

MOUNT CARMEL GUILD ACADEMY

100 VALLEY WAY
WEST ORANGE, NEW JERSEY 07052
973-325-4400



STUDENT / PARENT HANDBOOK

STUDENT: _____

FORWARD

Dear Student /Parent:

Welcome to the Mount Carmel Guild Academy Community.

This handbook will serve as one of the links promoting an understanding of your responsibilities as a member of Mount Carmel Guild Academy. As you read through it, you will become familiar with the purpose and goals of the school as well as your responsibilities.

As partners in learning, our aim is to prepare our students to be the ***BEST THEY CAN BE!***

Sincerely,

The Mount Carmel Guild Academy Staff

PHILOSOPHY

The primary goal of the Mount Carmel Guild Academy is to assist the staff in creating an environment for all students that will allow them to be successful and ultimately reach their full potential and becoming contributing members of their school community.

SCHOOLCITIZENSHIP

All students should remember that wherever you go, there are guidelines for expected behavior. Student's conduct should always demonstrate respect for the property, rights and privileges of others.

ALL MOUNT CARMEL GUILD ACADEMY STUDENTS HAVE THE RIGHT TO:

BE TREATED WITH RESPECT

LEARN WITHOUT DISRUPTION

ATTEND A SCHOOL WHICH OFFERS A SAFE LEARNING ENVIRONMENT

CHAPTER ONE

SCHOOL POLICIES AND PROCEDURES

FLAG SALUTE

At the conclusion of the daily morning community meeting, a student or staff member leads the Pledge of Allegiance to the flag of the United States. While those individuals who have an objection to reciting the Pledge may refrain from saying it, all students and staff are expected to stand during the Pledge.

BUS REGULATIONS

Ultimate responsibility for student behavior on the school bus rests with the school administrator. The school Principal shall develop reasonable regulations for bus conduct. Therefore, the following rules must be adhered to:

1. Students must ride their school bus to and from school. Students using other means of transportation must have prior permission from the Principal.
2. Students must follow the directions of the bus driver and bus attendant.
3. Bus conduct must be appropriate at all times. Vandalism, physical and verbal abuse are inappropriate and unacceptable behaviors. All bus conduct violations will be documented and shared with the student's parent and child study team case manager.
4. The Principal may suspend a student's transportation services for disruptive or inappropriate behavior. If a student's transportation privilege is suspended, it is the parents' responsibility to transport the student for the duration of the bus suspension.
5. Dangerous objects (glass bottles, knives, sharp objects) may not be brought on the bus.
6. Students are expected to keep the bus neat and clean.
7. Students are required to wear a seat belt while riding the bus.

STUDENTS ARE NOT PERMITTED TO TAKE PUBLIC TRANSPORTATION TO OR FROM SCHOOL WITHOUT BEING ACCOMPANIED BY AN ADULT. STUDENTS WHO DO NOT ADHERE TO THIS EXPECTATION, RISK LOSING THEIR ENROLLMENT AT MOUNT CARMEL GUILD ACADEMY.

EMERGENCY CLOSING

Occasionally, due to weather conditions or mechanical breakdowns, it may be necessary to close school. In the event of severe weather, MCGA closings will be broadcast over local television and radio stations as well as posted on the internet.

RADIO STATION = NJI 01.5

TELEVISION = FOX 5

INTERNET =

- o NJ1015.COM
- o Class DoJo
- o mcgacademy.net
- o www.news12.com

In the event it is necessary to close school during the day, parents will be notified by telephone. It is critical that there be an emergency contact number for all students on file at the school. Early dismissal of students begins at 12:30 PM.

FIRE DRILLS / EMERGENCY LOCK DOWN- EVACUATION DRILLS

By law, Mount Carmel Guild Academy is required to conduct one fire drill and one lock down / evacuation drill per month. It is important that all students recognize the fire alarm and code announcements in order to execute the appropriate procedures for each drill. Teachers will review fire drill safety procedures, fire exit diagrams showing the fire exits from each classroom / office during the opening day of school. Fire exit diagrams are posted in each classroom / office. Students are expected to:

1. Exit the classroom / office / library / gym quietly and quickly.
2. Exit the building from the nearest available door.
3. Proceed outside the building until at least 50 feet away from the building.
4. Remain with staff at all times.
5. Behave appropriately.
6. Re-enter the building when notified by staff.

Lock down / evacuation procedures will be reviewed by school administration during the opening days of school and again during the school year as warranted.

PARENTAL INVOLVEMENT

Parent involvement is essential to a child's success in school. Parental involvement is in the form of telephone calls, in-person conferences, attending the parent meetings, and regular use of the communication log.

PARENT - TEACHER CONFERENCES

While parents are encouraged to schedule in-person meetings with their child's teacher and/or counselor throughout the school year, there are two Parent-Teacher Conference scheduled during the school year. The first is scheduled in November and third is scheduled in April. Each conference is intended to provide parents to meet with school staff at the conclusion of the first and second marking periods.

INDIVIDUALIZED EDUCATIONAL PLAN (I.E.P.)

