

## **Middle School Cottage Curriculum**

### ***I. Personal Health and Hygiene***

#### **A. Nutrition**

1. Eats a proper diet while at TSD.
2. Eats a proper diet when eating out.
3. Recognizes foods high in calories.
4. Follows a diet prescribed by physician and/or parent (when necessary).

#### ***B. Personal***

1. Wears clothes of the correct size for body.
2. Follows washing instructions in clothing.
3. Reads and follows directions on detergent boxes.
4. Uses bleach correctly.
5. Differentiates between clothes that can/cannot be washed in washer.
6. Uses vocabulary such as: dry clean, dry flat, do not wring out.
7. Loads washing machine and dryer with correct amount of clothes.
8. Sets dryer timer for correct time for the clothes to be dried.
9. Does not put soaking wet clothes into dryer.
10. Cleans lint trap in dryer before and after use.
11. Folds or hangs up clothes after drying.
12. Respects other peoples' clothes left in a machine.
13. Identifies if clothes need to be ironed.
14. Uses an iron safely and correctly.
15. Identifies a variety of clothing material (cotton, wool, polyester).
16. Sews on buttons and mends clothes when necessary.

## ***Personal Hygiene***

1. Washes face thoroughly as needed.
2. Cleans hearing aids correctly.
3. Changes aid batteries when needed.
4. Cares for glasses or contacts.
5. Cares for ear infections (follows medical advice).
6. Keeps finger nails clean and trimmed.
7. Keeps toenails clean and trimmed.
8. Keep feet clean.
9. Uses foot spray or powder when needed.
10. Uses deodorant daily.
11. Keeps a supply of all personal items.
12. Styles hair neatly.
13. Washes combs and brushes regularly.
14. Cares for acne problems.
15. Uses skin protection when out in the sun.
16. Does not lend nor borrow germ-carrying items.
17. Cares for pierced ears.

## **Female**

1. Monitors menstrual cycle.
2. Cares for body during menstruation.
3. Disposes of menstrual supplies properly.
4. Identifies if menstruation is irregular.
5. Deals with possible emotional flux (PMS) before/during menstruation.
6. Student names foods to avoid prior to menstruation.

## **II. Etiquette**

### **A. *Used When Eating***

= To have been completed in the Elementary Curriculum =

### **B. *Used When Interacting With Others***

1. Can show appreciation by letting others know that he/she is grateful for favors, gifts, etc. (sends thank you notes, phone calls, etc.).
2. Introduces him/herself and becomes acquainted with new people on his/her own initiative.
3. Introduces other people to each other to help them become acquainted with one another.
4. Can complement other people to let them know that he/she likes something about them or their activities.
5. Can ask for assistance when he/she is having difficulty.
6. Can pay attention to instructions and carry out those instructions adequately.
7. Can apologize and tell others that he/she is sorry after doing something wrong.
8. Knows when permission is needed to do something, and asks the right person for that permission.
9. Can deal with teasing in ways that allow him/her to remain in control of him/herself.
10. Can find ways other than fighting to handle confrontations.

## **III. Home Living (Independent)**

### **A. *Home Maintenance***

#### **Bedroom**

= To have been completed in the Elementary Curriculum =

#### **Bathroom**

= To have been completed in the Elementary Curriculum =

#### **Kitchen**

= To have been completed in the Elementary Curriculum =

## General Cleaning and Cottage Responsibilities

=To have been completed in the Elementary Curriculum=

## Students with Cars

= To be addressed in the High School Curriculum =

### ***B. Cooking, Kitchen and Grocery Skills***

1. Demonstrates an understanding of the following words:

Mix	Simmer	Room Temperature
Mix Well	Fold in	Boil
Blend	Thicken	Bring to a boil
Stir	Finely Chop	Broil
Beat	Until Brown	Knead
Let Stand	Set aside	Greased Pan
Shake Well	Preheat	Let cool
Combine	Med Heat	Ungreased Pan
Refrigerate after opening	Low Heat	Keep Frozen

2. Follows kitchen safety.
3. Identifies foods by name (sign or finger spelled).
4. Correctly selects kitchen utensils and appliances for cooking.
5. Keeps kitchen area clean as cooking progresses.
6. Correctly uses the stove and the oven.
7. Demonstrates basic cooking skills - boils water, cooks eggs, etc...
8. Measures ingredients correctly (tablespoon, teaspoon, cup).
9. Conserves ingredients - is not wasteful.
10. Correctly stores food.
11. Prepares hot foods correctly
12. Follows a simple recipe to prepare foods (5 steps or less).
13. Follows a complex recipe to prepare foods (6 steps or more).
14. Follows expiration dates on food labels.
15. Explains why you don't refreeze meat once it has been thawed.

