

PHILLIPS Programs
For Children and Families

Student & Parent Handbook
2018-2019

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PHILLIPS Programs
Building Futures Loudoun

13850A Freedom Center La.

LEESBURG, VIRGINIA 20176

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I. Introducing PHILLIPS Programs to Parents and Students

A. General Philosophy

When your child enters PHILLIPS Programs, the staff of PHILLIPS are joining you in a partnership dedicated to assisting your child to maximize his or her potential. You and your child come to PHILLIPS with the hope and expectation that we will educate your child and assist him/her to overcome and/or compensate for the social and emotional difficulties he is experiencing. We, in turn, welcome you with equal hope that you will work with us for your child's success.

In entering into a relationship with your child, the PHILLIPS staff is also developing a relationship with you, the parent. We offer you respect as the most significant and knowledgeable person in your child's life.

PHILLIPS has worked successfully with many, many students over the years. Almost without exception, success has been experienced by those students whose parents and teachers have worked together in a mutually supportive manner. Communication and support between home and school are critical to your child's educational success. This handbook has been developed to facilitate the critical communication process. Please work with your child's teachers and your child's counselor to enhance this process.

One of the many forms that you are asked to read, sign, and return, is the Parent Participation Agreement. This is the first step for you to take in establishing the working partnership mentioned above. We have included a copy of this agreement at the end of this handbook.

B. History

PHILLIPS began as the School for Contemporary Education (SCE) and was founded in 1967 by a Psychologist named Lakin Phillips along with family and friends. Their mission was to create a learning environment to serve the needs of individuals with emotional, behavioral, and developmental disabilities and their families through education, family support services, community education and advocacy. Many of the SCE campus were housed in houses or church buildings at this time. In 1994 our program was re-named PHILLIPS Programs for Children and Families.

PHILLIPS began with only four students and has grown to serve over 550 children and families from across Virginia, Maryland and the District of Columbia. PHILLIPS main programs include:

PHILLIPS School ~ Annandale, VA; PHILLIPS School ~ Laurel, MD; PHILLIPS School ~ Fairfax, VA; PHILLIPS Building Futures ~ Fairfax, VA; PHILLIPS Building Futures ~ Loudoun, VA; and PHILLIPS Family Partners ~ Annandale, VA.

In September of 1967 PHILLIPS School ~ Annandale opened with four children in the approximate age range of 12 to 14 years. By 1989, PHILLIPS moved all satellite school operations into our current location in Annandale, VA. Today, PHILLIPS School ~ Annandale serves 165+ students, ages 6-21.

In 1970 PHILLIPS School ~ Laurel opened in Ellicott City. In 1994 The Ellicott City location closed and PHILLIPS moved to Laurel, MD location where they are currently located today and in 1998 expanded the building to serve additional students where they still operate today. PHILLIPS ~ Laurel serves around 50 students, ages 9-21.

At the start of the 2011-2012 school year, PHILLIPS launched our newest program- PHILLIPS Building Futures which provides students with the opportunity to learn building trade skills. PHILLIPS acquired this program from the Leary School, which had recently closed. The PHILLIPS Building Futures program operates at two locations one in Fairfax which is housed at the Annandale School and the second one is in Loudoun County.

In March of 2016, PHILLIPS acquired Oak Valley Center a special education school, who served students for 24 years. It was renamed PHILLIPS School ~ Fairfax, and the addition of the campus enhances our geographic diversity allowing us to serve more students from western counties in Virginia. The program is expected to eventually serve up to 75 students.

C. Admission Process

Most children are enrolled in PHILLIPS Schools by their public school system. Usually the admissions process is as follows:

- Parent and County personnel discuss placement options at the IEP meeting and a private placement is sought
- PHILLIPS receives referral file from the LEA
- Admissions team reviews child's history
- PHILLIPS calls parent(s) to arrange free interview
- Parents and/or guardians attend interview with the child (the child is required to attend the interview)
- Our Admission team reviews all information to decide if we have an appropriate classroom placement
- Parents and the county are sent a letter giving decision on placement decision

We primarily serve males and females between the ages of 14 and 22, with a very wide range of academic performance levels, found eligible for services in one or more of the following categories:

- Emotionally Disabilities
- Learning Disabilities
- Autism Spectrum
- Intellectually Disabilities
- Multiply Handicapped
- Other Health Impaired

PHILLIPS does not usually serve children who are deaf and/or blind unless our program is needed to address severe behaviors the child is exhibiting. In such cases the LEA provides appropriate itinerant support. PHILLIPS does not usually accept children whose primary problem is active substance abuse.