An IEP / AR meeting is scheduled for all students at least one time each school year. The purpose of this meeting is to review the prior year and plan for the upcoming year. The

Annual Review will be scheduled by the student's child study team in order to develop future goals and objectives. Parents are strongly encouraged to attend this meeting.

DRESS CODE

Mount Carmel Guild Academy has a dress code that all students are expected to adhere to. All students will attend school in the appropriate uniform.

PK-8

BOYS

White shirts (long or short sleeve)

White knit shirt (three buttons) Navy Blue pants I shorts

GIRLS

White blouses (long or short sleeve)

Navy Blue skirt or pants I shorts

HIGH SCHOOL

BOYS

Khaki pants /shorts with navy blue shirt (collar)

GIRLS

Khaki pants, shorts or skirt with navy blue blouse or shirt (collar)

FOR ALL STUDENTS GRADES K -12

STUDENTS ARE NOT ALLOWED TO WEAR T- SHIRTS OR BAGGIE PANTS. HATS OR OTHER HEAD WEAR IS NOT TO BE WORN IN THE SCHOOL BUILDING.

STUDENTS ARE NOT TO WEAR HOODIES DURING THE SCHOOL DAY.

There will be special occasions, events or activities that students will be allowed to dress in "non-uniform" clothing. Parents will always be notified of these changes in policy. Parents are encouraged to contact school whenever there is a question concerning the dress code.

Please make sure to contact your child's counselor with issues or concerns.

SCHOOL STORE

Earned behavior modification points are deposited into each student's bankbook and can be "spent" at the SCHOOL STORE.

PHYSICAL EDUCATION

All students are expected to participate in their scheduled physical education classes.

Students unable to participate in the physical education class must present a doctor's note to the school nurse.

HOMEWORK

Homework is mandatory and is assigned four times each week (Monday through Thursday). The purposes of assigning homework are:

1. To continue to increase the communication between school and home.
2. To help students make the connection between what is learned in school and real-life situations.
3. To increase the student's knowledge.
4. To provide students with the opportunity to demonstrate responsibility.

Assignments can consist of something to think about, watching a television programs, reading a newspaper article, complete a ditto, class work readings, work sheets, vocabulary lists, reading assignments and unfinished class work.

All students will complete at least one book report during each marking period

WEEKLY SPELLING TEST

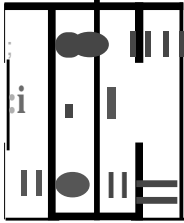
All students in grades K – 8 will have a weekly spelling test on Friday of each week.

ATTENDANCE

The laws of the State of New Jersey require regular school attendance for all students. Poor school attendance limits accomplishments and reinforces negative behaviors . When a student is absent from school, the parent / guardian must call the school office or the school nurse on the day of the absence .

All students returning from an extended absence (3 or more days) must have a doctor's note indicating the reason for the absence.

HIGH SCHOOL STUDENTS = SCHOOL LOCKERS



At the start of each school year, all Mount Carmel Guild Academy high school students will be assigned a locker; in addition, each student will be provided with a lock for their locker.

The purpose of a locker is to provide students a safe place to store personal items (coats, sweaters, clothes for PE, books) in a safe place. Students are still expected to turn in all electronics (cell phones, iPads, etc.) upon entering the school building each morning.

Lockers and locks are the property of MCGA and are subject to inspection by the MCGA staff at any time. No personal locks may be used on any locker. Any personal lock found on a locker will be removed.

Students are encouraged to not allow other students to have access to their lockers. Students are reminded - **THEY ARE RESPONSIBLE FOR THE CONTENTS OF THEIR LOCKER.** Also, students are reminded, MCGA is not responsible for any items stolen from their assigned locker as a result of the locker being unlocked.

Students are responsible for any damage done to lockers or the loss of a lock. The cost of a replacement lock is \$5.00; cost to replace a lost key is \$1.00.

No illegal substances, weapons or other prohibited or offensive materials are to be placed in school lockers.

A student's privilege to use a locker may be suspended for a period of time should the student violate the policies regarding school lockers. The length of time for the suspension shall be determined by the student's counselor and school administration.

ATTENDANCE POLICY FOR STUDENTS IN GRADES 9-12

FIVE UNEXCUSED ABSENCES = any student who accumulates 5 unexcused absences will have his / her grades lowered one grade level for the marking period in which the 5th unexcused absence occurs.

SEVEN UNEXCUSED ABSENCES = when a student accumulates 7 unexcused absences, a parent / child study team meeting shall be held to review the number of absences, the reasons for the absences and to develop a plan of action to address the absences.

TEN UNEXCUSED ABSENCES = any student who accumulates 10 unexcused absences may lose all academic credit for the year.

RADIOS / PERSONAL STEREOS / CELLULAR TELEPHONES / ELECTRONIC GAMES / i-Pads / i-Pods

Radios, personal stereos, cell phones, and electronic games should not be brought to school. If brought to school, they are to be "turned in" for safe keeping for the day. ALL ITEMS WILL BE STORED IN A LOCKED CABINET AND CAN BE RETRIEVED BY THE STUDENT AT THE END OF THE SCHOOL DAY AS THEY ARE LEAVING THE BUILDING.

