



Student and Parent Handbook

Pace School and PHP

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In operation since 1967, Pace School is a private non-profit special education school and partial hospitalization program licensed by the Pennsylvania Department of Education (PDE), the State Board of Private Academic Schools and the Department of Public Welfare (DPW) to serve students with the diagnosis of emotional disturbance or autism.

Students are admitted and served without regard to race, color, sex, religious creed, ancestry or national origin.

Pace is dedicated to improving the lives of special needs children by maximizing their academic potential and fostering their social and emotional growth.

The Pace program is a special blend of a school curriculum and on-site support services tailored to help each student achieve success. Our dedicated professional staff also understands the importance of a cooperative working relationship with parents, families and the community.

MISSION STATEMENT

**The mission of Pace School:
to provide educational and therapeutic services that
enable any child to thrive.**

VISION STATEMENT

**Pace young people, as adults....
...are gainfully employed
...are making and maintaining meaningful relationships
...know the joys of life as they continue to recover from
adversities and challenges faced in their youth
...and are helping others to learn from their experience**

THE SANCTUARY MODEL

Pace School is the first organization in the nation to be accredited as a Sanctuary® by the Sanctuary® Leadership Development Institute, a world leader in the field of trauma focused care. The Sanctuary model of organizational change creates a safe environment where emotional and psychological healing can occur.

Pace School has adopted the Sanctuary Model ® developed by [Sandra Bloom, MD](#) as a trauma-informed method for creating or changing its organizational culture. Although the model is based on trauma theory its tenets have application in working with children across a wide diagnostic spectrum.

The Sanctuary Model is not an intervention but a **full system approach** focused on helping injured children recover from the damaging effects of interpersonal trauma. The **aims of the Sanctuary Model** are to guide an organization in the development of a culture with seven dominant characteristics all of which serve goals related a sound treatment environment:

Culture of Nonviolence – building and modeling safety skills and a commitment to higher goals

Culture of Emotional Intelligence – teaching and modeling affect management skills

Culture of Inquiry & Social Learning – building and modeling cognitive skills

Culture of Shared Governance – creating and modeling civic skills of self-control, self-discipline, and administration of healthy authority

Culture of Open Communication – overcoming barriers to healthy communication, reduce acting-out, enhance self-protective and self-correcting skills, teach healthy boundaries

Culture of Social Responsibility – rebuilding social connection skills, establish healthy attachment relationships

Culture of Growth and Change – restoring hope, meaning, purpose

The **impact of creating a trauma-informed culture** should be observable and measurable. The outcomes we should expect to see include:

- A safer community
- Systemic understanding of the impact of trauma and abuse with implications for response
- Clearer more consistent boundaries, higher expectations, linked rights and responsibilities
- Better ability to articulate goals and create strategies for change

- Greater understanding of reenactment behavior and resistance to change
- More democratic processes at all levels



“S.E.L.F.”

SELF is an acronym for four important parts of healing. We use SELF as a way to think about our experience of healing and to keep us grounded in the therapy process at Pace School.

- S** Creating SAFETY. This refers to physical, emotional, social and moral safety, which must be established first and is the critical point for anyone to begin healing and learning.
- E** EMOTIONS MANAGEMENT. This step in healing specifically focuses on how we learn to manage or cope with strong emotions related to our experiences. We know that feelings drive behavior and if we are unaware of or cannot effectively manage our feelings, we will act them out in unproductive and self-defeating ways.
- L** LOSS. Losses can be the physical loss of a person or a disaster such as an accident, an emotional loss of a change in a family such as a divorce or a move away from family or a loss of hope, control or trust. Left unresolved, we cannot move to a brighter future.
- F** When we are looking at FUTURE, we are focusing on developing the belief and hope that things can change and get better. We have control of our destinies and can create positive growth and change.



Every day at Pace School we engage in activities that help to build a safe and healing community for kids. Many of these activities are routines or “tools” that are helpful to kids and staff alike. Each “tool” represents an activity that we practice as you would practice any good habit to make it part of your life.

Community Meeting

Every morning at the beginning of the school day, each classroom gathers together for a “community meeting”. Everyone in the classroom participates including all students, classroom staff and any supporting staff who are working with that class at that time.

The group asks each other these 3 questions:

1. How are you feeling?
2. What is your goal for the day?
3. Who can you ask for help?

Each classroom has its own unique rituals for community meeting. Some take turns leading the meeting, some pull names randomly for who will go next. The important thing is that everyone participates

Safety Plans

Every member of the Pace School community creates and utilizes a Safety Plan. This plan outlines at least three to five ways to handle stress, frustration or anger. When someone is upset, they can say “I need to use my safety plan” and the community members understand what this means and can support that person. For some students, the safety plan includes visual prompts to take a deep breath, take a walk, talk to someone. For others, it is a written list of alternatives. Staff work with students to develop these plans and learn the alternative ways to reduce stress through healthy alternatives.

Red Flag Meetings

A red flag meeting is an important tool that relies on the wisdom, expertise and experience of the entire team. It uses the group’s creativity to help problem solve an issue and relies on the belief that no ONE of us is as smart as ALL of us. The collective problem solving meeting can be called by anyone; they can be utilized to help problem solve for an individual student issue or to address a collective disturbance with a team or group. This approach places the responsibility of working through the problem on the entire team and is meant to spend twice as much time creating solutions as is spent on identifying the problem.

This handbook is intended to familiarize students and families with school policies and procedures! For further detail or clarification, please contact a Program Supervisor.

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RIGHTS AND RESPONSIBILITIES

The students, parents, staff, and administration of Pace School share the responsibility for creating a safe, productive environment conducive to learning.

STUDENT RESPONSIBILITIES

[22 Pa. Code § 12.2] Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

Every student is expected to:

- Become familiar with the rules of Pace School
- Report to school and class on time
- Follow the school rules
- Use proper care when using the school's materials and facilities
- Remain in class or assigned area
- Complete assignments/Make-up work when absent from school
- Ask for assistance and express ideas and opinions in a respectful manner
- Dress and groom in a clean and safe manner that does not disrupt the educational process
- Participate in his/her mental health treatment plan
- Comply with the Commonwealth of Pennsylvania and local laws

STUDENT RIGHTS

Every child has the right to:

- Receive educational and mental health services that will maximize his/her potential.
- Receive the least restrictive appropriate services available.
- Receive appropriate and reasonable adult guidance, support and supervision.
- Be free from physical harm and inhumane treatment.
- Receive services in clean, safe surroundings.

PARENT RESPONSIBILITIES

Parents play a major role in teaching their children about respect: respect for the law, property, and the rights of others. When parents work closely with the school, everyone benefits, especially the student.

Every parent is expected to:

- Become familiar with the rules of Pace School and reinforce their importance with their child
- Become involved in their child's school life
- Participate in their child's mental health treatment plan
- Participate in school meetings, functions, and special programs
- Discuss the school day with their child
- Call to arrange for a parent/teacher conference if a concern arises
- Discuss concerns or questions regarding disciplinary actions with the administration

STAFF RESPONSIBILITIES

Each member of the school staff must understand the Code of Conduct and accept the responsibility for implementing it effectively. The staff must know the information in the Parent and Student Handbook. Each staff member has the responsibility to treat each student with respect and professionalism and to learn and implement the techniques and interventions according to Therapeutic Crisis Intervention principles.

Every staff member is expected to:

- Serve as a positive role model
- Implement positive, preventive strategies to decrease the need for disciplinary actions
- Respond to violations of the Code of Conduct according to established procedures
- Maintain control through planning, instruction, and effective management practices
- Communicate with parents
- Protect student's rights

PACE SCHOOL PROGRAM

Pace School is comprised of several interrelated components that serve to provide a comprehensive educational and mental health program in a therapeutic milieu (environment). These include academic and special area instruction, specialized services and a partial hospital program (PHP). Together, these components serve to address the diverse learning and behavioral/emotional needs of the student population.