PHILLIPS conforms to all Virginia and federal regulations barring discrimination with regard to admissions or employment on the basis of race, color, religion, age, sex, national origin or handicapping condition. The schools serve only children with disabilities for which they are certified to provide services.

D. School Buildings

Our is located in a single building with two floors. Our classroom is underneath the office of the Freedom Center. On the lower level we have two classrooms, and an office/lunch room. On the upper level is a conference room and our counseling office where all students' files are kept in a locked fire proof cabinet. Our outdoor classroom is around the building grounds were students learn different aspects of the building trades curriculum.

E. Visiting the school

1. Scheduling a visit

PHILLIPS staff encourages parents and others involved with the students to observe in the classroom. Such visits should be planned in advance and at a time mutually convenient to parent and teacher. To arrange a visit contact your child's teacher. If a parent would like assistance and/or information about getting to school, contact your child's counselor.

2. Understanding school security

All visitors are to see the Program Manager or classroom staff upon arrival. County staff who display/wear their county ID card do not need a PHILLIPS visitor badge. Anyone other than a parent who is picking up a student must present identification that is copied and placed in the student's file.

If the Program Manager is not present and if the situation seems suspicious, contact the police. Note the date, times and a description of events including individual(s), vehicles and behaviors.

F. Emergency Procedures

PHILLIPS has a Crisis Resource Team which develops and reviews crisis plans with the assistances of the local public safety authorities, local community business and churches as part of their crisis plan in the event the staff and students need to leave the school campus.

Staff review the crisis procedures yearly and at different times during the year practice drills are scheduled for both staff and students to practice the different drills that involve fire, tornado, threatening behavior, etc. After each drill staff provide feedback to the crisis team. The crisis team then reviews the feedback and then implements any new ideas/thoughts which can improve the response of staff and students in case of a real emergency.

PHILLIPS has a large number of staff who are First Aid, CPR, and AED trained. All teachers are First Aid, CPR, and AED trained as a requirement of the Virginia Department of Education. Phillips ask that all staff who take students off campus be trained also. Training is held yearly for staff to be certified.

First Aid Kits are located in each classroom, each school bus, each school car, and different areas around the school building. Classrooms are also equipped with to-go bags in case the school needs to evacuate or if there is a time when school is on lock down. To-go bags have snacks, emergency forms, and different things to help entertain students in emergency situations.

The PHILLIPS Crisis Team has emergency supplies on hand such as water, food, blankets, and pillows in case of an emergency where the school will be on lock down for a long period of time. If there is ever a real emergency staff will contact families as soon as possible. All teachers carry student information with them during drills to help contact families if staff and students must evacuate the building. PHILLIPS will use the alert system which makes phone calls, text messages, and emails to parents in case of emergencies. Families need to sign up to receive the alerts. Please contact the school office to have your information add to receive alerts.

****Please note the alert system is also used for weather related closings and for school calendar reminders****

If families would like to talk about specific emergency drills they may contact our Director of Career Partners or our Program Manager for further information.

II. A Closer Look

A. The School Programs

The Phillips Building Futures~Loudoun is located on the grounds of the Freedom Center. The Freedom Center is the owner of the 50-acre parcel of land near Lucketts, Virginia and formerly housed a residential facility for students with disabilities. The Phillips Building Futures~Loudoun operates in three recently restored classrooms located in a former classroom building. The program will operate in two classrooms, a lunch room and a counselor's office.

Phillips Building Futures~Loudoun offers each student academic and vocational services commensurate with his/her strengths, limitations, needs, and interests. Students are placed into small groups not exceeding 10 students per class according to a match between their age, developmental level, presenting problems, learning and behavioral characteristics. The classroom teacher will assess the academic needs of each student and will provide individual and group instruction to meet the student's IEP goals.

Regardless of the group in which a student is placed, he or she will receive structured support and feedback regarding school behavior. Students may also participate in individual and group counseling sessions. The group is the focus for continued direction throughout the school day. Most students are expected to develop annual, monthly and daily goals for themselves. Feedback is given at the end of each day and each week as to the student's progress in meeting predetermined goals.