Radios, personal stereos, cell phones and electronic games are not allowed to be used within the school building during the day or during out-of-building activities (trips, etc.).

MOUNT CARMEL GUILD ACADEMY SHALL NOT BE RESPONSIBLE FOR THE LOSS OR DAMAGE OF ANY RADIO, PERSONAL STEREO, CELL PHONE OR ELECTRONIC GAME THAT IS BROUGHT TO SCHOOL AND IS NOT GIVEN TO A MEMBER OF THE SCHOOL STAFF FOR SAFE KEEPING.

RESTRICTED BREAKFAST / RESTRICTED LUNCH / RESTRICTED RECESS

Restricted breakfast, lunch and recess are part of the continuum of consequences at MCGA. Restricted breakfast, lunch and recess are a loss of free time or a short period of time. Restricted breakfast, lunch, and recess require a student remain in a designated space, with staff supervision, during the breakfast, lunch and /or recess period.

COUNSELING

Upon acceptance to Mount Carmel Guild Academy, a student is assigned to the case load of one of the School Social Workers. The counselor will have consistent contact with the student, parent and child study team case manager throughout the school year. The individual counselor is responsible for delivering the counseling related service (individual /group) as indicated within the student's IEP.

BREAKFAST / LUNCH PROGRAM

All students are eligible to participate in the SCHOOL BREAKFAST / LUNCH PROGRAM . Parents / guardians MUST COMPLETE AND RETURN the Child Nutrition Breakfast and Lunch Program application. Parents who fail to complete and return the application may jeopardize their child's ability to participate in the Breakfast and Lunch Program.

STUDENTS WHO HAVE NOT RETURNED A COMPLETED NUTRITION PROGRAM APPLICATION WILL NOT RECEIVE FOOD FROM THE BREAKFAST & LUNCH PROGRAM.

Mount Carmel Guild Academy is committed to:

1. Providing student with healthy and nutritious foods
2. Encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains
3. Supporting healthy eating habits through nutrition education
4. Encouraging students to select and consume all components of the school meal
5. Providing student with the opportunity to engage in daily physical activity

The following items will not be served, sold or given out to students:

1. Foods of minimal nutritional value as defined by the US Department of Agriculture
2. All food and beverage items listing sugar (in any form) in the first four ingredients
3. All forms of candy
4. Soda

In addition, 100 per cent of all beverages offered shall be milk, water or 100 % fruit or vegetable juice.

While students may wish to bring in food and drink for breakfast and/or lunch, the above guidelines MUST be followed. Students will not be allowed to eat foods that do not conform to the above guidelines.

IMPORTANT: FOOD THAT IS BROUGHT TO SCHOOL MUST BE ABLE TO BE STORED IN A REFRIGERATOR AND BE SERVED EITHER COLD OR AT ROOM TEMPERATURE.

**** STUDENTS WILL NOT BE ABLE TO WARM UP FOOD. ****

NO PEANUT BUTTER OR FOODS CONTAINING NUTS ARE ALLOWED TO BE BROUGHT INTO THE SCHOOL BUILDING.

COMPUTERS

Computers are an important instructional tool in every classroom. Each classroom is equipped with computers with Internet capability.

While computers can be used as a reward for completing assigned work, students may not use computers as toys, playing games that involve shooting, or other violent and aggressive actions.

Students who seek to use computers inappropriately or visit inappropriate web sites may lose their privilege of using computers within the school for a specific period of time. This will be decided by the student's classroom teacher, counselor and school Principal.

ALL parents and students are expected to sign and follow the school's INTERNET SAFETY POLICY.

COMMUNITY SERVICE

The Mount Carmel Guild Academy Community Service Program is designed to provide opportunities to students to:

1. develop leadership, decision making and organizational skills through real life experiences in both the school and the community;
2. learn to appreciate the needs of others in school and the community;
3. contribute to the improvement of their school and community, thereby establishing a sense of belonging;
4. work with adults in the school and/or community in such a manner that both benefit from the experience;
5. "bridge the gap" between classroom theories and real life experiences;

6. encourage students to "reach out, and use their skills to benefit the school or community while further developing their individual skills.

The criteria for an activity to qualify as credit towards the community service requirements shall be that the activity shall be a **"NON- COMPENSATED, VERIFIED SERVICE TO OTHERS IN THE SCHOOL OR COMMUNITY"**. The student's counselor shall verify community service activities completed outside of school. All community service hours are to be monitored and tracked by the homeroom teacher.

COMMUNITY SERVICE HOURS REQUIRED BY GRADE

GRADES K- 3 = 3 HOURS

GRADE10=12HOURS

GRADES 4 -6 = 5 HOURS

GRADE 11 = 15 HOURS

GRADES 7 -8 = 7 HOURS

GRADE12=20HOURS

GRADE 9 = 10HOURS

MOUNT CARMEL GUILD ACADEMY POLICY PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts a student's ability to learn and teacher's ability to teach.