16. Names different ways foods can be prepared:

- Baked
- Fried
- Boiled
- Broiled
- Steamed
- Cooked on a grill
- Toasted

## **IV. Money Management**

### ***A. Basic Money Skills***

1. Demonstrates knowledge of different money values:

- Penny
- Nickel
- Dime
- Quarter
- Dollar

2. Adds coin amounts to a dollar correctly.

3. Subtracts coin amounts from a dollar correctly.

4. Adds a combination of coin and dollar amounts to five dollars correctly.

5. Subtracts a combination of coin and dollar amounts from five dollars correctly.

6. Student matches amount of item to be purchased with correct amount of money.

7. Student waits for change when appropriate.

8. Student differentiates between various items' values (a car costs) more than a bike.

### ***B. Banking***

1. Student names different types of bank accounts.

2. Student can correctly fill out a check.

3. Student correctly records checks in check register.

4. Student subtracts check totals from balance.

5. Student correctly records deposits in check register.

### ***C. Budgeting***

6. Keeps own money secured.
7. Spends money on necessities.
8. Plans for trips and outings by saving money.
9. Pays debts promptly.

### ***D. Consumerism***

1. Student does not buy on a whim.
2. Student explains possible "rip-offs".

### ***E. Taxes***

1. Student figures sales tax on items to be purchased.
2. Student explains what taxes are used for.

### ***F. Insurance***

1. Student states necessity of insurance
2. Student explains why people get insurance

## **V. Community Awareness**

### ***A. Telephone Use***

1. Student types on TDD correctly - does not abuse machine.
2. When answering or making a TDD call, the student immediately identifies themselves to the caller.
3. Student is polite to callers and uses proper phone manners.
4. Student waits patiently for a response.
5. Student is familiar with the TDD keyboard.
6. Student can name types of calls (long distance/direct/collect, etc.)
7. Student finds emergency numbers when asked.
8. Student can use the TDD operator.

## ***B. Video Phone Use***

1. Student properly answers the video phone using the remote.
2. Student understands how to use Video Relay Service interpreters.
3. Student uses contact list to find a number.
4. Student can adjust video orientation manually or by using the remote.
5. Student is courteous to others waiting for the phone.

## ***C. Information Signs***

### **Public Information Signs**

1. Student identifies and follows public information signs:
  - Restroom
  - Ladies/Gentlemen
  - Men/Women
  - Open/Closed
  - In/Out
  - Enter/Exit
  - Push/Pull
  - Seat Belts
  - Boys/Girls
  - Trash
  - Step Up/Step Down
  - Sale
  - Men Working
  - Construction
  - Lost and Found
  - Please Be Seated
  - Employees Only
  - Help Wanted
  - Pay Here
  - Police Dept
  - Fire Dept
  - First Aid Station
  - Vacancy
  - Ramp
  - Camping
  - Phone/Telephone

### **Caution/ Warning Sign**

1. Student identifies and follows caution/warning signs:
  - Poisonous
  - No Swimming
  - No Diving
  - No Littering
  - No Pets
  - Do not Feed the Animals
  - Keep Out
  - Private
  - Do Not Touch
  - Beware of Dog
  - Warning (Flashing Light)
  - Fire Door
  - Emergency Exit Only
  - Slippery When Wet
  - Wet Paint
  - Danger- High Voltage
  - No Trespassing
  - No Loitering
  - No Fishing
  - No Hunting
  - No Smoking
  - No Dumping
  - No Visitors
  - Do Not Remove
  - Trespassers Will be Prosecuted
  - Shoplifters will be prosecuted
  - Authorized Personnel Only
  - Shirt and Shoes Required
  - Swim at your own risk
  - Danger-Polluted water

- Wet Floor
- Flammable
- Caution- Hot
- Out of Order
- Watch your step
- Explosives
- RR Crossing
- Fragile