As each student enters Phillips Building Futures~Loudoun, he/she is placed a classroom with course work that will best be able to serve his/her needs. The maximum number of students in a two staff member classroom is ten. Each classroom has two adults: a teacher and an assistant teacher. The teaching team of each class works closely with the other staff to develop a program

that will best meet the needs of the students. Our program is a combination of academic instruction, vocational training, and behavioral development. Each child's program is determined by his/her individual needs. These needs are assessed annually. The classroom instruction follows a basic curriculum guide which suggests guidelines for subjects to be taught as well as weekly hours of instruction. Parents are welcome to view the Curriculum Guide upon request. Included in the curriculum are guidelines for pre-vocational instruction which enable the student to develop work skills, habits, and attitudes necessary for employment. Classes participate in several vocational modules which include hands-on experience at school and in the community, as well as related academics.

In regard to your child's behavior, the teacher and Program Manager will determine both a group management system and individual behavior goals/objectives that will help your child develop more appropriate social/emotional behaviors. Your child's teacher will inform you of these programs at the beginning of the school year. Should any changes **occur during the year, the teacher will also notify the parent or guardian.**

Academic Instruction

The Phillips Building Futures~Loudoun maintains a strong emphasis on academic instruction and remediation. Classroom instruction is designed to capitalize upon the students' strengths while simultaneously offering remedial training and/or compensatory strategies for coping with deficiencies. Students learn at their own rate in a success-oriented environment. An Individualized Education Plan (IEP) is developed for each student in consultation with parents, public school personnel, and the student. Included in this plan are annual goals and objectives in either all or most of the following areas: English, math, social studies, science, behavior, independent living skills, counseling, physical education, occupational therapy, speech and language therapy, work experience, and others. Students are also offered opportunities to explore the arts through project based learning and educational field trips.

Teachers plan their daily and weekly lessons according to the goals and objectives prescribed in the Individualized Education Program, as well as the Local Educational Agency (LEA) Program of Studies (POS) and VSOL. Progress reports are prepared for each student quarterly and distributed to the parents and the local education agencies.

Phillips Building Futures~Loudoun uses a self-contained classroom model. In this model, students receive instruction from one teacher for their core subjects. Class size is limited to 10 students and staffed by a certified and endorsed special education teacher, and trained assistant. Each student's academic achievement is assessed during the year using a variety of instruments including: the Woodcock Reading Mastery Test-revised, Key Math, and the Kaufman Test of Educational Achievement. A wide variety of instructional methods and materials are used to motivate students and to promote successful school experiences.

The Job Site Component

The Job Site component of the Phillips Building Futures~Loudoun is aimed at providing quality career preparation for all students. PHILLIPS follows all laws governing the employment of children while on the job site. The following objectives reflect the primary goals of the program.

1. To provide students with effective career preparation;
2. To develop and implement individualized vocational plans for identified students commensurate with student's interests, abilities, aptitudes, and level of career maturity;
3. To provide identified students with work-experience commensurate with their level of career readiness, and
4. To foster work adjustment, including: work habits, attitudes, and interpersonal skills, necessary for succeeding in future training and/or employment

This program is designed to offer selected hands-on experience in all phases of the building and construction trades.

Work Experience

Students may be placed on a variety of jobs according to their level of career readiness and availability of placements. While at the Job Site, the students receive a work study stipend for the actual work they are learning. The work study stipend comes in the form of a bi-weekly check.

Career Planning and Placements

This consists of career assessment, goal setting, and planning that are provided to designated students on an individual basis. This could include special academic/career tracking, referral to outside agencies and public schools, or job placement.

Health and Physical Education

In response to the requirements of Section 22.1-207.1 of the Code of Virginia, Phillips Programs has implemented a comprehensive, sequential, abstinence-based, age-appropriate Family Life Education curriculum grades K-10.

The Family Life Education curriculum is designed to:

1. Emphasize the importance of family;
2. Stress the need for individuals to make decisions appropriate to values established within their families;
3. Assist students of all ages in accepting the responsibilities for and consequences of their behavior;
4. Encourage child-parent discussion in order to foster mutual support between the home and the school; and
5. Stress the value of life and the multiplicity of opportunities available to young people.

Although the Family Life Education curriculum is compatible with existing curricula and serves to enrich the educational experiences of the, some objectives in the Family Life Education curriculum may be considered sensitive by some parents. Therefore, parents may choose to opt their child out of any part or all of the program. If the child participates in Family Life Education, the parent must return a signed consent form.