Harassment, intimidation or bullying is defined as any gesture or written (which includes cyber-bullying), verbal or physical act that is reasonable perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression , a mental, physical or sensory handicap or by any other distinguishing characteristic, or because of a power differential, that take place on school property , at any school-sponsored function or on a school bus.

ALL students will be required to take an ANTI-BULLYING class and must pass the post-class test.

ALL parents and students are expected to sign and follow the school's ANTI-BULLYING PLEDGE.

Students who are in consistent violation of the school's anti-bullying policy risk losing their placement at Mount Carmel Guild Academy.

SUBSTANCE ABUSE POLICY

Students are prohibited from possessing, consuming, or distributing drugs or alcohol in any form while at school, riding the school bus to / from school, on school grounds and when attending school related functions . Students are further prohibited from smoking cigarettes or using other tobacco products in any form within the school building , riding the school bus to / from school, on school grounds and when attending school related functions .

Students, who are found in possession of or using tobacco products, shall face disciplinary consequences that may include:

- restriction of activities within school
- writing assignment(s) concerning the health hazards of tobacco use
- suspension from school
- placement termination

Students who are found in possession of / or under the influence of drugs or alcohol, shall face disciplinary consequences that may include:

student will be suspended until a drug / alcohol screening is scheduled

- o failure to schedule / complete the screening may result in a student's placement at MCGA being terminated
 - o students whose drug / alcohol screening is positive, must:
 - follow the recommendations made as a result of the assessment
 - failure to follow the recommendations or complete the recommendations, students may have their placement at MCGA terminated

students will have their activities restricted during school hours

Students engaged in activities, outside of the school day, that involve the possession, consumption or distribution of drugs or alcohol in any form, may be subjected to the disciplinary consequences outlined above.

STUDENT HANDBOOK TEST

All students are expected to become familiar with the contents of the STUDENT – PARENT HANDBOOK.

ALL STUDENTS MUST PASS THE HANDBOOK TEST BEFORE THEY WILL BE ALLOWED TO LEAVE THE BUILDING TO PARTICIPATE IN AN OUT-OF-BUILDING ACTIVITY.

ACADEMIC CRITERIA FOR HIGH SCHOOL STUDENTS

Specific academic criteria for all 9th – 12th grade students will become part of each student's academic responsibilities. Completion of these criteria will be included in considering a student for advancement in the school's level system as well as for consideration for recommendation for return to a home school placement.

CHAPTER TWO

BEHAVIOR MANAGEMENT

SUSPENSIONS

While it may be necessary for student to be suspended from school for either serious or continued infractions of school policy which disrupts the educational process or presents a serious danger to the student, other students or staff, every effort shall be made to implement interventions within the school, during the school day.

BEHAVIOR LOG

All students shall be given a BEHAVIOR / COMMUNICATION LOG which is to be used as a means of communication between school and home on a daily basis.

Parents are expected to read the LOG each day and minimally signing the LOG which indicates that they have read the LOG. Parents also have the opportunity to write to the classroom teacher.

It is the student's responsibility to bring the LOG back and forth between school and home each day.

CONDUCT REPORT

A CONDUCT REPORT is completed for all student infractions of school / classroom rules. The CONDUCT REPORT is reviewed by the student's counselor and then discussed with the individual student. In appropriate and necessary, the counselor / principal shall determine the appropriate consequences.

TIME OUT

IN-CLASS TIME OUT- GRADES PRE K- 8

There is a designated time-out area within each classroom . A student who has been disruptive in class will be asked to go to the designated time-out area. While in time-out the student is expected to remain quiet for a period of five minutes. If the student either refuses to go to the in-class time-out space or continues to be disruptive, an out-of-class time out may be necessary. Staff will escort a student who refuses to leave the classroom to the out of class time-out area (Problem Solving Room).

OUT-OF-CLASS TIME-OUT- GRADES PRE K- 12

Students requiring an out-of-class time-out will be sent / brought to the Problem Solving Room . While in the Problem Solving Room , interaction is at a minimum. The standard duration for this use of time-out is five minutes or QUIET, SETTLE DOWN, UNDER CONTROL behavior . A student's individual behavior may modify duration (shorter or longer) degree and quality of contact with staff during the time spent in the Problem Solving Room.

Fighting or overly aggressive behaviors (hitting, throwing objects, pushing others) will result in a Problem Solving Room time-out immediately .

VOLUNTARY TIME-OUT

A student, who is experiencing much difficulty functioning in the classroom or other space, may voluntarily choose to go to the Problem solving Room. The student must explain the reasons for requesting the time-out.

TIME-OUT POINTS

Students do not earn points while in time-out. However, points may be earned during counseling discussions that follow the student's compliance with the rules of time-out.

When the Problem solving room is used as a delayed consequence (i.e. a student is unable to attend a class trip due to inappropriate behavior) a student may earn up to Y2 of the total possible points.

A student who voluntarily chooses to use the Problem Solving Room may earn up to Y2 of their points during that time.