## Road Signs

2. Student follows and/or explains the following road signs:

- Stop
- Walk
- Don't Walk
- Pedestrian Crossing
- One Way
- Dead End
- Do Not Enter
- Speed Limit
- No Parking
- Handicapped Parking Only
- Quiet- Hospital Zone
- Deaf Children in Area
- Reserved
- Rest Area
- Yield
- Men Working
- Reduce Speed Ahead
- Slow
- Construction Ahead
- Loading Zone
- Blasting Zone
- Railroad Crossing
- Student Driver
- Falling Rocks
- Welcome Center
- Next Right/Next Left
- Motor Cycle Parking Only
- Detour
- Yield to Pedestrians
- Ice on Bridge
- Mileage Markers
- Exit number for their home or area off the interstate

3. Student follows written directions to a destination nearby or on campus.

4. While standing outside his/her cottage, student will state which direction is North, South, East, and West.

### *D. Deaf Awareness*

## Devices for Deaf People

1. Student can explain how deaf people use the following devices:

- smoke/fire/tornado alarm lights
- telephone/VP lights
- alarm lights/vibrators
- doorbell lights
- sound detectors
- TDD/TTY
- Video Phone
- \* Cell phone
- \* hearing ear dogs



## **Interpreters**

1. Student explains the difference between an interpreter and a friend/counselor.
2. Student explains his/her rights when using an interpreter.
3. Student explains interpreter's rights.
4. Student explains how to use an interpreter:
  - a. Do not ask the interpreter for advice while he/she is working.
  - b. Be independent/take charge/ do not depend on an interpreter.
  - c. Realize that the interpreter does not put in his/her own opinion.

### ***E. TSD Community***

## **Buildings**

1. Student identifies the use of each of the following buildings:
  - The Ward Building
  - Clinic
  - Dining Hall
  - Old Gym/Student Union Area
  - Elementary School
  - Akin Gym
  - Middle School
  - Elementary Cottages
  - High School
  - Middle School Cottages
  - Maintenance
  - High School Cottages
  - Guest Cottage
2. Student identifies the use of the following departments:
  - Library
  - Cottage Study Center
  - Guidance Counselors' offices
  - The office of the Superintendent
  - The office of the Director of Instruction
  - The office of the Director of Student Living
  - Audiologist's office
  - Social Workers' office
  - Vocational Rehabilitation office

## People

1. Student identifies each of the following people that work at TSD:

- Superintendent
- Director of Student Living
- Director of Instruction
- Principal of Elementary School
- Principal of Middle School
- Principal of High School General Program
- Principal of High School Vocational Technical Program
- Elementary Dean
- Middle School Dean
- High School Dean
- Supervisor of his/her Cottage
- Cottage staff in his/her Cottage
- Names of his/her teachers
- Audiologist
- Names of his/her teachers
- Supervisor of Athletic Dept.
- Librarian
- Supervisor of Clinic
- Elementary Guidance Counselor
- Middle School Guidance Counselor
- High School Guidance Counselor
- Supervisor of the SUB
- Supervisor of the Dining Hall
- Supervisor of REC
- Supervisor of Security
- Supervisor of Cottage Study Center (CSC)
- Director of Comprehensive Educational Resource Center (CERC)
- Director of Business Affairs
- Dir. Of Security, Staff Development, and Safety
- Director of Transportation and Business

## TSD chain of Command

1. Student states the chain of command in his/her own cottage.
2. Student states chain of command in his/her school.

## Group Awareness

1. Student names the following groups on campus:

### Racial groups

- African American
- White
- Oriental
- Hispanic
- Native American

### Handicapped/Disabled

- Deafness
- Deaf/Blind
- Autism
- Wheelchair Confined

2. Student explains the importance of treating others with respect no matter their race, religion, or handicap.

## VI. Community Living

### A. Stores

1. Student identifies, explains the use of and how to make purchases when using each of the following stores:

- grocery
- pharmacy
- clothing
- discount/wholesale
- hardware
- florist
- bookstore
- furniture
- department
- shoe
- jewelry
- toy
- eye glasses store
- sporting goods
- hearing aid store
- bakery
- hair care
- pet store
- 

2. Student asks for assistance as needed (from store worker) when using the above stores.
3. Student communicates to store worker if there is a problem with a product or service purchased at any of the above stores.