Team sports, physical conditioning, health and nutrition, and recreation are targeted areas for instruction and skill development. For some students, additional physical education services may be indicated.

Extra Curricular Activities, Outdoor Education, and Recreation

The goals of the recreation program at the Phillips Building Futures~Loudoun are three fold. They are: to enable each student with behavioral, emotional, and learning problems to gain the knowledge and skills necessary to participate in school and community experiences that meet their personal interests and needs; to facilitate and promote lifetime leisure skills and independent leisure functioning; and to enhance the quality of life of these students.

The students are given the opportunity to participate in a variety of social and recreational activities such as, weight lifting, tennis, running, volleyball, and hiking. The thrust of the Recreation Therapy program is to expose the students to new and different experiences. The students are taken on field trips to various places in the surrounding area - museums, parks, sporting and cultural events, nature trails, and recreation centers. All of these field trips focus on improving and developing interpersonal relations with peers, self-esteem, confidence and physical and cognitive skills. We do not take students on trips such as canoeing, skiing, camping, and rock climbing

Another important facet of recreation program is to have students interact with the general public in a structured situation. In addition, these experiences complement the total therapeutic nature of the Phillips Builds Futures~Loudoun program. For all outdoor activities a minimum of one staff member participates which is First Aid, CPR, AED trained.

Staff Development

At the beginning of the school year all administrators meet to plan the school calendar which includes staff development trainings throughout the school year. Trainings include but are not limited to: Behavior System Training, Right Response Training, Reading, Writing, and Math Intervention Training, Social Skills Training, Social Thinking Training, First Aid/CPR/AED Training, Smart Board Training, Universal Precaution Trainings, Training in different disability areas, etc. All staff who hold Virginia Teaching License have completed the Child Abuse Intervention and Recognition training as well as the Dyslexia training required by the state of Virginia.

Staff are also encouraged to attend workshops and professional conferences during the school year to keep up with current trends, resources, and interventions. PHILLPS also hires speakers to present on staff in-service days for training. Staff have access to on line trainings as well.

Counseling Services

Counseling services are provided to all students at Phillips Building Futures~Loudoun. These services range from individual counseling sessions and teacher-led groups to therapy groups and family support groups. Comprehensive individualized treatment plans are developed for each student which will determine the frequency and level of services provided.

Counseling Group

Staff-led group sessions are designed to provide students with a forum for exploring feelings and emotions, establishing goals, solving problems, and giving and receiving support. These peer groups are led by trained professional staff, generally the student's homeroom teacher and/or counselor and occur at least weekly for most of the groups.

Phillips Building Futures~Loudoun strongly believes in the power of the group. Groups can effect positive changes by providing students with an opportunity to cope with problems within a safe and supportive environment. Through sharing, mutual support and concern, dialogue, and positive relations, students begin to identify more with other students experiencing common problems and gain a better sense of self.

For many students an environment is created which is not only supportive but one which provides students with a neutral ground from which they can explore suppressed feelings and behavior patterns. This tends to also give students some time away from the "battleground" where they are having conflicts. This environment also has the effect of providing students with a safe place where they can explore new behaviors.

The goals of counseling groups at Phillips Building Futures~Loudoun include:

Helping students cope well with problems

Helping students find solution to common problems

Helping students develop meaningful relationships built on support and positive regard

Helping students gain insight into their own behaviors

Through directed experiences, helping each student gain skills in an appreciation for the group experience as a means of support.

Social skills development

Individual Therapy

Individual counseling/therapy is provided by a psychologist, a clinical social worker, a masters-level counselor trained in working with children and youth with social, emotional behavioral and learning problems. Most students may receive additional services by participating in one of the therapy groups.

School wide treatment/counseling goals include the following:

- To provide students with a safe, structured environment in which they can reflect upon their feelings and behavior;
- To offer students support and guidance while they attempt alternative methods for resolving conflicts;
- To assist students in planning for future adjustments including school and work;
- To help students better understand the connection between their feelings and behavior and the effects of their behavior;
- To provide students with technical support in changing their behaviors.
- To promote general social and affective development through training in communication, socialization, and problem-solving.
- These goals are pervasive throughout the program, as much collaboration is made by the faculty to advance and support student personal growth. Counseling and psychological services are actively supervised by the counseling staff and Program Manager.

Case reviews, ongoing counselor training, periodic consultation with the school's consulting psychiatrist, and the counselor supervision program further support Phillips Building Futures~Loudoun commitment to individual therapy.