PROBLEM SOLVING ROOM RULES

1. Sit at desk assigned by staff.
2. Remain in assigned seat and sit quietly for 5 minutes.
3. Discuss problem behavior with staff.
4. Demonstrate readiness to return to class / group (i.e. remain calm, accept responsibility for actions, talk with staff and / or students involved).

RESTRICTED BREAKFAST / RESTRICTED LUNCH RULES

1. Walk quietly to restricted area.
2. Sit in seat assigned by staff,
3. Wait quietly for breakfast / lunch to be served.
4. Ask permission to clean up when finished eating.
5. Put all garbage in wastebasket.
6. Remain quiet until period is over.
7. Walk quietly back to class with staff.

MOUNT CARMEL GUILD ACADEMY BEHAVIOR

MANAGEMENT SYSTEM

PURPOSE:

The purpose of the Mount Carmel Guild Behavior Management System is to help students understand and develop positive, appropriate behavior. The behavior system creates an overall structure to the program. Students EARN points throughout the day for using appropriate, positive behavior. These appropriate behaviors are known as "desired behaviors". Desired behavior charts are displayed in each classroom and thorough out the building. Each student is required to carry and be responsible for a point card. Earned points are recorded on the point card each period.

PARTS TO THE BEHAVIOR MANAGEMENT SYSTEM

There are two parts to the behavior system. The first involves points, which students earn by using appropriate behaviors . The second part involves a variety of reinforcers. These reinforcers include an end of the day reward, an opportunity to purchase items at the school store once a week , and participation in Friday's weekly all school incentive. Special recognition for Level II and III students will be given at the weekly community meeting.

BEGINNING THE DAY

Grades PRE K-8

Students begin to earn points as soon as they exit the bus . Students are expected to walk directly to the cafeteria or other designated area and sit with their class. A daily point card will be given to each student. Breakfast will be given during this time followed by a community meeting. Students are expected to follow the desired breakfast behaviors . At the end of the community meeting each class will go directly to their classroom.

When all students are in class and sitting quietly, a class meeting may begin. During this time students will be given feedback on their behavior. The students are encouraged to set a daily goal for themselves, such as working on specific behaviors (i.e. getting along with others or accepting responsibility for their actions). Students are also reinforced for their hard work and accomplishments of the previous day.

It is at this time that those students who have "made their day", (the prior school day) will be given the opportunity to move up a step on the level chart.

Grades 9-12

Students begin to earn points as soon as they exit the bus. Students are expected to walk directly to the cafeteria or other designated area and sit with their class. A daily point card will be given to each student. Breakfast will be given during this time followed by a community meeting. Students are expected to follow the desired breakfast behaviors. At the end of the community meeting each class will go directly to their classroom.

Once the students have arrived and are sitting quietly the class meeting begins. During this time feedback on how each student is doing is given. The students are encouraged to set a daily goal for themselves, such as working on specific behaviors (i.e. getting along with others or accepting responsibility for their actions). Students are also reinforced for their hard work and accomplishments of the previous day.

ENDING THE DAY

Grades PRE K-8

Point cards are totaled after the last period of the day. Students are expected to work quietly at their desks (i.e. reading, drawing, beginning their homework), while the teacher/aide totals the point cards.

The teacher will call on students one at a time in order to tally the daily point card. At this time the student will be given a reward if he/she has "made their day". The student is then expected to return to their desk and continue to work quietly until their bus is called.

Grades 9-12

Students must go to their homerooms after their last period class (unless an alternate schedule is in place) and hand in their point cards to be totaled. Students must remain in homeroom until dismissal.

ALL GRADES

Students who fail to submit their point card at the end of the day shall be allowed to submit the point card upon their arrival the next school day they are present. If a student fails to submit their point card on their next date of attendance, they will not earn any points for the day they failed to submit a point card.

USE OF POINT CARD

Students on Level I and Level II receive a new point card each day. Students are expected to carry their point card with them throughout the school day. Desired behaviors and points earned for such behaviors are as follows:

Desired Behavior	Student earns	
	Level I	Level II
Being in the right place at the right time	1 pts	2 pts
Remaining in class/groups/activities	1 pts	2 pts
Preparation and Participation in class/groups/activities	3 pts	6 pts
Using appropriate language	2 pts	4 pts
Appropriate behavior (i.e. following directions, getting along with others, respecting school property)	3 pts	6 pts

Desired Behavior: <i>BREAKFAST / LUNCH</i>	Student earns	
	Level I	Level II
Sit/remain in assigned seat	2 pts	4 pts
Eat appropriately (i.e. use good manners, use appropriate utensils)	2 pts	4 pts
Behave appropriately	2 pts	4 pts
Clean up after yourself	2 pts	4 pts
Appropriate language	2 pts	4 pts

Points earned are given by staff immediately following each period. The staff member will also initial the card. Bonus points may be given for extra effort however they do not count towards "making the day" or "making the week".

Students must hand in their point card at the end of each day in order to receive earned points and have them included in their weekly point total.