### B. Restaurants

1. Student identifies each of the following types of restaurants and explains what type of attire is acceptable for each:

- fast food
- Cafeteria style
- Casual
- Formal

1. Student explains price range (in general) of each of the above types of restaurants.
2. Orders food independently.
3. Orders food according to his/her budget.
4. Explains the following terms:

- Appetizer
- Beverage
- Reservations
- Entrée
- Dessert
- Side order

5. Demonstrates proper method of getting waiter's / waitress' attention.
6. Recognizes when his/her order is wrong and sends it back to be corrected.
7. Student explains the meaning of "tip" and in which restaurant you leave a tip.
8. Figures a tip for his/her own bill when appropriate.
9. Pays own bill and leaves a reasonable tip when appropriate.
10. Waits for change when appropriate.

### ***C. Transportation***

#### **Airplane**

1. Explains how much luggage can be taken on a plane.
2. Explains what to do at a metal detector booth.
3. Explains what to do at a metal detector booth if he/she is sets it off.
4. Goes through a metal detector booth at the airport.
5. Explains proper airline behavior- no running, etc.
6. Explains what to do if lost in an airport or has missed a flight.
7. Explains what to do if luggage is lost.
8. Explains where to get help if someone is bothering them.

#### **Traveling (general)**

1. Packs deodorant and other liquid items correctly.
2. Plans for weather at final destination.

### ***D. Natural Environment***

= To have been completed in the Elementary Curriculum =

### ***E. Leisure***

#### **Recreational**

1. Explains the importance of exercise.
2. Exercises as a use of leisure time.

3. Student has been exposed to various activities. For Example:

- Bike riding
- Hiking
- Swimming
- Running/jogging
- Reading
- Board games computer
- Frisbee
- Ping-Pong
- Kickball
- Basketball
- Football
- Baseball
- Soccer
- Volleyball
- Dancing
- Sewing
- Cooking
- Pool (billiard)
- Bowling
- Golf
- Badminton
- Ice/roller skating
- Woodworking
- Needle work
- Croquet

4. Student chooses an activity to fill leisure time.

### **Cultural/ Educational**

1. Student identifies the following activities as options for field trips.

2. Student has attended various activities while at TSD. For Example:

- The Ballet
- Festival
- Nature Center
- The Zoo
- Local Historical Sites
- Candy Factory, Shops, & Galleries
- Children's dance ensemble
- Bijou Theater
- Museums
- Art Gallery
- Social

### **Social**

1. Student identifies each of the following as social events or activities and explains the proper behavior for each of them:

- Parties (formal/casual)
- Ball games
- Banquets
- Meal with a friend

### **Entertainment**

1. Student identifies each of the following activities as options for use of his/her leisure time.

2. Student has been exposed to various activities while at TSD. For example:

- Picnics
- Shopping malls

- Movies
- Sporting events (as a spectator)

## **VII. Public Services**

### ***A. Government Supported***

1. Student states function of various public services. For Example:

- |                                |   |
|--------------------------------|---|
| • Post Office                  | • Police Dept.<br>(City/County)         |
| • Fire Dept.                   | • The National Weather<br>Bureau        |
| • National Guard               | • Social Security Office                |
| • Historical Monuments         | • Employment Office                     |
| • Museums                      | • Unemployment Office                   |
| • Public Library               | • Welfare Dept.                         |
| • Public Health Dept.          | • Chamber of Commerce                   |
| • State Police Dept.           | • Dept. of Human Services<br>(DHS)      |
| • Armed Forces                 | • Dept. of Children's<br>Services (DCS) |
| • Animal Shelter               | • Family Planning                       |
| • Public Schools               | • Vocational<br>Rehabilitations         |
| • Court House<br>(City/County) | • The University of<br>Tennessee        |

### ***B. Independently Run***

1. Student has had the opportunity to visit various public services. For Example:

- |                               |                              |
|-------------------------------|------------------------------|
| • Nursing Homes               | • Salvation Army             |
| • Media (TV/Radio/Newspapers) | • Clubs/Organizations        |
| • Airports                    | • Medic or other blood banks |
| • Bus Stations                | • Red Cross                  |
| • Train Stations              | • Credit Union               |
| • Girl/Boy Scouts             | • United Way                 |
| • Hospitals                   | • Homeless Shelters          |
| • YMCA/YWCA                   | • Family Crisis Centers      |
| • Council for the Blind       |                              |

2. Student explains the importance of volunteer services.

3. Student explains how he/she could be a volunteer in the public services listed above.

## ***VIII. Work Habits***

### ***A. Cottage Related***

1. Student works well with a group.
2. Student shows motivation when working.
3. Student can handle a leadership role in a group of peers.
4. Student accepts blame for own mistakes.
5. Student does not hold a grudge.
6. Student does not dwell on others' mistakes.
7. Student does not manipulate others into doing his/her work.
8. Student follows chain of command when voicing a complaint.