ACADEMIC INSTRUCTION

All students receive instruction in each of the seven core areas of the curriculum, regardless of the student's developmental level:

1. **Reading** includes those areas which help students to read and use printed material for many purposes.
2. **Language Arts** is designed to promote written and verbal communication skills.
3. **Mathematics** provides for the development of fundamental and functional computation and application skills in a sequenced manner.
4. **Social Studies** is designed to give students basic skills in history and geography as well as to develop the qualities and skills necessary to become thoughtful, informed citizens.
5. **Health and Wellness** provides students with the information and experience necessary to gain physical, mental and social health.
6. **Science** gives students basic knowledge about the development of life, earth and the methods used to explore and experiment.
7. **Social Skills** provides the structured opportunity to learn and practice age appropriate interactions and develop problem-solving skills.

SPECIAL SERVICES

1. **Reading Specialist:** Specialized reading instruction is available for students who demonstrate the need for extra support. Students may work with the reading teacher on an individual, small group or class-wide basis, or services may be provided via consultation with the student's homeroom teacher.
2. **Speech and Language:** The program is designed to work with children who have been identified to need speech and/or language development. Speech and language services are provided as indicated on a child's Individualized Education Program (IEP).
3. **Psychological Services:** A School Psychologist helps provide appropriate programming throughout the school by consulting with teachers, parents, and administrators. The psychologist is involved in testing individual students for screening and diagnostic purposes.
4. **Library:** Students have the opportunity to use the Pace Library to borrow books, read magazines, listen to stories and records, use the computer, see films and learn how to use a computerized catalog system, research topics, and write reports.

OTHER RELATED SERVICES

Occupational Therapy Services, Physical Therapy, Vision and Hearing Itinerant services are provided to identified students as outlined in the Individualized Education Plan. These services are provided by the student's home school district within the Pace School setting.

MENTAL HEALTH SERVICES

The Partial Hospital Program (PHP) is licensed by the Department of Public Welfare, Office of Mental Health. This program provides mental health services to children and their families. Through this program, children receive therapeutic treatment designed to help them develop skills to successfully cope with daily living. The goals of this program are to prevent placement in more restrictive treatment settings; to facilitate the child's healthy adjustment to home and school life; and to support families in their understanding of the child's behaviors and needs. *The therapeutic services available through the PHP are provided at school during school hours under the supervision of a licensed psychiatrist.*

Services are tailored to the student and may include:

- ❑ Individual, group therapy and family therapy
- ❑ Diagnostic and evaluation services
- ❑ Psychiatric consultation and supervision
- ❑ Medication prescriptions and monitoring of medication
- ❑ Behavioral support and crisis intervention
- ❑ Psycho-education Groups
- ❑ Specialty therapy groups
- ❑ Social Skills Groups
- ❑ Parent education groups
- ❑ On call crisis intervention consultation available after 4:00 p.m. Mondays through Fridays, holidays and on weekends.

SPECIAL AREA INSTRUCTION

1. **Physical Education** classes include health and wellness activities, fine and gross motor development, and a focus on teamwork. As part of the physical education program, students have the opportunity to showcase skills in the annual Gym Show.
2. **Adapted Physical Education** is designed to provide individualized gross motor training for students who have been identified with perceptual difficulties. All students entering Pace are evaluated for this service.
3. **Daily Living Skills** teaches basic survival and work related skills. The two components to the program are Activities for Daily Living and World of Work.
4. **The Arts** program offers a variety of opportunities for students to explore visual arts, sculpting/pottery, art appreciation, music appreciation, chorus, and beginning instrumental instruction.
5. **Transition Services** are provided, as indicated, in order to provide students and families a liaison between Pace School and the public school (or other setting) to which a student from Pace is moving.
6. **Technology Education:** The Computer Lab Teacher provides formal, whole-class computer instruction and promotes a cooperative learning atmosphere in the computer lab. Students have the opportunity for individual learning and to apply and practice skills from the basic academic program (such as reading, spelling, language arts, math) in new and different ways.

HEALTH SERVICES

Pace School has a full time registered nurse and one part time nurse to provide a variety of health related services. When needed, the nurses will administer first aid which is defined as immediate and temporary care given in case of accident or sudden illness. Further decisions and actions concerning the accident or illness are the responsibility of the parent/guardian. **All students must have an Emergency Care form completed and on file at the school.** The nurses will also provide health screening as mandated by the PA School Health Code.

The PA School Health Code mandates the following schedule of examinations:

<u>Examinations</u>	<u>Age as of Sept. 1st</u>
Medical Examination	5 or 6, 11
Dental Examination	8 – 12
Scoliosis	11 and 12

Immunizations

A copy of each child’s immunization record must be on file prior to the child entering school. The PA School Health Code mandates the schedule of immunizations. Please refer to the “Health Policy for Parents and Students” booklet for specific guidelines.

Student Illness

The Pace nurse will call you if there is an illness or injury that requires treatment or if it is felt that your child should return home. In case of serious illness or injury, your child will be medically evaluated at a local hospital. Parents are notified of this situation as soon as possible. We attempt to contact parents to transport their child to the emergency room unless the seriousness of the emergency necessitates transportation by a paramedic. For this reason, **a current student registration form which includes an emergency phone number and a signed medical authorization *must be* on file for all students.**

Medical Excuses from Physical Education

A medical provider’s order is required in writing for students to be excused from the required physical education curriculum required by the state.

Medication

Students will be assisted with self-administration of medications during school hours with WRITTEN PERMISSION from both the parent and the prescribing doctor. A permission form is available from the School Office upon request, and must be on file for your child to take medications during school hours.

OTHER SERVICES

Breakfast and Lunch Programs

Pace School offers a nutritious breakfast and lunch each school day. A choice of entrees are available daily. Milk is available for students who bring their lunch. Substitutions to the regular school menu may be made available for students on restricted diets, if prescribed by a physician. Please notify the school as soon as possible. A physician's statement will be required.

Transportation

Transportation to and from Pace is the responsibility of the home school district. **Please contact your school district's transportation department or the transportation carrier if you have questions regarding transportation.**

It is the **parent's responsibility** to notify the bus driver or bus company if your child:

- < is not coming to school
- < is returning to school after a period of absence
- < has been transported by you in the morning and will need transportation home.

Although transportation is a district service, Pace staff is concerned about the student's safety coming to and from school as well as at school. The staff also takes a role in attempting to resolve any major transportation problems regarding safety and discipline and encourages your assistance with these problems.

In the event that your child is too unsafe to be transported by the van/bus provided by the district, it is YOUR responsibility to pick your child up within a reasonable time period .

ATTENDANCE

To gain the greatest benefit from instruction and mental health services, it is imperative that each student attend school regularly. When a student is absent he/she loses the opportunity to participate in the learning activities occurring in the classroom, as well as the therapeutic activities such as social skills instruction, individual and/or group therapy. While it is possible to "make-up" some learning activities through homework, the interaction with other students and staff cannot be "made-up" and these learning opportunities are simply missed.

A student will be considered **Excused** from school for the following reasons:

1. A personal illness or injury to the degree the child is unable to attend school (an absence due to illness that is excessive *requires a note from the physician*)
2. A doctor, dentist, or legal appointment for the child
3. A death in the family
4. A religious holiday
5. A school closing for the child's school district due to inclement weather
6. Failure of the bus to come to transport the student
7. A suspension from school

When a child is going to be absent from school, **it is the responsibility of the parent/guardian to contact the school receptionist or teacher between 7:00 and 8:30 a.m.** Be informed that the classroom assistant will be calling the parent/guardian of an absent child to verify the absence if we do not hear from the parent/guardian by 8:30 a.m. on the morning of the absence. **The parent or guardian MUST also provide his/her child's teacher with a written note on the day the child returns to school explaining the reason for the child's absence.** Absence forms are available for parents at the front desk.