Students **must** buy a new card for 20 points if they lose or destroy the initial card beyond repair. The classroom teacher provides replacement cards. Students may collect previously earned points before the end of the day if the staff member(s) is available.

Students, who alter, in any way, either the points or initials written on their point card by a member of the staff, shall forfeit their points, in total, for the time period that the points were altered.

RECORDING OF POINTS

The point week begins each Friday and ends on the following Thursday. Staff will record total daily points on a weekly point chart. Level movement will be discussed by staff during Thursday point meetings. A student must have staff approval in order to move from Level I to Level II or from Level II to Level III.

LEVELS

LEVEL I

Grades 3-8

All students begin at the bottom of Level I. On Level 1 a student may earn up to 10 points each period. A perfect day would add up to 100 points. A student must earn 80 points or more in order to "make their day" and move up on the Level chart.

After one day of earning 80 points or more a student may move up on the Level chart placing their nametag on the first step of Level I. A student must earn 80 points or more each day in order to move up another step. If a student is unable to earn 80 points or more on a given day they return their nametag to the bottom of Level I.

Once a student reaches step 7 on the Level I chart he/she must then earn 85 points or more in order to continue to move up the Level chart. If a student is unable to earn 85 points or more he/she will remain on the 7th step until he/she is able to do so. If a student earns less than 80 points while on step 7, 8, 9 or 10 they must then return to the bottom of Level I.

Each day a student earns 80 points or more he/she will receive a reward. Students may spend the points they have earned at Level 1 school store each week. A student must earn 400 points or more each point week beginning on Friday and ending on Thursday in order to participate in the Friday incentive. Level I students must be with a staff member at all times.

A student must make his/her day for 10 days in a row in order to reach the top of Level I. When a student reaches the top of Level I they then meet with their teacher and counselor to discuss Level II.

Grades 9-12

A student may earn up to 10 points for each period, breakfast and homeroom. The total number of points that can be earned in a day is 100 and the total for the week is 500 excluding bonus points. A student must earn 80% or more of his/her points (400 points or above) in order to "make their week". All Students begin at the bottom of Level I.

After one week of earning 80% of his/her points, a student begins to move up on the Level chart to the first step of Level I. A student must earn 80% of his/her points each consecutive week in order to move up another step. If a student fails to attain 80% of his/her points on a given week, he/she is returned to the bottom of Level I.

Once a student reaches the fourth step on the Level I chart he/she must then earn 85% or more of his/her points in order to continue to move up the Level chart. Failure to earn 85% of his/her points will result in the student remaining on the fourth step until he/she is able to do so. If a student earns less than 80% of his/her points while on the fourth step on Level I, he/she must then return to the bottom of the level chart.

A student must make his/her week for four consecutive weeks in order to reach the top of Level I and be eligible to move to Level II. A student then meets with his/her social worker and homeroom teacher to develop an individual plan and discuss the responsibilities of a Level II student.

Students receive a reward at the end of each week upon earning 80% of his/her points. Students may spend earned points weekly at the Level I school store. A student must earn 80% of the accumulated points from Friday through Thursday (400 points or above) to be eligible to participate in Friday's weekly incentive. While on level I a student must be accompanied by a staff member at all times.

LEVEL II

Grades 3-8

When a student reaches Level II there is more responsibility and a greater level of trust. Students are expected to work on more specific behaviors and academic skills.

A Level II student may earn up to 20 points each period. A perfect day would add up to 200 points. A student must earn 170 points or more each day in order to "make their day" and move up on the level chart.

A student must continue to earn 170 points or more for each day in order to move up each step on Level II. If a student is unable to earn 170 points or more on a given day they move their nametag to the bottom of Level II.

If a student is unable to earn 170 points or more for 2 weeks in a row they must move their nametag to the 7th step of Level I. The student will be given a Level I card and must follow the rules of Level I. The student will then meet with their teacher and counselor in order to help him/her move back up to Level II. The student must continue to earn 85 points or more each day in order to keep moving up the Level chart.

Once a student reaches step 6 on the Level II chart he/she must then earn 180 points or more in order to continue to move up the Level chart. If a student is unable to earn 180 points or more they will remain on step 6 until he/she is able to do so. If a student earns less than 170 points for one day they must then return to the bottom of Level II.

A student must make his/her day for 10 days in a row in order to reach the top of Level II. At this time the student will meet with their teacher and counselor to discuss the responsibilities and expectations of Level III. The teacher and counselor will decide if the student is ready to move up to Level III or remain at the top of Level II.

Each day a Level II student earns 170 points or more they receive a reward. Students may spend the points they have earned at both the Level I and Level II school store. A student must earn 850 points or more each point week beginning on Friday and ending on Thursday in order to participate in the Friday incentive. Other privileges of Level II include the opportunity to hold a school job, participate in Level II field trips and enjoy special Level II lunches. Level II students also have the privilege to go to counseling, run errands for the teacher, and go to the restroom and main office without being escorted by

a staff member. Level II students will receive a Mount Carmel Guild Academy shirt, which may be worn at any time throughout the school year. Level II students may also wear their "own" shirt one time a week as long as the student remains on Level II.

