Mission Statement: Our mission is to maximize opportunities for students to achieve three primary and inter-related expectations that enable participation, contributions, and success in schools and the larger community that involve academic, social, and lifestyle skills competencies.

Vision Statement: Independent Hill School-PACE East Program believes that all students have the right to be educated to achieve to their fullest potential. Students are entitled to an environment where they have the opportunity to be empowered as learners while developing at their own rate. Through the use of technology and problem-solving skills students will be prepared for post-graduate options. Students are expected to take an active role in their education—thus enabling them to become productive members of a multicultural and global society.

1. Program Description: Independent Hill School-PACE East Program (IHS) is a regional public separate day program serving special education students from grades K-12 in the greater Prince William County area. IHS has a history of assisting Prince William County students and students from surrounding jurisdictions to learn to their fullest potential. Curriculum instruction in core academic areas is provided as well as vocational and social skills training. The program’s name P.A.C.E., “Positive Attitude and Commitment to Education” essentially reflects our mission and vision and is part of every student's educational experience. Overall, the goals include the following:

- provide knowledge and skills necessary to make progress towards a student’s identified Individualized Education Plan (IEP) goals
- assist in transition to post-secondary employment, training, and/or education

Independent Hill School-PACE East Program encompasses a diverse student population in regards to culture, ethnicity, socio-economic levels, and notably in special education needs/categories. All students have been identified as a student with a disability and have an IEP.

2. Program Model: Our program incorporates the School-Wide Positive Behavior Intervention and Supports: A Response to Intervention Model. This proactive approach is based on a three-tiered model of assessment, prevention and intervention aimed at creating a safe and effective school environment. Emphasis is placed on teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns.

a. Positive Behavior Intervention and Supports (PBIS) is a program designed to teach responsibility, respect, and safety at school. Our school incorporates these expectations with the C.A.R.E.S. (Citizenship, Accountability, Respect, Empathy, and Safety) Positive Behavior Expectations and other program supports. Students are encouraged to continuously make good behavioral choices by incorporating C.A.R.E.S. within their daily school practices.

Under the PBIS program model, school staff implements the following:

- School-wide expectations for all students and staff.
- Students will receive frequent reviews of the expectations and be acknowledged when they demonstrate them.
- Positive contact between students and adults in the building to prevent problem behavior from occurring.
- The use of data to help identify students who need additional support.
- A consistent, predictable, and fair use of consequences for all students.
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Parent Involvement is an important and critical part to the PBIS program. Parents are encouraged to help by:

- Reading and discussing the Positive Behavior Expectations Matrix on a regular basis.
- Require your child to speak respectfully to others, especially adults.
- If your child has a problem in school, review with them the Positive Behavior Expectations Matrix and discuss other possible solutions.
- Support teacher and administrative behavior decisions. Discuss problems privately with staff.
- Participate in meetings such as IEPs and teacher conferences.
- Volunteer to help with school celebrations and recognition events.

b. **Response to Intervention (RtI)** is our practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.

c. **Three (3) Tiered System Approach to Prevention** represents our framework for providing supports and using assessment data to inform decision making. Supports and interventions intensify as a student present more challenging behaviors.

   - **Primary** prevention focuses on preventing the development of new cases of problem behaviors by focusing on all students and staff, across all settings (i.e., school-wide, classroom, and non-classroom / non-instructional settings).

   - **Secondary** prevention focuses on reducing the number of existing cases of problem behaviors by establishing efficient and rapid responses to problem behavior.

   - **Tertiary** prevention focuses on reducing the intensity and/or complexity of existing cases of problem behavior that are resistant to primary and secondary prevention efforts.

3. **School / Classroom Wide Behavior Expectations**: Our set of universal expectations for behavior is established for all students in all locations of the school and at school sponsored activities. These expectations are geared towards the promotion of core values such as respect, responsibility, and safety.