If a student is absent for any other reason, or the parent does not provide a written excuse or speak to a staff member regarding the absence, the absence will be considered **Unexcused**. In addition, if a student refuses to attend class, leaves the building without permission or is roaming the halls during a class, this is considered an unexcused absence from the scheduled class period(s) missed.

# Unexcused Absences	Total Days of Absence	Action Taken
3	10	Letter sent to the child's parent and school district of residence notifying them of the concern regarding the child's excessive absences
7	15	Meeting with the parent, Pace staff and school district representative to discuss concerns related to excessive absences, and discuss further follow-up
15	20	<ul style="list-style-type: none"> • Meeting with the parent, Pace staff and school district representative to discuss concerns related to excessive absences, and discuss further follow-up • <i>Referral may be made to truancy programs and/or the local magistrate</i>

Pace School staff are committed to helping children make as much progress as possible within the school year. To do so, it is absolutely necessary the student attend school. The following procedures have been established to ensure that all students attend school.

TARDY

A student is considered tardy if he/she arrives to school after 8:35 a.m. Students entering the building after this time must sign in with the front desk staff member and get a hall pass/entry slip to give to classroom staff. Students who are not in their assigned class when the tardy bell rings (for those students changing classes) are considered tardy for that class. Tardy forms are available for parents at the front desk.

EARLY RELEASE/LATE ARRIVAL

Early releases from school will be granted for verifiable reasons which are the same as for excused absences. An early release excuse should be written by the parent/guardian and the student should turn this in upon entrance to homeroom. (Parents/guardians can opt to call the school to request an early release as well). Students will only be released from school to their parent/guardian or to persons authorized by the parent/guardian. Students returning to school from an early release should sign in at the front desk upon entering the building. Early release/ late arrival forms are available for parents at the front desk.

DAILY SCHEDULE

Students and parents/guardians are provided with a copy of the daily schedule for the student's homeroom at the start of the school year.

7:00 a.m. - School Office Opens

8:00 a.m. - Staff Arrival

8:10 a.m. - Student Arrival

8:10 - 8:35 a.m. – Breakfast

8:35 a.m. - Academic Classes Begin with Community Meeting

11:00 - 12:30 a.m. - Lunch Periods

2:45 - 3:00 p.m. - Student Dismissal

3:30 p.m. - Education Staff Departure

4:00 p.m. - Supervisor/PHP Staff Departure

4:00 p.m. - School Office Closes

If there are any changes in this schedule, notification will be sent home

SCHOOL CLOSINGS

Information regarding school closings due to weather conditions or other emergencies are broadcast in the following ways:

Radio: KDKA - 1020 AM, WBZZ - B94 FM, WDSY - Y108 FM, WZPT - The Point 100.7 FM

Television: KDKA – Channel 2, WTAE – Channel 4, WPXI – Channel 11, PCNC (“Pittsburgh This Morning” Show)

Websites: www.kdka.com, www.wpxi.com, www.pittsburgh.com

GRADING AND REPORT CARDS

GRADING SYSTEMS

Teachers will inform all of their students of the grading and evaluation procedures that are used in their classrooms. This will be accomplished through oral and/or written format. Grading systems incorporate classroom assignments, active participation, tests/quizzes and homework.

INTERIM REPORTS

Interim reports are used between grading periods to inform parents/guardians of progress by the student in any particular subject. This notice will be issued for students who are not attaining a “C” or better level of achievement in a given subject at the mid-point of the nine week grading period. If students are receiving failing grades, they have the opportunity to make up missed work and/or work with the teacher to complete additional activities to receive passing credit for the course.

REPORT CARDS

Student report cards are issued four times each year in November, January, March and June. There are a total of four 45-day marking periods (9 week quarters). Report cards are intended to report your child’s progress in all of the subject areas taught at Pace. They will also provide information regarding the child’s progress toward accomplishing his/her IEP goals, classroom behavior and social-emotional development. It may be determined by the IEP team that a student will receive ONLY quarterly progress notes directly related to IEP goals and not receive letter grades in specific subject areas; this change would be indicated in the IEP document and reviewed with parent and district.

Letter Grades:

A	=	100-90%	=	4.0 GPA
B	=	89-80%	=	3.0 GPA
C	=	79-70%	=	2.0 GPA
D	=	69-60%	=	1.0 GPA
F	=	59-50%	=	0.0 GPA

“Incomplete”: If a student receives an “Incomplete” as a grade, he/she will have until the interim of the following quarter to make up missed work and/or work with the teacher to determine alternate activities to receive a passing grade.

Failing Grades: If a student receives an “F” in two or more quarters in any subject, he/she is in danger of failing that course/class. At this point, a meeting between the Pace School staff, district representative and the parent/guardian will be coordinated.

HONOR ROLL

Honor roll status is determined by a student’s total Grade Point Average (GPA) as follows:

- Highest Honor Roll = 4.0
- High Honor Roll = 3.9 – 3.5
- Honor Roll = 3.4 - 3.0

For details about high school grading and credits, please refer to the Pace School Program of Studies .

STUDENT UNIFORM

Students have the responsibility to follow guidelines for dressing and grooming in a manner that shows cleanliness, promotes safety, and demonstrates respect for themselves and others.

It is expected that students wear clothing that conforms to the Pace School Dress Code. The following clothing is permissible:

Shirts (for boys and girls)	Pants/Shorts (for boys and girls)	Skirts/Skorts/Capri's (a choice for girls)	Shoes
<p>Shirts may be long or short sleeved and must: <Cover from shoulder to waist</p> <p><u>A Sweater or Sweatshirt</u> <May be worn; no hoods are permitted</p> <p>Shirts may be solid, plaid or striped</p> <p>Any LOGOS must be smaller than two inches by two inches</p>	<p><Docker-style (cotton, polyester, twill or corduroy), jeans <Shorts must be appropriate length (past the finger tips when arms straight down at sides)</p> <p><Pants/shorts must be fitted or belted at the waist.</p> <p><u>Solid Color – no patterns</u></p>	<p><Appropriate length (past the finger tips when arms straight down at sides) < Docker style or pleated (cotton, polyester or twill)</p> <p>Solid Color</p>	<p>NO HEELIES (Shoes with wheels) are permitted at any time</p> <p>On days when students have physical education class, they are to wear or bring rubber soled shoes</p>

Coats, hoodies and backpacks are to be removed upon entry to the building and stored in student lockers.

If a student's clothing is determined to be unacceptable, the student will be required to change the clothing. Pace School will maintain some dress code clothing for emergency situations.

Every Friday will be a casual dress day for students. On Fridays, students may choose to wear appropriate tshirts and hats. All clothing must still cover shoulder to waist and be fitted and/or belted at waist.

At no time, is it permissible for a student to wear any apparel or jewelry that by words, signs, pictures or any combination thereof appearing on said clothing or jewelry advocates or promotes sexual activity or violence, the use of drugs or alcohol, or demeans or degrades another because of race, sex, religion, national origin, handicap or disability. Extremes in clothing or accessories which may be in bad taste, disruptive to class, or safety/health hazards will not be permitted.

Pace School finds and declares that the students and the staff at Pace School have the right to be safe and secure at school. Gang-related apparel worn at school draws attention away from the school's learning environment and directs it toward thoughts or expressions of violence, bigotry, hate and abuse. Therefore, students are prohibited from wearing, while on school property, any type of clothing, apparel or accessory, including that which denotes such students' membership in or affiliation with any gang associated with criminal activities. The local law enforcement agency shall advise the school, upon request, of gangs that are associated with criminal activities.

