destroys property belonging to Donegal School District, the STRUCTURE Program or other students enrolled in the STRUCTURE Program are suspended and are charged for any and all costs the district incurs for repairs. Students may also face suspension for this infraction.

D. Harassment:

Please refer to the Donegal School District handout for definitions of harassment. Harassment is not tolerated and any student involved in any sort of harassment is suspended and may be referred to the District Justice.

E. Computer Usage:

All students follow the acceptable use policy of the Donegal School District and the STRUCTURE Program. Printing anything without permission, visiting personal web sites without permission, downloading music or any other entertainment without permission, changing any settings without permission, or any other infraction of the acceptable use policy results in suspension and/or loss of privileges. Donegal School District provides the internet connections and computer technology in use at STRUCTURE. This technology may not be used for any illicit, illegal or non-educational purpose. This is State and Federal Law. Violations are severe for staff and students alike. The Technology Department has direct access to all student usage logs and will report to STRUCTURE staff and appropriate administrators immediately if students are found in violation.

- a. Students may not play games, listen to web music or watch streaming video at any time, ever. Students may not shop/search for clothing, jewelry, weapons, etc.
- b. Students may not conduct drug and alcohol related searches unless directed to do so by a teacher for an assignment.
- c. Students may not conduct vulgar, violent, sexual or obscene searches, or visit personal websites such as myspace.com or youtube.com (among others) at any time.
- d. Students may bring in a CD and headphones (provided they are on Level 3).
- e. Students may research anything of educational value and may use Microsoft Office applications such as excel, word, publisher and PowerPoint.

Students lose privileges and may be suspended for all infractions.

F. Communication:

If a student is going to be absent or tardy, it is the student's responsibility to phone the STRUCTURE Program at **653-0590** and inform staff. Any student who does not communicate with staff is dropped one level (on the level system) per infraction.

G. Behavior Contracts:

Students experiencing difficulty abiding by the rules and policies of the STRUCTURE Program are placed on an individualized behavior contract. This behavior contract clearly outlines expectations. Failure to abide by the behavior contract results in suspension and/or expulsion from the STRUCTURE Program.

H. Level System:

All students enrolled in the STRUCTURE Program must abide by the Level System. (Please refer to Level System Guidelines and Privileges for additional information.) Failure to uphold the Level System results in immediate drop in level or suspension.

I. Dress Code:

All STRUCTURE students will abide by the dress code adopted by the Donegal School Board of Directors. Students must wear blue, black or khaki pants and any color STRUCTURE shirt, purchased through Elizabethtown Sporting Goods. Pants must be worn at the **WAIST and shirts must be tucked-in**. Jeans, shorts, skirts, sweatpants and pajama bottoms are forbidden. **The STRUCTURE Logo must be visible at all times; no hoodies, sweaters or jackets are to be worn during the**

**school day. Hats must be removed upon entering the building. Students may be sent home and/or suspended for dress code violations.**

#### **IV. Discipline**

A. Illegal Substances:

Illegal substances include all tobacco products, lighters, drugs, paraphernalia, weapons, fireworks, and any and all substances that pose a threat to the well being of all persons in the building. Students possessing these items face suspension and/or expulsion. The weapons policy and drug policy of Donegal School District are in effect.

B. Right to Search:

Teachers and staff of the Donegal School District and the STRUCTURE Program have the right to search all bags, backpacks, pockets, coats and purses brought into the building. Staff does not have to announce a search and may search student and belongings without prior written consent of parent.

C. Suspension:

Students who fail to uphold the rules and regulations of the Donegal School District and the STRUCTURE Program are suspended. The first suspension is up to five (5) days, the second is up to ten (10) days, and the third infraction is a suspension pending Donegal School Board hearing for expulsion.

If, for whatever reason, your son/daughter is assigned a suspension, it is necessary for a re-intake meeting to be scheduled with the STRUCTURE faculty prior to the end of the suspension period. This meeting needs to be arranged by the parent(s) with the STRUCTURE faculty.

**By not completing the readmittance procedure, the resulting action may be additional suspension and/or a citation for nonattendance through the District Justice's office.**

D. Cell Phones:

Cell phones are illegal in an educational setting. While the STRUCTURE staff realizes the importance of being in communication with parents at all times, use of cell phones during the school day is illegal. **Cell phones brought to school must be turned into STRUCTURE staff upon entering the building and will be returned at day's end.** Students not abiding by this policy will be suspended and will *forfeit their cell phone*. Confiscated cell phones will be donated to the Kiwanis Club or Cell Phones for Soldiers.