### ***B. Job Related***

#### **General**

1. Student names a variety of jobs that he/she would like to do.
2. Student has rational expectations of the kind of job for which he/she is qualified.
3. Student names jobs that require a High School diploma.
4. Student names jobs that require a college diploma.
5. Student demonstrates the ability to set priorities so that tasks (including homework) are completed on time.

#### **Job Seeking Skills**

1. Student demonstrates understanding of where to look for jobs.
2. Student recognizes his/her own strengths and weaknesses.
3. Student identifies own job talents.
4. Student recognizes authority figures.

#### **On the Job Skills**

= To be addressed in the High School Curriculum =

## **IX. Family Living**

### ***A. Physical Understanding***

1. Student shows understanding of various obscene gestures.
2. Student states what it means for a girl to menstruate and at what age this begins.
3. Student explains the responsibility associated with sexual activity.
4. Student demonstrates knowledge of sexual education as taught in school.

### **Self-Awareness**

1. Can identify and express which emotions he/she might be feeling using an emotional/feelings vocabulary including. For example:

- |              |             |
|--------------|-------------|
| • Happy      | • Angry     |
| • Sad        | • Depressed |
| • Mad        | • Love      |
| • Excited    | • Jealous   |
| • Upset      | • Envy      |
| • Frustrated | • Joyful    |
| • Fear       | • Tense     |
| • Hate       | • Nervous   |
| • Confused   | • Eager     |

1. Student names good/positive qualities about him/herself (shares, friendly, athletic, etc.).
2. Student names qualities about him/herself that he/she would like to change (selfish, bully, etc.).
3. Names qualities he/she likes in others.
4. Names qualities he/she dislikes in others.
5. Student names own disability (hard of hearing, deaf since birth, deaf since the age of three, etc.).
6. Shows pride in own appearance (tries to look nice, keeps self clean and combed, wears clean clothes).
7. Accepts friendly teasing without becoming upset.
8. Shows respect for other students and adults.



## ***B. Dating***

1. Student gives reasons why people date.
2. Student explains the meaning of girlfriend, boyfriend, and sweetheart.
3. Student explains the responsibilities of a boyfriend/girlfriend.
4. Student role-plays how to ask for a date.
5. Student names places to go on a date.
6. Student explains how to dress for a date.
7. Student explains how clothes can relay images of a person.
8. Student explains his/her right to turn down a date.
9. Student explains how to turn down a date without hurting the other person's feelings.
10. Student explains how to act on a date.
11. Student explains what to expect from a date.
12. Student explains the meaning of social disease.
13. Student explains the term AIDS.
14. Student explains how a person can get AIDS.
15. Student explains the seriousness of AIDS.
16. Student can make the decision to say "no".
17. Student accepts "no" as an answer.
18. Student explains what to do in awkward situations.
19. Student explains sexual abuse/harassment.
20. Student identifies own feelings, opinions, and beliefs concerning sex.
21. Student explains the consequences of violence or force on another person.
22. Student explains illegal sexual activity (age 12 with age 18, etc.).
23. Student discusses questions about sex with a responsible adult.

### ***C. Pre-Marriage***

= To be addressed in the High School Curriculum =

### ***D. Marriage***

= To be addressed in the High School Curriculum =

### ***E. Child Care***

1. Student describes what happens to a woman's body once pregnant.
2. Student lists signs of pregnancy.
3. Student explains child abuse.
4. Student explains where to get help if knows someone is an abuser.
5. Student explains what to do if baby-sitting and an emergency situation arises.

## **X. Substance Abuse**

1. Student identifies beverages that are alcoholic. For example:
  - beer
  - wine
  - wine coolers
  - mixed drinks
  - whiskey/ liquor
2. Student states Tennessee's legal drinking age.
3. Student explains how a person behaves when under the influence of alcohol.
4. Student explains the long-term effect of alcohol on the body.
5. Student explains the effects of alcohol on a person's driving skills.
6. Student explains a person's responsibility concerning alcohol.
7. Student explains how a person behaves when under the influence of various drugs.
8. Student explains TSD policy concerning drugs and alcohol.
9. Student explains the effects of drugs on a person's driving skills.
10. Student explains the long-term effect of drugs on the body.
11. Student explains the proper use of over the counter medication.