Students in transition must follow the dress code for the public school to which they are assigned.

Dress code clothing will be worn for field trips unless parents are otherwise notified.

Because it is important that all students cooperate with the Pace School Dress Code, the following consequences may be applied when students do not dress appropriately:

- < The student's participation in activities may be limited.
- < Parents will be notified if their child is not complying with the Pace School Dress Code.

The goal of the Pace dress code is to increase the learning opportunity for every child and to create a safer school environment for everyone!

GENERAL RULES AND GUIDELINES / CODE OF CONDUCT

SCHOOL WIDE RULES

These rules are designed to establish consistent expectations for student behavior throughout the entire school.

1. Follow Directions
2. Stay On- Task
3. Be Verbally Safe
4. Be Physically Safe

The language for these rules may be modified to provide developmentally appropriate clarification for different students/classrooms, but will always be stated in “positive” language.

POSITIVE BEHAVIOR SUPPORT PROGRAMMING

The Pace School Positive Behavior Support Systems use a positive approach to develop and increase appropriate behaviors on the part of the students. The systems are designed to:

- < use positive reinforcement to encourage appropriate behavior
- < provide the students with consistent and frequent feedback related to their behavior
- < provide a systematic procedure through which students can gain independence equal to their individual abilities
- < use self-monitoring procedures to develop self-awareness of behavior
- < provide age appropriate approaches for students to monitor their own behavior
- < increase the students’ academic successes and involvement in their educational program

To accommodate the age and growth differences of students, various forms of the Positive Behavior Support System have been developed. While the procedures are different, systems rely heavily upon positive reinforcement and establishing high expectations for student behavior.

It is recognized that flexibility of procedure must be encouraged to meet the individual needs of students and classroom groups. Each student will have individual target behaviors identified in addition to the group expectations. These will be selected from the student’s IEP and Treatment Plan goals and objectives.

The Token Economy System

- < Through the demonstration of appropriate behavior, students have the chance to earn “PACE-Os”, which are used to obtain reinforcement items or activities.
- < Using PACE-Os, students will be able to “purchase” reinforcement items or activities planned for the classroom or school.

Parents are encouraged to work with the classroom team to support their child's effort. If further information about the positive behavior support system is desired, please contact a member of your child's team.

CARE OF PROPERTY

Students are expected to respect their personal possessions, the possessions of others and school property. Students will assume responsibility for their personal property and any school property assigned to them. **As a reminder, Pace School is *not* responsible for lost or stolen articles.** Students should not bring valuable objects to school.

Students involved in the destruction of property or theft, including but not limited to educational materials, software, equipment, furniture and buildings, will be disciplined. This can include denial of privileges, in-school suspension, out-of-school suspension or police involvement for vandalism. Students will be required to pay for or correct any and all damages. A restitution plan may be developed under the supervision and guidance of the team and the parent.

CELL PHONE GUIDELINES

In order to maintain the safety and confidentiality of all staff and students, Pace School does not permit students to use cell phones on school property. If a student does bring a cell phone to school, it is expected that it be turned over to staff upon entry to school. It will be locked in the classroom and returned to the student at dismissal. If cell phones are used in the program and have a camera option, staff will check to make sure pictures of other students were not taken (HIPPA confidentiality – see next section).

If a student refuses to turn in the items to designated staff members, there will be programmatic consequences and parents may be notified and/or required to come to school to retrieve the items.

CDs, RADIOS, TOYS, CAMERAS AND PERSONAL POSSESSIONS

Please check with your child's teacher before permitting him/her to bring radios, CD players, toys, etc. to school. The privilege of bringing these items to school is given to students who are able to follow school rules and regulations concerning "where" and "when" these items can be used.

In order to maintain the confidentiality of all staff and students and to comply with the Health Insurance Portability & Accountability Act (HIPPA), cameras are not permitted in school. On special occasions, with expressed written permission from the teacher, students may be allowed to bring a camera.

All items brought to school will be placed within a locked drawer or cabinet within the classroom upon entry and will only be available for use during recess or reinforcement

time as directed by the classroom staff. If a student fails to allow the staff to lock up the item they brought to school, or fails to return the item to the locked space when directed, the privilege of bringing these items to school may be suspended.

Parents are contacted if these items create a problem for the child or interfere with the child's learning and may be required to retrieve items from the school. Please remember that Pace School is not responsible for the contracting of transportation, therefore, we have difficulty in monitoring any items brought to school by bus.

**Pace School is not responsible for personal items brought to school by students, including but not limited to the items listed above.

COMPUTER/VIDEO GAME USAGE/ MOVIE VIEWING

Students may use computer games and video games during reinforcement periods as outlined by classroom staff. Games must be rated "E" for everyone. When movies are shown to support academic instruction or as a reward, the movie must be rated G. If a movie is rated PG, staff members will get parental permission before showing the video. Games or movies that depict graphic violence, explicit language and/or sexuality may not be used at Pace School.

STUDENT COMPUTER USAGE

Every student and parent is required to review and sign the "Acceptable Use" policy prior to students being given access to the network. The use of the Internet is a privilege, not a right. Inappropriate, unauthorized and illegal use will result in the cancellation of those privileges and appropriate disciplinary action. An administrator will have the authority to determine what the inappropriate use is.

System security is protected through the use of passwords. To protect the integrity of the system, the following guidelines will be followed:

1. Employees and students will not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another person's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

EMERGENCY RESPONSE DRILLS

Fire drills and other emergency response drills are conducted routinely. These drills are important and must be treated seriously. All students are to exit the building or report to designated area with staff in a calm manner.

Misuse of the fire alarm system and fire extinguishers are both dangerous and costly and are strictly prohibited. An offense may result in disciplinary action including loss of privileges, in-school/out-of-school suspension and/or notification of local authorities.

FIELD TRIPS

Field trips are an extension of the classroom education opportunities at Pace School. Field trips however, are not a right, but a privilege. Students must be approved to attend field trips by staff and parents/guardians.

HALL PASSES

When students are traveling in the halls without staff escort, they should have a hall pass issued by a staff member at all times. Students should have passes visible.

RESTROOM PRIVILEGES

Restrooms are to be used only for the intended purpose. Any other usage (smoking, loitering, hiding from staff) will not be tolerated. Students are to utilize the facilities nearest their classroom during designated times. If an emergency necessitates the usage of the restroom during class, the student must get staff permission and either obtain a hall pass or wait for staff escort.

STUDENT EXPRESSION

Students have the right to express their ideas and opinions in a respectful manner so as not to offend or slander others. With this in mind, students are not permitted to possess or distribute pornographic or violent materials, interfere with the education of fellow students or attempt to create a disruptive situation. Inappropriate materials will be confiscated and parents/guardians will be notified.

GAMBLING

Gambling, wagering and/or betting are not permitted on school property. Students are permitted to have/play cards or games only with staff permission at appropriate times/places.

ASSIGNED AREA

Students will not be permitted to loiter in halls or outside of classrooms. At all times, students should follow their assigned schedule. Leaving school grounds during the school day is strictly prohibited.

If students leave their assigned area without permission, staff will attempt to engage the student and help him/her problem solve in order to successfully return to the program. When students are roaming in the halls, staff will keep the student within his or her sight. If students leave the building, staff will follow the student. Once a student leaves the school grounds, staff will attempt to keep the student in sight. If the student leaves the grounds and refuses to return, both parents/guardians and the local police will be notified as a safety precaution. In these cases, school personnel cannot be responsible for students who leave the premises.