#### **V. Field Trips:**

A. **Field trips are a privilege, not a right.** The student's Level determines whether he or she has earned the privilege to attend the field trip. Certain field trips fulfill course requirements for physical education, health, service learning, School-to-Work and core courses. Students on Level 1 attend those trips at the teacher's discretion.

- B. Class trips, such as end of the year activities, are not mandatory and must be earned by Level. Students on Level 1 may be excluded from these trips.
- C. Students may have to pay for a portion of a trip (typically for lunch). Prior notice for such costs will be given to students at least 5-7 days before the scheduled outing.

## **VI. School-to-Work/Work Release**

- A. School-to-Work fulfills an exponential STRUCTURE Program requirement by providing students with work experience in real time. All incoming students must attend job skills/job ethics classes. This training is conducted as part of the school-to-work course and is taught during the regular school day. Job skills/job ethics training provides students with experience in completing job applications, resume and cover letter skills, interviewing skills, career exploration research, work ethics, personal hygiene, dressing for success, making and counting change and other work-related issues. Instruction is supplemented by field trips, invited speakers, volunteer work crews and paid work crews. The job trainer evaluates each student and assigns quarterly grades. The evaluation process includes all school-to-work instruction, weekly checklists and quarterly job evaluations, career exploration and job-related projects.
- B. Students must maintain an 80% or better in all STRUCTURE coursework, weekly time sheets, employer and student evaluations, job training evaluations and behavioral accounting system to be invited on paid work crew opportunities.
- C. Internships and job-shadowing are offered to students who are 16 years or older, in **Grade 11** and who have completed one semester in each of these four areas with the stated level of achievement: academic classes (80%), school-to-work trainings (80%), paid and unpaid work assignments (80%), community or district-based job placement (90%).
- D. Student Work Portfolio- All students complete a work portfolio as part of their school-to-work experience. The portfolio demonstrates skills learned throughout the school-to-work experience, and documents job skills gained.

## **VII. Service Learning**

- A. Service learning is an integral part of the STRUCTURE Program. This portion of the program is designed for students to give back to the community, apply learning from the classroom to the real world, and demonstrate a respect for their community, their schools, and themselves. **Students are required to actively participate in all STRUCTURE Program service learning projects in order to receive credit.**

## **VIII. Graduation Project**

### **A. Graduation Project:**

STRUCTURE students must complete a graduation project prior to senior year. Students should begin work on their project during their sophomore year. STRUCTURE provides the student with a senior project handbook. STRUCTURE staff are the senior project mentors and part of the review committee.

### **B. Graduation Requirements:**

All students must earn 28 credits. Any student failing to meet credit requirements, and therefore not graduating, may request readmission to the STRUCTURE Program for one year, providing failure to obtain credit was not due to disciplinary or behavioral reasons.

## **IX. Intent of the STRUCTURE Program**

It is the intent of the STRUCTURE Program to reintegrate students into regular education at the middle school, high school, or the Career Technology Center. Students may be reintegrated into the middle/high school at the end of an appropriate academic year, based on board recommendation and student desires. If the student opts out of high school transition, he/she may attend CTC full time in senior year. (CTC attendance is predicated on acceptance of the student's application by CTC.)

# STRUCTURE Student Contract

## Signature Page

### Acknowledgement Form

I understand that it is my responsibility to become familiar with the Level System, the Donegal School District policies and the Donegal STRUCTURE Program policies. I understand that I am part of a three-part team: parent, student, and education staff. I understand that I must participate fully in my education, as well as in decisions regarding my continuation in this program. I understand that failure to uphold this contract may result in my being suspended from the STRUCTURE Program. Furthermore, I understand that continuous and chronic infractions of this contract may result in a recommendation for my removal from the STRUCTURE Program.

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Student Signature and Date

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Parent Signature and Date

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Witness Signature and Date

# STRUCTURE Parent Contract and Signature Page

Parental support is a vital part of the team approach to providing a quality educational program for their student, therefore, as part of a three part team, parents have a contract with the STRUCTURE Program.