Grades 9-12

A Level II student may earn up to 20 points each period. The total number of points that can be earned in a day is 200 and the total for the week is 1,000 excluding bonus points. A student must earn 85% or more of his/her points (850 points or above) each week in order to "make their week" and move up on the level chart. If a student is unable to attain 85% of his/her points on a given week, he/she moves to the bottom of Level II.

Failure to earn 85% or more of his/her points for two consecutive weeks will result in a move to the fourth step of Level I. The student is then given a Level I card and must follow Level I procedures. The student will meet with his/her social worker and homeroom teacher in an attempt to help the student regain Level II status. The student must then continue to earn 85% or more of his/her points each consecutive week in order to move up the Level chart.

Once a student reaches the fourth step on the Level II chart he/she must then earn 90% or more of his/her points (900 points or above) each week in order to "make their week" and continue to move up the Level chart. Failure to earn 90% of his/her points will result in the student remaining on the fourth step until he/she is able to do so. If a student earns less than 85% of his/her points for one week they must then return to the bottom of Level II.

A student must "make his/her week" for 4 consecutive weeks in order to reach the top of Level II and be eligible to move to Level III. A student then meets with his/her counselor and homeroom teacher to discuss the responsibilities and expectations of a Level III student. The counselor and homeroom teacher will decide if the student is ready to move up to Level III or remain at the top of Level II for one more point week.

Students may spend earned points weekly at both the Level I and Level II school store. A student must earn 85% of the accumulated points from Friday through Thursday (850 points or more) to be eligible to participate in Friday's weekly incentive. Other privileges include the opportunity to hold a school job, participate in Level II field trips and enjoy special lunches. Level II students also have the privilege to go to counseling, run errands for the teacher, go to the restroom and main office unescorted. Level II students will receive a Mount Carmel Guild Academy shirt which may be worn at any time throughout the school year. Level II students may also wear their "own collard" shirt once a week (Friday-Thursday) as long as the student maintains level II status.

Level III

Level III students do not carry a point card. The following requirements must be completed before moving to Level III:

1. The student must meet with his/her counselor and teacher to discuss the responsibilities and expectations of Level III.
2. The student must develop a contract with the help of their counselor and teacher. Along with the expected desired behaviors the contract must include 2 objectives known as "things to make my day". These are specific behaviors such as: expressing feelings of angry appropriately or accepting responsibility for ones actions. The student is expected to work on these objectives while on Level III.
3. The student must have the contract approved by staff during the Thursday point meeting.

Grades 3-8

A Level III student will receive 300 points (100 points for each objective: "things to make my day") if they follow their contract along with following each of the "Desired Behaviors". If the student is unable to follow the contract 2 times in one week they will move back to the 6th step of Level II. The student will then be given a point card and must earn 180 points or more each day in order to keep moving up the Level chart. When the student again reaches the 10th step of Level II he/she may re-negotiate their Level III contract and ask staff to support them in moving back up to Level III. If the student is unable to earn 180 points or more the student will remain on the 6th step of Level II until he/she is able to do so. If the student earns less than 170 points he/she must then return to the bottom of Level II.

Students on Level III receive a reward at the end of each day after fulfilling the obligations of their contract. Students may spend the points they have earned at the Level I, Level II and Level III school store. Other privileges include the opportunity to hold a school job, participate in Levels II and III field trips, and enjoy special Level II and III lunches, along with walking from one activity to another without being escorted by a staff member. Level III students may wear their "own" shirt throughout the week as long as they remain on Level III.

Grades 9-12

A Level III student will receive 300 points a day (100 points for each objective: "things to make my week") and 1,500 a week if they fulfill the obligations of his/her contract. Failure to fulfill the contractual obligations which results in a weekly total of less than 1,500 for two consecutive weeks will result in a move to the fourth step of Level II. The student is then given a point card and must earn 90% or more of his/her points in order to move up the Level chart. Upon completing the requirements for the fourth step of Level II, the student is now in a position to re-negotiate their Level III contract. Failure to earn 90% of their points will result in the student remaining on the fourth step until he/she is able to do so. If a student earns less than 85% of their points he/she must then return to the bottom of Level II.

Level III students do not carry point cards. Students receive a reward at the end of each week after meeting their weekly goals. Students may spend earned points weekly at Level I, Level II and Level III store. Other privileges include the opportunity to hold a school job and participate in Level II and III field trips, and enjoy special levels II and III lunches along with moving from one activity to another unescorted. Level III students may wear their "own collared" shirt throughout the week as long as they maintain level III status.

Once a Level III student has made his/her week for four consecutive weeks, having earned 85% of the possible points for three consecutive weeks and an additional week earning 90% of the possible points, he/she has demonstrated that a point card may not be necessary for sustained positive behavior.