TELEPHONE CALLS

Office and classroom telephones are for business use and may not be used by students except for identified emergencies or as identified with staff and families as part of a therapeutic intervention. The receptionist will NOT transfer phone calls to classrooms to speak to students during the school day or to talk to classroom staff between the hours of 8:10 and 2:45. If there is a family emergency, parents can request to speak to the therapist or the program supervisor.

MONEY

Students are not permitted to have more than \$25.00 in their possession unless prior permission has been given by a school staff member. Parents will be notified if a student has more than the allotted amount.

VISITORS

Students are NOT permitted to bring friends or pets to school. In addition, friends may not “hang around” the parking lot in or out of cars.

All visitors, whether students or non-students, must register at the front desk and state the purpose of the visit. If the person does not properly identify himself/herself, or his/her purpose, the person is trespassing and the appropriate legal action will be taken. Any person whose actions or language threatens the health, safety or welfare of students or staff will be barred from visiting the school or attending school-sponsored events.

Visitors are not permitted to walk through the building without approval through the main office. If a parent or guardian requests a conference with a teacher, therapist or administrator, an appointment should be made in advance. Classroom observation requests must be made 24 hours in advance and coordinated with a supervisor. To limit disruption to the program, observations should be no longer than 60 minutes in length.

Once a student has “moved on” from Pace School, visits are discouraged for at least one year from departure unless otherwise specified in a treatment plan. If former students do plan to visit, guidelines from the Pace School Boundaries policy must be followed including: student must be 18 or accompanied by a parent/guardian; visits should be no more than one hour once per year; visits should occur on inservice days or after school hours when students have been dismissed.

CAFETERIA

All students are expected to behave in an orderly manner that includes clearing the table area. Food is not to be taken out of the cafeteria without permission from a staff member. Students are permitted to eat lunch only during their assigned lunch period. Any student exhibiting disruptive behavior may be moved to a restricted area to eat lunch or breakfast.

BUS BEHAVIOR

While all transportation is provided by the home school district for each child, Pace School staff is committed to working with students, families, school district personnel and bus drivers/monitors to ensure safe passage to and from school daily. When students demonstrate expected positive behaviors on the bus they are issued “yellow slips”. When a student is not following directions, demonstrating disruptive behavior or creating a safety hazard on the bus, he/she is issued a “blue slip”. Because Pace School staff are not present on the buses, we rely on the reports received from drivers to address problem behaviors.

Level 1 behaviors indicate misconduct that impedes the orderly operation on the school bus and violates posted school bus rules.	
Level 1 misconduct include, but are not limited to:	Behavior Support Strategies
<ul style="list-style-type: none"> - Failure to follow directions - Improper boarding/departing procedures - Yelling, swearing, unnecessary noise - Rude, discourteous and disrespectful language or gestures - Eating/drinking on the bus - Standing up in seat/Failure to remain seated - Littering or spitting on the bus - Throwing objects in/out of bus - Fighting/Pushing/Tripping/Horseplay - Hanging out of window - Destruction of property - Tampering with bus equipment 	<ol style="list-style-type: none"> 1. TCI behavior management strategies – LSI at school with staff to review behavior and plan 2. Teach alternative behavior 3. Behavior contract/Bus Plan 4. Assigned seating 5. Contact/meet with parents/district
	Discipline/Punishment Strategies
	<ol style="list-style-type: none"> 1. Written Blue Slip (REQUIRED) 2. Confiscation of unauthorized items 3. Restitution for damages 4. Denial of privileges in classroom and/or on bus <p>For <u>repeated</u> or <u>extreme</u> Level 1 offenses, the following may be considered:</p> <ul style="list-style-type: none"> - Bus suspension - Assigned seating plan - Meeting with parents/district

Level 2 are considered much more serious and are those behaviors that seriously jeopardize the safety of all of those on the bus as well as others on the road .	
Level 2 misconduct include, but are not limited to:	Behavior Support Strategies
<ul style="list-style-type: none"> - Terroristic threats (including bomb threats) or acts - Fire setting - Possession, transfer, sale, use or under the influence of illegal drugs, controlled substances or alcohol or possession of drug paraphernalia - Assault of peers or staff (purposeful, intentional, targeted attack) - Possession, use or transfer of a weapon - Physically interfering with driver - Jumping off of the bus 	<ol style="list-style-type: none"> 1. TCI behavior management strategies – LSI at school with staff to review behavior and plan 2. Teach alternative behavior 3. Behavior contract/Bus Plan 4. Assigned seating 5. Contact/meet with parents/district
	Discipline/Punishment Strategies
	<ol style="list-style-type: none"> 1. Written Blue Slip (REQUIRED) 2. Confiscation of unauthorized items 3. Restitution for damages 4. Denial of privileges in classroom and/or on bus 5. Bus Suspension 6. Referral to police or district magistrate/filing of charges

HARASSMENT

Pace School strives to create a Sanctuary where staff, students and families feel welcome and safe. Harassment of any type (verbal, sexual, physical or written) is unacceptable. Harassment is defined as, but not limited to slurs, jokes, verbal/graphic/physical conduct related to an individual's race, color, religion, ancestry, disability, gender, age or origin. Intimidation and bullying are considered forms of harassment.

Bullying is the victimization of a student who is exposed, repeatedly and over time, to negative actions on the part of one or more other students. Direct bullying may be in the form of verbal or physical attacks. Indirect bullying is defined as social exclusion, slandering or spreading rumors. The act of bullying is considered harassment and is considered a serious violation of school rules.

GANG ACTIVITY

A gang is defined as two or more individuals who form an allegiance for a common cause, identify with or claim a territory within the community and engage individually or collectively in violent or criminal activities.

Gangs, gang activity, gang apparel or jewelry are not permitted on Pace School property at any time. No gang communication may be conveyed by any student. Insignias may not be worn or carried by any student. These include, but are not limited to headbands, clothing, hand signals, language/vocabulary or sounds associated with gang membership.

SEARCHES

Pace School will use metal detectors to minimize the risk of weapons/contraband on school grounds. Routine full school searches are conducted upon student entry into the building. All students must comply with the search of their belongings and the use of the metal detector to check the student; students who do not comply will be isolated and detained until they comply with the search. In addition, if a student has threatened to bring a weapon to school or has been reported to have a weapon, the student will be searched. Pace School staff reserve the right to initiate a student search in situations in which there is reasonable suspicion that the student has a weapon or contraband items. In some situations a trained law enforcement officer may be requested to perform such search as an agent of the school.

Student lockers are the property of Pace School and remain at all times under the control of the school. School authorities for any reason, may conduct periodic general inspections of lockers at any time without notice, without student consent, and without a search warrant. Locks are not permitted on lockers and will be cut off of lockers at the discretion of staff and at the student's expense. It is recommended that students NOT keep items of value in lockers, but turn them in to staff to lock in a secure area.

SMOKING/INCENDIARY DEVICES/FIREWORKS

Smoking is not permitted on any school property. Students are not permitted to possess and/or use tobacco or tobacco products including smokeless tobacco. Incendiary devices (ie. matches, lighters) are also banned, as are firecrackers, fireworks, caps, smoke bombs, “stink” bombs, celebration “poppers”. Possession and/or use of such will result in disciplinary procedures.

THREATS

In an attempt to maintain a safe environment, threats (verbal, written or gesture) to students, staff and /or any other person which threaten force or violence, or which are abusive or insulting are not tolerated. When students threaten to commit a crime of violence with the purpose to terrorize another or to cause evacuation of a building, a place of assembly, a mode of transportation or otherwise cause serious public inconvenience this is considered a **terroristic threat**. Terroristic threats are taken very seriously and can result in police involvement.