For their part in the STRUCTURE Program, parents agree that:

1. They ensure that their student is present for his/her assigned session in the STRUCTURE Program on a daily basis.
2. They encourage their student to participate in all work related courses, as required by the STRUCTURE program contract signed by the student.
3. They realize that job attendance is mandated for students, and that **24 hour notice** must be given to the job trainer if a student will not be at an assigned work site on any given day. **The job trainer, Mrs. Beth Kohler, can be contacted at 314-3611.**
4. They understand that their student may be assigned by the job trainer to paid/unpaid work crews as **she deems appropriate.**
5. They attend all mandatory parent meetings, including the summer parent meeting, quarterly report card meetings and re-entry meetings if student is suspended.
6. They are responsible for their student's appropriate dress, and accept that STRUCTURE has a Donegal School Board approved uniform policy.
7. They are involved in their student's school work by questioning the student or contacting the STRUCTURE staff as necessary.
  - a. Parents may email: [susan.roehm@donegal.k12.pa.us](mailto:susan.roehm@donegal.k12.pa.us) or [brian.mccreary@donegal.k12.pa.us](mailto:brian.mccreary@donegal.k12.pa.us)
  - b. Contact Mr. Ed Frick, Assistant Principal, DMS or Mr. Chris Miller, Assistant Principal, DHS.
8. They acknowledge that ALL visitation, including re-entry meetings, must be pre-arranged. **Visitors are not permitted in the STRUCTURE building without an appointment.**
9. They acknowledge that policies and procedures of the STRUCTURE program are **not negotiable** and must be adhered to by students and parents.
10. They acknowledge that student truancy is reported by STRUCTURE to the Donegal High School for citation. District Justice Levies fines.

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(Parent Signature)

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(Witness for the STRUCTURE Program)

# Level System Guidelines

A level system is one in which each person is responsible for his or her behavior and is granted particular privileges accordingly. The level system consists of three levels, with Level Three being the highest attainable. Each student enters the program on Level 2 and remains on Level 2 until he or she obtains Level 3 status or is demoted to Level 1 status.

The **Classroom Rules** serve as the basis for level promotion, retention and demotion. Chronic breaking of **Classroom Rules** results in an automatic and immediate drop to Level 1.

1. Be Respectful
2. Keep hands, feet and all other objects to self.
3. Listen to instructions first time given.
4. Use appropriate language.
5. Accept responsibility for actions.

## **How the System Works:**

Each time a student receives a redirection, he or she loses one (1) point. At week's end, points earned are tallied and divided by total number of points possible to determine a percentage. Percentages and corresponding Level Privileges are listed below.

## **Percentages and Privileges by Level**

### **Level 3** *(90-100 percent success meeting guidelines and goals)*

May use computers for free time following lunch (time permitting and with permission).  
May bring one drink and/or snack to school. (This includes personal hot chocolate)  
May listen to CD player or I-Pod.  
May sit outside at the picnic table during lunch.  
May utilize discretionary gym time.  
Preferred seating.

### **Level 2** *(80-89 percent success meeting guidelines and goals)*

May bring one drink and/or snack to school.  
May play board games during lunch.  
May wear Donegal Spirit Wear once per month on Fridays-Staff Announced.  
May use Microsoft Applications during lunch. NO WEB APPLICATIONS.

### **Level 1** *(Less than 79 percent success meeting guidelines and goals)*

**Does not receive any privileges. This is a Silent and Working lunch.**

# Service Learning Component

Service Learning...”a way to involve young people in learning through participation in thoughtfully organized service that meets real community needs.”  
(National and Community Trust Act of 1993)

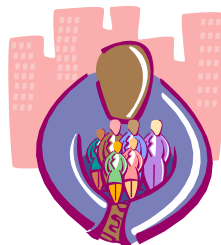
The STRUCTURE Program utilizes service learning as a method for students to contribute to the needs of the community, but has equal value as a vehicle to develop self-esteem, self-reliance, and a sense of belonging. It also fosters self-worth by demonstrating that one person, no matter who can make a difference.

Service learning is the practical application of academic skills in real-life ways. It particularly emphasizes the responsibilities of citizenship and related skills, which are all necessary for classroom success. Students find collaboration, communication, risk taking and compromise invaluable to successful completion of any project, and once learned, can make their academic work more productive. Students who learn to investigate also learn to ask questions; and those who learn evaluation can build on their own successes.

Student involvement in service learning begins with identification of a community need, issue, or problem, and proceeds on a systematic path through investigation and selection of solutions, decision making and risk taking to select a single solution, planning and execution of the project, and finally evaluation.