4. **Points and Level System**: All students that attend PACE East Program participate in the **Points and Level System**. This system is designed to help students know what behavior is expected and rewards students that show consistently appropriate behavior. The point system is intended to be a positive behavior reinforcement system where students earn points for:

   - **Demonstrating School/Classroom Wide C.A.R.E.S. Behavior Expectations**

School staff does not **give** or **take** points, students **choose** to earn points or not earn points. Once points are earned, students cannot lose them. The goal of this system is to teach students how to monitor and regulate their own behavior. The message to students is: **YOU are responsible for your behavior and the privileges that you earn.**
As students move up the level system they are rewarded with more independence, more privileges and more responsibility. The level system is an efficient way for staff and parents to know how much supervision and support a student needs and how their overall behavior is progressing. ALL privileges are tied to the level system.

a. **Procedures:** A student can earn up to 10 points for each of the 10 periods for a maximum total of 100 points each school day (early release days maximum total of 70 points). Points will not be earned if the student does not meet PACE expectations. These school wide expectations include responsibility, respect, and safety at school. These expectations are incorporated with the school-wide C.A.R.E.S. Positive Behavior Expectations Matrix and other program supports. C.A.R.E.S. stands for Citizenship, Accountability, Respect, Empathy, and Safety. Each identified expectation will be measured by earning points on the Daily Interaction Sheets (DIS) in following areas:

- **Citizenship:** Follow directions and participation
- **Accountability:** Work effort and accepts feedback
- **Respect:** Positive interaction and appropriate speech
- **Empathy:** Ignore negatives and positive attitude
- **Safety:** Remain in location and boundaries/property

Students can earn one point for each of the identified areas. The Goals section on the DIS sheets can refer to the student’s Individualized Education Plan (IEP) Social Skill goal(s) or to another individualized behavior goal that is developed by the student and/or staff. In addition, these expectations extend to, but are not limited to, areas such as the school bus, field trips, lunch, and school sponsored events.

Advancement on the level system occurs when students earn 10 satisfactory days of behavior on his/her current level (consecutive days not required) and 5 **consecutive** days of satisfactory behavior on the next level. During the 5 consecutive days, the daily point total must be equal to or above the points required for the next level.

Students must complete an expectation worksheet after completing the 5 **consecutive** days of satisfactory behavior for the level for which he/she is applying. The worksheet will then be turned into the counselor for review. All required signatures on the level application will be obtained after the student demonstrates that he/ she has met the necessary requirements identified on the expectation worksheet and the corresponding level application. The student then advances to the next level.

*Percentages and Points Scale*

**ORIENTATION PERIOD**

**FULL DAY – 69 points or lower**
**HALF DAY – 48 points or lower**

*All new students will participate in a period of Orientation for a minimum of 15 days. The student must meet the Level I point requirement for 5 consecutive days before applying and advancing to Level I status.*
Minimum Daily Point Total Required for Level* as listed on DIS

**Full Day** 7:30AM-2:00PM  **Half Day** 7:30AM-12:00PM

- **Honors** …………………………………. 95……………………. 67
- **Level III** ………………………………. 90…………………….. 63
- **Level II** ………………………………. 80…………………….. 56
- **Level I** ………………………………. 70…………………….. 49

**HONORS LEVEL – 95%**
- FULL DAY – 95 out of 100 points
- HALF DAY – 67 out of 70 points

**LEVEL III – 90%**
- FULL DAY – 90 out of 100 points
- HALF DAY – 63 out of 70 points

**LEVEL II – 80%**
- FULL DAY – 80 out of 100 points
- HALF DAY – 56 out of 70 points

**LEVEL I – 70%**
- FULL DAY – 70 out of 100 points
- HALF DAY – 49 out of 70 points

*Student level status is not determined by DIS point total. DIS point total reflects students meeting behavior expectations for that day and not level status.

**Level Probation / Level Drop**

At the beginning of each school year, all returning students will be on probation for the first 10 days of school. Students returning to the PACE Program within a year from a different school will also be placed on the 10 day probation period. At the end of probation, students will have the opportunity to regain their level status from the previous school year or drop one level. Students are not able to advance to a higher level following the probation period. The 10 day probation period does not count towards level advancement. Points will be totaled on a daily basis. The student’s placement on the level system at the end of probation will be based on the most frequently occurring point totals and to the corresponding Level. Note: Students who move from the 8th grade (middle school) to the 9th grade (high school) will not retain their level status from the previous school year.