DISORDERLY CONDUCT

A student exhibits disorderly conduct if, with intent to cause public inconvenience, annoyance or alarm, or recklessly creating a risk thereof, the student

1. engages in violent or tumultuous behavior
2. makes unreasonable noise
3. uses obscene language or makes obscene gestures
4. creates a hazardous or physically offensive condition by an act which serves no legitimate purpose
5. causes substantial harm or serious inconvenience or
6. persists in conduct after reasonable warning or request to desist
7. interferes with administrators, teachers or other school personnel by force, violence, intimidation, boycott or riot

Depending on the frequency, severity and duration of the behaviors, appropriate disciplinary action will be taken.

WEAPONS –ZERO TOLERANCE POLICY

Every student has the right to participate in a safe education and treatment setting at Pace School and each participant must assume responsibility to ensure the safety of self and others.

A student shall not possess, handle or transmit a weapon while on any school property, while at any school sponsored event or while being transported in any manner to or from school or a school sponsored event. Any student suspected or known to bring any form of weapon or harmful contraband onto the premises infringes on the rights and safety of others and will result in a minimum of a one day suspension and may result in police involvement.

The term weapon shall include but not be limited to any knife, cutting instrument, cutting tool, explosive, nunchaku, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

DRUG POSSESSION/USE

Any amount of illegal drug is unacceptable. Drugs include but are not limited to alcohol, amphetamines, barbiturates, cocaine in any form, hallucinogens, designer drugs, marijuana and narcotics.

A student shall not knowingly possess, use, transmit or be under the influence of any intoxicant of any kind. The possession of drug-related paraphernalia (ie., rolling papers, roach clips, pipes, parts of pipes, and other homemade devices) or “imitation / look alike” drugs also constitutes violation of this rule.

Use of a drug as authorized by a medical prescription from a registered physician for the student for whom it is prescribed shall not be a violation of this rule. However, if a student is found to be sharing, selling or distributing his/her medication to others is a violation. Students found to be taking, sharing, selling or distributing another person’s prescribed medication also constitutes a violation of this rule. Violation of this rule will result in a minimum of one day suspension and may result in police involvement.

PHYSICAL AGGRESSION/ INAPPROPRIATE PHYSICAL CONTACT FIGHTING

A student shall not intentionally do or threaten to do serious bodily injury or intentionally behave in such a way that could reasonably cause physical injury to any person. Students who are involved in fights will face disciplinary action.

ASSAULT

Violence is not tolerated at Pace School. A student should not intentionally cause, attempt to cause, or threaten to cause physical injury or intentionally behave in such a way that could reasonably cause physical injury. Assault on any student or staff member may result in a suspension and/ or police involvement.

PUBLIC DISPLAYS OF AFFECTION are not appropriate for the school environment. Students shall not engage in kissing, inappropriate touching or sexual activity of any kind.

STUDENT DISCIPLINE

Discipline is a shared responsibility between the home, school and community. The family assumes the initial responsibility for helping children to develop physically, emotionally, intellectually, socially and ethically. Children enter Pace School at various levels of development. Pace School's policies and procedures concerning student discipline are based upon the recognition that many of our students need support to make good decisions for themselves. To help students manage themselves in this setting, several approaches are taken:

- < School rules are posted in every classroom and area of the school.
- < Individual behavior programs are developed for students who repeatedly demonstrate the need for more structure or support to make more appropriate choices.
- < Collaborative efforts with students, families and school personnel are undertaken to incorporate social, emotional, educational and psychological needs into positive behavioral planning and programming.

The creation of a safe and productive learning environment is the responsibility of each of us, whether student, parent or education or mental health professional. With this in mind, the staff of Pace School have the day to day responsibility of monitoring the environment and ensuring the physical, emotional, social and psychological safety of all staff and students. When disciplinary issues arise, sanctions may be applied that are deemed reasonable and required by policy. While it is impossible to develop an all-inclusive list of offenses and disciplinary options, the following section outlines consequence procedures for infractions of Pace School rules, guidelines, policies and procedures.

CATEGORIES OF BEHAVIOR

In an effort to create uniform response to misconduct, without jeopardizing the requirements for positive behavior support plans and individualization provided for in State and Federal Statute, the following guidelines will be used by the staff and administration of Pace School when misbehavior occurs.

LEVEL 1

Level 1 behaviors indicate misbehavior that impedes the orderly operation of the classroom or the school and that interferes with the other students' ability to learn.

Examples of Level 1 misconduct include, but are not limited to:

- Failure to follow directions
- Disruptive behavior
- Inappropriate classroom behavior
- Failure to complete work, return materials
- Bringing in toys, CDs, cell phones, beepers, laser pointers and other non-school related items without authorization
- Classroom tardiness
- Disrespectful language, gestures or writing

LEVEL 2

Level 2 behaviors indicate misbehavior that is directed against another person(s) or property which could or does pose a threat to the health, safety and welfare of others in the school.

Examples of Level 2 misconduct include, but are not limited to:

- Harassment
- Indecent exposure
- Property destruction/vandalism
- Fighting
- Possession of firecrackers, fireworks, matches, lighters, caps, smoke bombs, stink bombs, look alike or play guns, spray paint, celebration poppers
- Possession of pornography
- Possession of or use of tobacco or smokeless tobacco products
- Use of matches or lighters
- Leaving building without permission
- Unauthorized use of fire alarm or equipment
- Theft

LEVEL 3

Level 3 behaviors indicate misbehavior that is directed against another person(s) or property which could or does pose a threat to the health, safety and welfare of others in the school and violate State and/or Federal Law.

Examples of Level 3 misconduct include, but are not limited to:

- Terroristic threats (including bomb threats) or acts
- Fire setting
- Possession, transfer, sale, use or under the influence of illegal drugs, controlled substances or alcohol or possession of drug paraphernalia
- Assault of peers or staff
- Possession, use or transfer of a weapon

CATEGORIES OF DISCIPLINARY ACTION

Level 1 misconduct is addressed through the behavioral support procedures designed and implemented within the classroom and the individual behavior management plans of each student. In many cases, the exhibition of these behaviors and the students inability to eliminate these behaviors from their repertoire was most likely a reason for referral to Pace School. As Level 1 behaviors increase in intensity, duration and/or frequency, they may then be considered Level 2 behaviors. When Level 2 behaviors occur, more intensive functional analysis of behavior will occur to develop and/or modify the existing positive behavioral support plan for the student.

Level 1 and Level 2 behaviors are addressed through a continuum of behavior support strategies and discipline procedures. Discipline procedures can include the following:

- Time out in classroom
- Denial of privileges
- Confiscation of unauthorized items
- Contact/meet with parents/district
- In-school suspension
- Out-of-school suspension
- Referral to police or district magistrate/filing of charges

Level 3 behaviors are considered much more serious and are those behaviors that are illegal. For all of those behaviors listed above, a suspension may be issued to the student , a meeting with the parent will be coordinated and police involvement may be initiated. For arson and possession/use/sale or transfer of drugs or weapons, police involvement will be initiated and mandatory minimum three day suspension imposed.

DUTY TO WARN

In the case of homicidal threats, Pace School staff may be obligated to warn the target of the threats, their family or the local authorities. In such a case, a mental health evaluation will be conducted with the student to determine the level of risk. Should “duty to warn” be necessary, the parent of the student will be notified regarding the steps being taken.