BEHAVIORAL INFRACTIONS BY LEVEL II & LEVEL III STUDENTS

All students who achieve Level II or III status and demonstrate behavior in violation of the MCGA Behavior Management System shall be subject to the continuum of consequences as they presently exist for all students of MCGA. If the infraction is viewed as egregious and may warrant additional, more significant consequences, a meeting shall be held between the student's counselor, all staff that may have witnessed the behavior and school administration to discuss the infraction and consequences.

A modified behavior system is used for children who have trouble understanding number concepts or have not yet learned them. Levels are not used in the modified system ; however sticker or point earning is recorded each day.

USE OF MODIFIED POINT CARD

Students may earn up to 5 points each period, 1 point for each of the "desired behaviors". A perfect day would add up to 50 points. A student must earn 40 points or more in order to "make their day". A student must earn 200 points or more each point week beginning on Friday and ending on Thursday in order to participate in the Friday incentive. Each day a student earns 40 points or more he/she will receive a reward. Students may spend the points they have earned at the school store once a week.

USE OF THE STICKER CARD

Students may earn 2 stickers each period for showing the appropriate "desired behaviors". The desired behaviors are as follows:

- We sit nicely
- We keep our hands and body to ourselves
- We are nice to others and use nice words
- We join the group

A perfect day would add up to 20 stickers. A student must earn 16 stickers or more in order to "make their day". A student must earn 80 stickers or more each point week beginning on Friday and ending on Thursday in order to participate in the Friday incentive. Each day a student earns 16 or more stickers he/she will receive a reward. Students may spend the stickers they have earned at the school store once a week.

HOMEWORK

Homework is included in the desired behavior preparation and participation in class, groups and activities. Being prepared for class includes the completion of homework.

ABSENCE/TARDY

A student will remain where they are on the Level chart in the event of an excused absence (i.e. scheduled doctor's appointment, family emergency). Upon his/her return to school the student will continue to earn points and move up the Level chart. If a student is suspended from school this absence will be marked excused and the student will earn 0 points for the day, as a result the student will not "make their day" and must continue to earn points accordingly.

When absence from school is unexcused a student would not "make their day". As a result the student must continue to earn points accordingly.

A student with an excused tardy (i.e. bus arrives late, late arrival because of a doctor's appointment) will be given full points upon arrival. A student would not earn points if the tardy is unexcused.

SCHOOL UNIFORMS

When students fail to attend school dressed appropriately, **classroom teachers** will do the following:

-offer the student the alternative option of borrowing a shirt and/or pants to wear for the day;

-inform the student's counselor should the student refuse the offer of borrowing the needed article of clothing for the day.

If a student does not dress appropriately, point earning is as follows:

- Level I students can earn a maximum of 8 points for each 10 point period for every time period they are out of uniform.
- Level II students can earn a maximum of 17 points for
- each 20 point period for every time period they are out of uniform. Level 3 students can earn a maximum of 80 points for each objective signed.

IF A STUDENT REFUSES TO CHANGE INTO THE APPROPRIATE UNIFORM, THEY WILL BE REQUIRED TO SIT IN THE RESTRICTED AREA FOR BREAKFAST AND LUNCH.

STUDENTS THAT FAIL TO ADHERE TO THE SCHOOL'S DRESS CODE RISK LOSING THEIR PLACEMENT.

USE OF POINTS DURING TIME • OUT

Points are typically not earned while in time out. However, points may be earned during counseling discussions after the time out is completed. When the Problem Solving Room is used as a consequence (e.g. not joining their class on a trip because of inappropriate behavior) a student may earn up to half of the total possible earned points. A student who voluntarily chooses to use the Problem Solving Room may earn up to half of their points during that time.

WEEKLY REWARD /INCENTIVE - LEARNING ACTIVITIES

For those students who "make their week" there is a scheduled activity, at the end of each point week. These may be either in-school or out-of-school activities.

Those students who fail to "make their week" are expected to attend LEARNING ACTIVITIES during the reward time. While in learning activities, students are expected to complete "academic oriented" activities that are provided by the student's classroom teacher(s). During learning activities, students **are not** to use computers, play games, do an arts & craft activity, etc. For those students who complete their work, staff may allow them to engage in a "more relaxed " activity such a free reading, drawing; **computers are not to be used at any point during Learning Activities.** Students who complete their work and behave appropriately can earn full points during learning activities.

RESTRICTED TO THE SCHOOL BUILDING

If a student demonstrates dangerous or unsafe behavior he/she may be restricted to the school building for a period of time. A meeting including the student's teacher, counselor and principal must take place immediately following the incident to determine the length of the restriction.

SEPTEMBER LEVEL STATUS

To review the responsibilities and expectations of a level II and III student the following applies.

GRADES 3-8

A student who has obtained level II status at the end of the school year will begin on step 7 of the level I chart upon return to school in September. A student who has obtained level III status at the end of the school year will begin on step 6 of the level IT chart upon return to school in September.

GRADES 9-12

All students entering the 9^h grade will begin at the bottom of the level chart. A student who has obtained Level II status at the end of the school year will begin on the 4th step of the level I chart upon return to school in September. A student who has obtained level III status at the end of the school year will begin on step 4 of the level II chart upon return to school in September.