Family Counseling

Phillips Building Futures~Loudoun strongly believes in the family unit. When dealing with students with learning, emotional, and behavioral problems, students' families probably have the greatest impact in helping changes occur. In some cases the family is the single most important aspect of treatment. For this reason family services are offered for all students and their families.

Regular family services include: parental support from the counseling department; ongoing communication between parents and the students' case worker; and individual family counseling.

At times, individual treatment is offered and may be required for certain family issues. When family issues interfere with the student's functioning in school it may be determined that extended family services or family counseling is needed. These services range from periodic meetings with parents to extensive, supportive intervention.

Frequency, length, and location of sessions are determined on a contractual basis. All individualized family services are provided by a licensed family therapist and/or mental health practitioner. Individualized programs are developed with specific goals and objectives related to the educational needs of the child. The aims of the family program may include: 1) help meaningful communication occur within the family; 2) help the family, as a whole, to understand problem behavior and effect change; and 3) help the family identify and realize some common goals. Phillips Builds Futures~Loudoun views its students not as individuals from a family but as a member of a family. Every effort is made to work with the family as an integral part of treatment. All family counseling is provided by the Phillips Building Futures~Loudoun counselor.

Neither the Regular Family Services nor the Extended Family Services require any cost to parents.

The goals of family services may include one or more of the following:

- To help the family better understand their child's special needs
- To provide parent training/education in behavior management and skill development;
- To help the family develop and implement specific behavior change programs and/or strategies;
- To coordinate the child's programming in the home with programming in the school to ensure consistent, integrated efforts;
- To help the family locate needed resources
- To provide support to families as they work
- To maximize their child's family functioning and/or when they face crises of day-to-day living problems.
- The goals, methods and time frame of family services will be formalized by staff and parents together in order to best meet the needs of the child and family and ensure good communication and coordination of efforts, thus strengthening the real gains made by the child. If you have any questions or would like further information, please feel free to call Alan Peck, Program Manager.

Speech and Language Therapy

A command of language, both expressively and receptively, provides the basis for all forms of communication. Students with speech and language difficulties very likely will have difficulties in understandably expressing their feelings and emotions, articulating ideas and needs, reading and writing, and subsequently may have difficulties in establishing and maintaining interpersonal relationships and effectively interacting with their environment.

Therefore, identified students with specific speech and language needs receive ongoing speech and language therapy. Screenings and therapy can be provided by a certified speech pathologist at no cost to parents. Individualized speech and language plans are designed specifically for the student's speech/language needs and are included in the Individualized Education Plan.

Occupational Therapy and Physical Therapy Services

Occupational and Physical Therapies are provided by or under the supervision of a licensed Occupational or Physical Therapist. Services can be provided in the form of individual, group, and/or consultation to individual student teams. Occupational and Physical therapists endeavor to increase a student's ability to access his educational curriculum as fully as possible by identifying adaptations and/or solutions to gross motor, fine motor, self-care, visual motor, visual perceptual, sensory processing, and/or motor coordination barriers in the educational setting. Occupational and Physical therapists share information and integrate their specialized knowledge in child development, motor learning and task performance to provide a unique perspective within the educational environment. PHILLIPS contracts out for its Physical Therapy Services.

Individual Behavioral Programming

Individualized behavioral contracts, reinforcement scheduling, contingency planning and other behavioral programming are used frequently to supplement the school wide behavioral management programs. Generally, the classroom team (teacher, teacher's assistant, counselor, and program manager) develops individual behavior management plans (based on Functional Behavior Assessment-FBA) for students with identified needs. All individual plans of this nature are reviewed by staff every six weeks. Individual behavioral goals and objectives are included on the Individualized Education Plan for designated students.

Problems are dealt with in a constructive, therapeutic manner, utilizing a variety of techniques/strategies such as:

- Planned ignoring (responding to the motivation of behavior, not its manifestation)
- Active listening
- Counselor intervention
- Contracts
- Humor
- Positive reinforcement
- Logical consequences
- Group discussion
- Problem solving
- Role playing
- Parent involvement
- Goal oriented incentives

Through the consistent use of the behavior management system, discipline problems are dealt with in a therapeutic manner. Limit setting, systematic intervention, rewarding and logical consequences are the cornerstone of the behavior management program. As students become accustomed to the system, they gain knowledge of effective behaviors, which promote individual growth, and realization of success.