LEGAL DEFINITIONS, PROCEDURES AND PROTECTIONS

DUE PROCESS PROCEDURES FOR “DISCIPLINARY EXCLUSION¹” OF A STUDENT FROM SCHOOL

Each student attending Pace School has a right to a Free and Appropriate Public Education (FAPE). However, under IDEIA 2004 disciplinary exclusion from school may be warranted and permitted under certain circumstances. IDEIA 2004 final regulations (§615(k)(1)(A)) (§300.520) states that school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates the code of conduct and may order:

1. to the extent removal would be applied to students without disabilities, the removal of a child with a disability from the child’s current placement for not more than 10 consecutive school days for any violation of school rules, and additional removals of not more the 10 consecutive school days in that same year for separate incidents of misconduct, as long as those removals do not constitute a “change of placement” as defined below
2. change in placement of a child with a disability to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the child’s disability, in cases where a child
 - carries or possesses a weapon* to or at school, on school premises, or to or at a school function under jurisdiction of a state educational agency (SEA) or local education agency (LEA);
 - knowingly possess or uses illegal drugs* or sells or solicits the sale of a controlled substance* while at school or a school function under the jurisdiction of an SEA or LEA; or
 - has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or LEA (§615(k)(1)(G))

If the administration of Pace School is contemplating a disciplinary exclusion from school, they must first determine if the exclusion would constitute a change of placement. Regarding disciplinary exclusion, the phrase “change of placement” is defined under [22 Pa. Code §14.1] as follows:

An exclusion of an ... [eligible]² student from the educational environment for more than 10 consecutive school days or more than 15 cumulative school days in a year, or and exclusion (for any length of time) of a student with mental retardation

¹ “Disciplinary exclusion” means suspension [22 Pa. Code § 12.6(b)(1)] or expulsion [Pa. Code §12.6(b) (2)] of a student for disciplinary reasons.

² The term eligible has been substituted for “exceptional” throughout this document in order to clarify that ID does not protect students who are identified as mentally gifted in Pennsylvania..

When the disciplinary exclusion from school ...

<p>... is not a change in educational placement</p>	<p>... is a change in educational placement</p>
<p>the school must comply with the requirements of 22 Pa. Code §12, 14, and 342 and IDEIA 2004 as follows:</p>	
<ol style="list-style-type: none"> 1. Suspension is exclusion from school for a period from 1 to 10 consecutive school days. 2. No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened. 3. The parents and the superintendent of the district shall be notified immediately in writing when the student is suspended. 4. When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in § 12.8(c) (relating to hearings). 5. Suspensions may not be made to run consecutively beyond the 10 school day period. 6. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board of School Directors. 	<p>Either before or not later than 10 business days after the removal of a child that constitutes a change of placement, the school shall convene an IEP meeting to:</p> <ol style="list-style-type: none"> 1. develop an <u>assessment plan</u>* if the school did not already conduct a <u>functional behavioral assessment</u> and implement a behavioral intervention plan for the child before the behavior that resulted in removal - or - 2. review an already existing behavioral intervention plan and its implementation and modify the plan and its implementation as necessary to address the behavior 3. complete a manifestation determination review (See manifestation determination review procedures on next page)

****As soon as practicable after developing the plan and completing the assessments required, the school shall convene an IEP meeting to develop behavioral interventions to address that behavior and shall implement those intervention.***

MANIFESTATION DETERMINATION REVIEW PROCEDURES

(Required under 22 Pa. Code §14 and 342 and IDEIA 2004)

These procedures must be incorporated into the IEP team review required by §14.35 prior to a disciplinary exclusion which would constitute a change of placement.

Pa. Code §342.25(n)(1) requires the IEP team to consider whether a change in placement or revision of the IEP would result in improved behavior.

Pa. Code §14.35(a) & (b) requires the IEP Team to:

- consider whether the eligible student might need the application of school discipline procedures
- determine whether the actual or anticipated behavior is attributable to the student's disability; and
- in making this determination, rely on previous behavior and the likelihood of the occurrence or recurrence of behaviors requiring disciplinary action

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, parent, and relevant members of the IEP team (as determined by the parent and the LEA) shall review all relevant information in the student's file, including the child's IEP, any teacher observations and any relevant information provided by parents to determine if conduct was

- caused by, or had a direct and substantial relationship to the child's disability; or
- the direct result of the LEA's failure to implement the IEP (§615(k)(1)(E)(i))

Section 615(k)(4)(C) of IDEIA 2004 requires that when carrying out a manifestation determination review, the IEP team may determine that the behavior of a child was not a manifestation of such child's disability only if the IEP Team:

1. first considers, in terms of the behavior subject to disciplinary action, all relevant information, including:
 - evaluation and diagnostic results, including such results or other relevant information supplied by the parent of the child
 - observations of the child, and
 - the child's IEP placement
2. then determines that
 - in relationship to the behavior subject to the disciplinary action, the child's IEP and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the child's IEP and placement
 - the child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action; and

- the child's disability did not impair the ability of the child to control the behavior subject to disciplinary action

Decision:

If the IEP team and other qualified personnel determine that any of the standards in paragraph (2) of this section were not met, the behavior must be considered a manifestation of the child's disability.

If the LEA, parent and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the IEP team shall:

- conduct a functional behavioral assessment and implement a behavioral intervention plan for the child; or
- if a behavioral intervention plan has been developed, review the existing plan and modify as necessary to address the behavior.

If the behavior is a manifestation of the child's disability, the child is returned to the placement from which he or she was removed, unless the parent and LEA agree otherwise. (§615(k)(1)(F))

If the school determines that the behavior was not a manifestation of the student's disability, then the school district may proceed with the disciplinary exclusion via the procedures for changing educational placement. IDEIA 2004 provides, however that parents may dispute the school's manifestation determination by requesting a due process hearing, thereby invoking pendency.

EXCEPTIONS TO PENDENCY IN PENNSYLVANIA

Immediate and severe discipline problems with students with mental retardation

If a discipline problem with an eligible student with mental retardation is so immediate or severe as to warrant immediate action, the school district may contact the Division of Compliance to request permission to impose a disciplinary expulsion which would be a change of placement which would continue beyond 10 consecutive days.

1. Eligible students who carry a weapon to school

IDEIA 2004 §615(k)(1)(A)(ii)(I) continues to allow school districts to order a change in placement of an eligible student who brings a "weapon" to school, or to a school function, to an interim alternative educational setting for not more than 45 days (provided the amount of time would be the same as it would be for a non-eligible student).

The interim alternative educational setting must be determined by the IEP Team and must meet the following requirements defined under IDEIA 2004 §615(k)(3)(B):

- be selected so as to enable the eligible student to continue to participate in the general curriculum, although in another setting, and to continue to receive those services and modification, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP and,
- include services and modifications designed to address the behavior so that it does not occur again.

If an eligible student has been placed in an interim alternative educational setting, and an appeal under (§615(k)(3)) has been requested by either the parent or the LEA, the child shall remain in the interim alternative education setting pending the decision of the hearing officer, or until the expiration of the time period provided for in (§615(k)(1)(C)), whichever occurs first, unless the parent and the SEA or LEA agree otherwise. (§615(k)(4)(A))

2. Eligible students who knowingly possess or use illegal drugs or sell or solicit the sale of a controlled substance while at school or at a school function

IDEIA 2004 §615(k)(1)(A)(ii)(II) allows the same provisions as described in #2 above to apply to eligible students who knowingly possess or use illegal drugs or sell or solicit the sale of a controlled substance while at school or a school function.

3. Eligible students who has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function

IDEIA 2004 §615(k)(1)(A)(ii)(II) allows the same provisions as described in #2 above to apply to eligible students who knowingly possess or use illegal drugs or sell or solicit the sale of a controlled substance while at school or a school function.

Note: When parents request a due process hearing to dispute a 45-day interim alternative educational setting as described in #2, #3 and #4 above, the hearing shall be expedited. The SEA or LEA shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested, and shall result in a determination within 10 school days after the hearing. (§615(k)(4) (B))

4. Determination by a hearing officer that maintaining the current placement is substantially likely to result in injury to the student or others

In making the determination under (§615(k)(3)(B)(i)), the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may return a child with a disability to the placement from which the child was removed or order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others. (§615(k)(3)(B)(ii))

Under 22 Pa. Code §14.64(c), school districts are required to provide impartial hearing officers to resolve disputes over the identification, evaluation, educational placement, or provision of a free appropriate public education (FAPE) to an eligible student. This duty is satisfied by the Right to Education Office's assignment of the impartial hearing officers on behalf of school districts.