Students who demonstrate inappropriate behavior can be considered for Level Probation/Level Drop. Considerations will be determined by a committee consisting of the Teacher, Teacher Assistant and Counselor. The committee will meet with the student to identify and address the specific behavior(s) of concern. Based on the outcome of the initial meeting with the student, the committee will make its recommendations for Level Probation or Level Drop. All Level Drops should be approved by the Administrator. The information will be documented on the Level Probation / Level Drop Worksheet. Parents will be notified of the student’s Level Probation or Level Drop and can also have access to the Worksheet.

5. **Re-Orientation (RO)** is a short-term, solution focused process which can occur in any setting (i.e., classroom, bus, off-school grounds’ activity), whereby students experiencing crisis have access to supports in order to be safely maintained or reengaged in his/her learning environment. The RO process utilizes various therapeutic methods to address the student’s behaviors, attitudes, and skills with the goal of returning the student to his/her highest level of functioning.

a. **Re-Orientation (RO) Area** is a designated place within the school whereby additional supports and interventions can be provided, outside the “continuum of classroom interventions,” in an effort to maintain or reengage students in their classroom environment. Note: The designated RO area is not a punishment, threat, long-term holding area, classroom, or an alternative to the classroom.
b. **Crisis Intervention** within the RO process/areas involve the use of behavior supports and interventions aimed at assisting students in a crisis situation to restore balance to their biopsychosocial functioning and to minimize the potential for psychological or physical harm. Some of these supports and interventions may involve:

1) Crisis counseling by counseling staff to increase stabilization by way of brief emotional support and improving the student’s coping strategies in the here and now. *It is important to note that crisis counseling is not psychotherapy.*

2) Handle With Care (HWC) Behavior Management System’s techniques and strategies that may include 1) student tension reduction, 2) preventative actions that result in a decrease in the need for the use of physical intervention, 3) prompt skillful and appropriate intervention when physical restraint is necessary, in order to minimize injuries to students and staff, and 4) creating a universal perception of physical and psychological safety in the program.

3) Quiet Room (QR) usage provides a safe, protected, and less stimulating setting to support the student in regaining self-control. QR (*Seclusion*) usage to assist in maintaining the safety of a student exhibiting behaviors that presents a danger to self, others, or extreme property destruction. This supportive intervention involves securing the student alone in an approved QR room from which the student is physically prevented from leaving.

4) Time Out (*Removal from Classroom*) in the RO area to assist a student to regain control by removing the student from his/her immediate environment until the student is calm or the problem behavior has subsided.

6. **Bullying Prevention** is a core component of our practice of engaging positively and preventively with students and parents to reduce bullying behavior through the blending of school-wide positive behavior expectations that are in line with the Positive Behavior Interventions and Supports model.

7. **Problem-Solving Team Support** involves a multi-disciplinary team of professionals meeting on a regular basis to discuss strategies and interventions to assist students and monitor the effectiveness of interventions.

8. **Counseling Support** involves the range of counseling services (e.g., individual/group counseling, coaching, parent conference, agency referral) intended to help students develop improved coping skills in order to address their emotional, interpersonal and academic concerns. This also involves addressing the identified IEP Social Skills goal(s) area and transition planning.

9. **Administration/Leadership Team Support** involves the range of administrative and non-administrative actions taken that relate to student progress monitoring and program efficacy/evaluation pertaining to Positive Behavior Supports and Intervention improvements.

10. **Additional Supports** involve accessing the range of school division (e.g., Student Services, OSE) and community (e.g., FAPT, Court services unit) resources outside the immediate school based site to further address the service needs of students.

11. **Matrix** [Appendix A] Not Listed

12. **Program Forms** [Appendix B] Not Listed

13. **School Division Forms** [Appendix C] Not Listed

14. **Additional References** [Appendix D] Not Listed

15. **Frequently Used Phone Numbers** [Appendix E] Not Listed
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16. Definitions [Appendix F] Not Listed

17. PWCS Regulations Commonly Referenced [Appendix G] Not Listed