Second only to performance of the service learning project, the evaluation phase encourages students to examine their overall accomplishment, and their own part in its success. It encourages self-reflection of the student’s own values, ethics, and sense of belonging; being part of the community, part of the greater whole.

The emphasis placed on service learning by the STRUCTURE Program contends that student involvement is a behavior modification with long lasting effects. Students develop respect for their communities as they team together to build their communities and assist in solving community problems; they learn respect for adults who value them as resources and community advocates; they learn respect for themselves—who they are and what they can do to live successfully in a codependent environment.



# Discipline Procedures

- ✦ If a student violates the program contract, the teacher completes a discipline referral form. The form is filled out completely and objectively. The form includes a narrative of the events and **pre-referral teacher interventions**.
- ✦ The form is forwarded to the appropriate administrator. In most cases this is the building assistant principal. If the assistant principal is not available the next point of contact in order should be the building principal, director of pupil services, guidance counselor, and superintendent.
- ✦ The administrator reviews the referral form and conducts an informal hearing with the student as per School District Policy 233. An appropriate consequence is then assigned. **If a suspension is assigned the DHS/DMS attendance office** contacts the transportation coordinator so that bus transportation, if applicable, can be adjusted.
- ✦ Suspensions are assigned as follows: 1<sup>st</sup> offense – ISS or up to 5 days out of school suspension; 2<sup>nd</sup> offense – ISS or up to 10 days out of school suspension; Further disciplinary action may lead to a school board disciplinary hearing.
- ✦ **During the period of suspension a readmittance meeting must occur with the student, parent, teachers and administration prior to reentry into the program. No student is readmitted until the meeting is held. Failure to participate in the meeting leads to illegal absences and could result in an expulsion hearing.**
- ✦ During the re-entry meeting, appropriate additional interventions should be discussed and a new behavioral intervention plan should be re-developed to support the student's efforts in being successful. These interventions should be developed with the cooperation of staff, student and parent.

# Weekly Point Sheet: My Level is My Choice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Percentage \_\_\_\_\_

SMART Weekly Goal: \_\_\_\_\_

	<b>My Choices</b>	M	P	P	P	P	T	P	P	P	P	W	P	P	P	P	R	P	P	P	F	P	P	P	P	
		M	1	2	3	4	M	1	2	3	4	M	1	2	3	4	M	1	2	3	4	M	1	2	3	4
Respect	1. I chose to practice Mutual Respect. I did not BELITTLE anyone!																									
	2. I chose to keep negative opinions to myself. I did not COMPLAIN!																									
Listen to Instructions	3. I chose to remain in my designated area (e.g. seat, room, location). I did not WANDER!																									
	4. I chose to work on assigned task during class time. I did not engage in GOSSIP!																									
Listen to instructions and Use Appropriate Language	5. I chose to follow staff's verbal and written requests and directives. I did not ARGUE!																									
	6. I chose to use respectful language, tone, and volume towards others. I did not SWEAR!																									
Respect and Keep Hands, Feet and other objects to self	7. I chose to behave respectfully towards others. I did not spread RUMORS!																									
	8. I chose to behave appropriately toward myself. I Have SELF-RESPECT!																									
	9. I chose to respect school and other's property. I do not WASTE or VANDALIZE!																									
Responsibility	10. I chose to accept the consequences for my behavior. I am RESPONSIBLE!																									
	<b>+ 1 or -1 per CHOICE Total</b>																									

Academic SMART Weekly Goal: \_\_\_\_\_

Academic Levels: Math \_\_\_\_\_ English \_\_\_\_\_ Social Studies \_\_\_\_\_ Science \_\_\_\_\_

# Sample Behavior Contract

## Behavioral Contract For (Student Name)

**Teachers:** Please provide a signature next to the appropriate class period and provide a rating of 1 to 5 with 5 being the highest on (student's) behavior in the classroom. (Student) begins this contract, (date) and continue it through (date). Student behaviors are typically re-evaluated at the end of an appropriate marking period.

**(Student's) Responsibility:** (Student) brings the contract home for parent signature on a daily basis. It is his/her responsibility to make sure the contract reaches home and then is returned to school.

**Goals:**

1. To use appropriate language in school and that includes break time, lunch and unstructured activities. (no use of vulgarities, or sexually suggestive comments, etc.)
2. To perform classroom tasks without argument and to finish them completely.
3. To effectively communicate with classroom teachers and peers in a positive and respectful manner.
4. To refrain from using inappropriate attention getting behaviors in school. This includes both verbal and nonverbal behaviors.