When applying this provision, hearing officers must consider the appropriateness of the student's current educational placement, and whether the school district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplemental aids and services.

DEFINITIONS

Controlled substance under IDEIA 2004 §300.520(d)(1) - means: a drug or other substance identified under schedules I, II, III, IV, or IV, in Section 202(c) of the IDEIA 2004 §615(k)(10)(C)

Destructive device under 18 U.S.C. Sec. 921(a)(3) means: a) an explosive, incendiary, poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine; b) any type of weapon (other than a shotgun or shotgun shell particularly suitable for sporting purposes) by whatever name known which will or which may be readily converted to, expel a projectile by the action of explosive or other propellant, or which has any barrel with a bore of more than one-half inch in diameter; and c) any combination of parts either designed or intended for use in converting any device into a destructive device described in subparagraph (a) and (b) and from which a destructive device may be readily assembled.

Firearm under 18 U.S.C. Sec. 921(a)(3) means: a) any weapon, including a starter gun, which will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive; b) the frame or receiver of any such weapon; c) any firearm muffler or firearm silencer; or d) any destructive device. (Such term does not include an antique firearm.)

Illegal drugs IDEIA 2004 §300.520(d)(2)- the term is defined as: a controlled substance , but does not include a substance the is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under IDEIA 2004 or any other provision of Federal Law.

Pendency sometimes referred to as the “stay-put provision”; refers to the provision that no change in the identification, evaluation, educational placement, or IEP of an eligible student may be made during the pendency of an administrative or judicial proceeding unless agreed to by the parties to the proceeding [Pa. Code §14.61(b)]

Terroristic threat Pennsylvania defines a as a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard at the risk of causing such terror or inconvenience.

Serious Bodily Injury Section 1365(h)(3) of Title 18 U.S. Code defines this to mean a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss of impairment of the function of a bodily member, organ or mental faculty. (§615(k)(7)(D))

Weapon Under IDEIA 2004 §615(k)(10)(D) - the definition of was expanded to mean a “**dangerous weapon**” as defined under 18 U.S.C. Sec. 930(g)(2): a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length”

* IDEIA 2004 provides the definition of weapon that must be used by the administration of Pace School when determining what constitutes a weapon, especially when evaluating potential danger. However, the Pace School administration considers the following to be weapons: firearms, exacto knife, knife blades, nun-chuck sticks, explosive devices, mace, pepper spray, bullets and other ammunition, stun guns, tazers, shockers, razor blades, brass knuckles, metal pipes, acid, and any objects designed to, created for, or capable of inflicting serious bodily injury.

REFERENCES

Pennsylvania Department of Education, Bureau of Special Education

New Discipline BEC , 12/15/97

Purdon’s Statute

24 P. S. § 13-1317.2 (Public School Code)

State Board of Education Regulations

22 Pa. Code §§14.1, 14.25, 14.32, 14.35, 14.61

22 Pa. Code Chapter 12

Department of Education Standards

22 Pa. Code §§ 342.25, 342.32

Federal Statutes and Regulations

P.L. 108-446 (Individuals with Disabilities Education Improvement Act – IDEIA 2004)

20 USC §1400 et seq.

NOTIFICATION OF RIGHTS FOR SCHOOLS

The Family Education Rights and Privacy Act (FERPA) AFFORDS PARENTS AND STUDENTS OVER 18 YEARS OF AGE (“eligible students”) certain rights with respect to the student’s education records. These rights are:

The right to inspect and review the student’s **EDUCATION RECORDS** (*not to include Medical/Partial Hospitalization records*) within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the Program Director a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the Program Director, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in

order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

PHP GREIVANCE AND COMPLAINT PROCESS

It is the Policy of Pace School Partial Hospitalization Program to protect child rights and to establish a reasonable mechanism for resolving problems and complaints. With the establishment of grievance review procedures, Pace School encourages open communication between child, parents/guardians and Pace School staff and fosters speedy resolution of complaints and problems on the local level. Further, it provides a means whereby children and their parents/guardians can bring problems before an objective outside authority without intimidation, fear or discrimination and reprisals.

A complaint is a concern expressed orally or informally written (i.e. response on a daily note or email) by a client or family member about any issue regarding their treatment within a Pace School program. It is typically resolved verbally within 72 hours of its communication. It can be reported to staff at any level, but usually related to direct care or supervisory staff and is resolved at one of those levels.

A grievance is a concern expressed in a formal/written manner by a client or family member about any aspect of an issue regarding their treatment within a Pace School program., which has not been resolved at the complaint level, A grievance is also made if the client feels that their rights have been violated. A written grievance, like a complaint can be communicated to staff at any level. The procedures in this policy are effective when a written grievance is received.

Staff provides assistance and any resources necessary to help the client and/or family member write the grievance on the **Grievance and Resolution Form**. When a staff member is aware that a complaint has been voiced more than once, yet remains unresolved, staff may also encourage the client to file a formal written grievance.

If the client or family members submits a grievance in another format, the staff who receive the written grievance completes the **Grievance and Resolution Form** to document that a formal grievance has been made and to track the resolution process and attaches the written grievance to the form.

When a grievance is received by direct care staff, it is reported to a program supervisor and a program director or designee within one hour of receipt. A copy of page 1 of the **Grievance and Resolution Form** is given to the program director and recorded in the program's Grievance Log.

The program supervisor initiates action to address and resolve the grievance within two business days and responds back to the client in writing within 5 working days, The supervisor completes the Review and Action section of the Review and Action section of the **Grievance and Resolution Form**, indicating if the grievance is resolved as a result of their action, signing and dating that section of the form.

If resolution can not be achieved at this level, it is referred to the Program Director/Director of Clinical Services who will respond to the client in writing within 5 working days, The Program Director/Director of Clinical Services completes the Review and Action section of the **Grievance and Resolution Form**, indicating if the grievance is resolved as a result of their action, signing and dating that section of the form.

If the client or family is not satisfied, then the **Grievance and Resolution Form** noting all prior attempts to resolve the grievance will be forwarded to the Pace School Program Officer who will respond to the client in writing within 5 working days. (2432 Greensburg Pike, Pittsburgh, PA 15221)

If the client or family is not satisfied, then the **Grievance and Resolution Form** noting all prior attempts to resolve the grievance will be forwarded to the Pace School Chief Executive Officer. The Chief Executive Officer or her designee will then investigate and respond to the client in writing within 5 working days. (2432 Greensburg Pike, Pittsburgh, PA 15221)

Once a grievance is finalized, a **Notification of Final Resolution** letter is sent by the Program Director/Director of Clinical Services to the client or family member who made the grievance, This letter is filed in the client record.

In instances in which the client and/or parent/guardian feels that they have been discriminated against, they may file a complaint with any of the following agencies:

Bureau of Equal Opportunity, Dept. of Public Welfare, Western Field Office
702 State Office Building, 300 Liberty Avenue, Pittsburgh, PA 15222

PA Human Relations Commission.
101 South Second Street, Suite 300, P.O. Box 13716, Harrisburg, PA 17105

County MH Administrator, Allegheny Co. MH/MR
304 Wood Street, Pittsburgh, PA 15222
(Or appropriate county of residence)

Bureau of Equal Opportunity, Dept. of Public Welfare
Rm. 521, Health & Welfare Bldg., P.O. Box 2675, Harrisburg, PA 17105

Office for Civil Rights, U.S. Dept. of Health & Human Services, Region III
P.O. Box 13716, Philadelphia, PA 19101