12. Student explains the proper use of prescription medication.

## **XI. First Aid and Safety**

### ***A. First Aid***

1. Student cares for blisters correctly.
2. Student recognizes and cares for skin rashes.
3. Student cares for minor burns correctly.
4. Student cares for own muscle cramps.
5. Student helps others that are injured.
6. Student explains where medical help may be found - on and off campus.
7. Student recognizes early signs of illness.
8. Student uses common sense to combat own mild illness.
9. Student follows Dr. /clinic directions for medication.
10. Student explains what dosage means.
11. Student reads and explains 3 different sets of bottled medication directions.
12. Student explains the importance of following, directions on medication.
13. Student can communicate his/her allergies to medication.
14. Student explains how to help someone who is choking.
15. Student explains the difference between vitamins and prescription medication.
16. Student explains what poison and poisonous means.
17. Student names several poisonous products found in the home and where they should be stored.
18. Student explains what to do if someone swallows a poisonous substance.
19. Student explains what to do if someone gets a poisonous substance in his/her eyes.
20. Student explains what danger signs on products look like (skull and cross bones).

## **B. Safety**

### **Personal**

1. Student can sign his/her full name.
2. Student can write down his/her school phone number.
3. Student explains importance of going places with another person (not alone).
4. Student demonstrates assertiveness and can say "no".
5. Student knows whom to contact when someone is bothering them.

### **Home**

1. Student explains how to know if a severe storm or tornado is on the way.
2. Student explains what to do if stranded outside during a thunderstorm.
3. Student demonstrates how to handle and use electrical appliances.
4. Student explains the dangers of electrical appliances.
5. Student explains what to do if they arrive home and believe a burglar is inside their home.
6. Student names dangers found in a kitchen- hot grease, knives, stove, hot pans.

### **Pedestrian/Street**

1. Student obeys pedestrian traffic signals - Walk, Don't Walk, etc.
2. If in the road and sees a car approaching, student moves quickly out of the way.
3. Student explains the importance of walking on a lit street at night.
4. Student walks only in areas that he/she is familiar with.
5. If walking alone student always informs an adult of where he/she is going.

### **Bicycle**

= To have been completed in the Elementary Curriculum =

### **Water**

1. Student names ways to save a person from drowning, by throwing objects in the water instead of jumping in themselves.

2. Student explains how to safely ride in a boat.

## **Road**

= To be addressed in the High School Curriculum =

## **XII. Legal Awareness**

### ***A. Basic Rights and Laws***

1. Student explains why we have laws.
2. Student explains who enforces laws.
3. Student explains littering.
4. Student explains loitering/vagrancy.
5. Student explains speeding.
6. Student explains jaywalking.
7. Student explains the term "fine".
8. Student explains the term "threat".
9. Student explains stealing/shoplifting.
10. Student explains child abuse.
11. Student explains vandalism.
12. Student explains drunk driving.
13. Student explains public drunkenness.
14. Student explains what "disturbing the peace" means.
15. Student explains the difference between assault and battery.
16. Student explains arson.
17. Student explains cottage rules.
18. Student explains campus wide rules.
19. Student explains consequences for breaking cottage and campus rules.
20. Student explains consequences of running away from school.

### ***B. Responsibility Concerning Law***

1. Student describes what to do if he/she sees a crime.
2. Student explains how he/she can help protect themselves/home/neighborhood against crime.
3. Student explains how to report a crime.
4. Student explains how crimes such as shoplifting effect him/her.
5. Student explains the purpose of support groups and Neighborhood Watch groups.

### ***C. The Justice System***

1. Student explains why we have courts.
2. Student explains what a judge does.
3. Student explains what a lawyer does.
4. Student explains what a jury does.
5. Student explains the interpreter's role in the courtroom.

### ***D. Contracts and Leases***

1. Student explains his/her own behavior contract.
2. Student explains the meaning of IOU.
3. Student explains the responsibilities of an IOU.
4. Student explains the possible consequences of not paying back an IOU.
5. Student explains the cottage sign out form and the reasons it is necessary.
6. Student explains the responsibilities taken when signing out.
7. Student explains the consequences of misusing the sign out privilege.