**Daily Chart:**

**Date:** \_\_\_\_\_

Period/Signature of Teacher	Goal #1	Goal #2	Goal #3	Goal #4	Comments
Meetings, Lunch, Groups					
1.					
2.					
3.					
4.					

Parent(s) Signature: \_\_\_\_\_

***For (Student): Did I reach my goals today? If not, how can I improve on them?***

# Transition Forms

## STRUCTURE Recommendations For Transitioned Students

This form will be provided to the classroom teachers and guidance counselor of the transitioned student to allow them the opportunity to adequately prepare (academically and behaviorally) for the student coming into their classroom.

Student name: \_\_\_\_\_

Length of time in STRUCTURE: \_\_\_\_\_

Grade: \_\_\_\_\_

Rationale for Transitioning:

**(Please include in the rationale a note about parent cooperation/involvement)**

Student Strengths (both academic & behavioral):

Student Weaknesses (both academic & behavioral)

Behavioral Patterns observed / Modifications employed to deal with them:

**(What sets this student off? Provide methods on how to maintain his/her focus and positive behavior patterns.)**

Student Interests/Hobbies:

**(Used for establishing rapport and focusing student)**

If you have specific questions about this student and want a direct response, please contact Susan Roehm or Brian McCreary at STRUCTURE (653-0590 or by email).

**Weekly Progress Report**  
**(Transitioned STRUCTURE Students)**

The rationale for the following report is to evaluate the progress of students from STRUCTURE who have transitioned to the high school. Students, who have transitioned, are required to adhere to the same expectations as all other Donegal students both academically and behaviorally. Please complete the following report and turn it in to the Assistant Principal by \_\_\_\_\_. Thank you for your time and help in this matter.

Student: \_\_\_\_\_

Academics:

- Current grade: \_\_\_\_\_
- Current work ethic grade: \_\_\_\_\_
- Lack of consistent application
- Completes assigned work / promptly
- Fails to complete assignments / promptly
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

Behavior:

- Fails to cooperate and work with faculty, staff, and peers
- Lacks a positive attitude
- Communicates effectively and appropriately with faculty, staff, and peers
- Exceptional classroom behavior
- Inconsistent classroom behavior
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

Additional Comments/Concerns Regarding Behavior & Academics

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# STRUCTURE Program

## Exit Criteria

All students with the goal of returning to DHS or DMS must meet the following criteria:

- Be respectful to students and staff.
- Arrive to school on time and each day for the entire semester.
- Complete all assignments and turn them in on time.
- Maintain a positive attitude.
- Set positive examples for peers. (Be a positive role model)
- Follow all STRUCTURE rules and Donegal School District policies.
- Attain Level Three status and remain on level.



# Transition Procedures

## Transition Process by Grade Level:

Entering 9<sup>th</sup> Grade:

- Option 1 - STRUCTURE full-day
- Option 2 - High School full-day

Entering 10<sup>th</sup> Grade:

- Option 1 - STRUCTURE full-day
- Option 2 - High School full-day

Entering 11<sup>th</sup> Grade:

- Option 1 - STRUCTURE full-day
- Option 2 - Transition to High School half-day & Work Study half-day (if age is appropriate for this)

Entering 12<sup>th</sup> Grade:

- Option 1 - STRUCTURE full-day
- Option 2 - High School half-day & Work Study half day
- Option 3 - High School full-day
- Option 4 - CTC full-day
- Option 5 - Work Study Full Day (upon approval from DHS Principal)

## Additional Transition Procedures:

- ❖ Transition occurs at the beginning of any academic semester for the accepted grade levels. Any transitioning student must be on track to graduate and have appropriate credits and course work to verify status.
- ❖ **STRUCTURE staff prepares students for transition through meetings with the guidance liaison, school psychologist and building administrators. Students visit with past teachers and other mentors who were key in the student's success. Specific teachers are identified as "go-to" teachers and relationships are forged for the student's anticipated return.**
- ❖ Two (2) transcripts are to be provided for STRUCTURE students who transition to the high school level. One transcript will account for course work completed at STRUCTURE and the other will account for course work completed at the high school level.
- ❖ If a student remains in STRUCTURE through their senior year, they may graduate through their Alternative Learning Plan's goals and objectives.