Grading Policy

Phillips Buildings Futures~Loudoun has developed a Grading System that will ensure that credits are being awarded consistently and equitably, allowing students to progress in the accumulation of high school credits leading towards fulfilling graduation requirements.

The High School Credit System takes into account that there are many factors in determining academic progress, including tests, quizzes, projects, and classroom participation.

Tests and Quizzes (50% combined) will be used to assess how well a student is progressing in mastering content of subject areas and goals/objectives on their Individualized Education Plan that are also linked to the Virginia Standards of Learning. Tests will consist of end of unit reviews, teacher prepared tests and formal assessments related to content. Classroom teachers will determine the frequency of tests, but on the average, testing will be administered bi-weekly. Teachers are encouraged to implement a variety of assessment methods based upon the student's learning styles. Quizzes will be used to consistently review academic progress and to assess how well students are grasping concepts. Quizzes are instrumental and allow the teacher to assist students in helping to prepare for tests. Quizzes will be prepared by teachers and on the average will be presented weekly in all content areas. Teachers will determine method of quizzes based on student's learning styles.

Classwork and Participation (50% combined) is the basis for all assessment. Therefore, students will be expected to participate and complete all tasks assigned during class instruction. These assignments will be sequential and will be in accordance with the SOL standards for graduation. Students will be given assistance as needed, and support will be provided to aid the student's success in the classroom. Students are expected to participate in day-to-day activities in the classroom, turn in assignments exhibiting satisfactory work within expected timelines and organize their materials. Participation is based on the following rubric:

	Satisfactory (5 points)	Needs Development (3 points)	Unsatisfactory (1 point)
Listening	Actively and respectfully listens to peers and instructor.	Sometimes displays lack of interest in comments of others.	Projects lack of interest or disrespect for others.
Frequency	Actively participates at appropriate times.	Sometimes participates but at other times is "tuned out."	Seldom participates and is generally not engaged.
Quality	Comments are relevant and reflect understanding.	Comments sometimes irrelevant or indicate lack of attention to previous remarks of other students.	Comments reflect little understanding of either the assignment or previous remarks.

Homework may be assigned to students that did not complete class work, or need additional practice on concepts taught during class. These assignments will be given credit towards their class work grade.

Make Up Work Policy

Students who have *excused* absences will be given the opportunity to complete make up work with no penalty. It is the student's responsibility to obtain work upon return to school and complete it in a timely manner. One week's time is given to complete any make up work missed.

Phillips Building Futures~Loudoun has an open enrollment whereby students may start and exit the program at various intervals during the school year. In an effort to accommodate these students, Phillips Building Futures~Loudoun has developed an open entry and open exit system, which will allow such students to accumulate credits in a nontraditional manner. Students that enter the program after the quarter has begun will begin accumulating credits at that time. Students entering the program later in the quarter who do not meet the requirement for a passing grade will receive an Incomplete (I) and will have the opportunity to complete those requirements before the end of the fourth quarter. Any incomplete quarterly grades will be converted to E's at the end of the final marking period.

Alternately, an Incomplete will be adjusted accordingly upon receipt of transcript(s) from previous school(s) allowing for the reconciliation of partial credits from various approved educational institutions for students who have attended more than one school during an academic quarter.

Grading Scale:

- A 100% - 90%
- B 89% - 80%
- C 79% - 70%
- D 69% - 60%
- F 59% - 0%
- P Pass (student meets expectations)
- I Incomplete (student has not fulfilled requirements)

Phillips Building Futures~Loudoun grading system and credit determination is based on a combination of skill mastery, classroom participation, completion of classroom assignments, projects, and homework. If a student is struggling behaviorally and is not able to participate in class lesson or complete work, the students grades could be impacted. Please speak with the classroom teacher and/or Program Manager if you have any concerns regarding grades.

Students will be awarded a 1/2 credit per course per semester. These grades will be determined by averaging 2 quarter grades together. This allows students the opportunity to make up for credits that may have been lost previously due to extended absences from school.

III. Staff

A. Training and Development

At the beginning of the school year all administrators meet to plan the school calendar which includes staff development trainings throughout the school year. Trainings include but are not limited to: Behavior System Training, Right Response Training, Reading, Writing, and Math Intervention Training, Social Skills Training, Social Thinking Training, First Aid/CPR/AED Training, Smart Board Training, Universal Precaution Trainings, Training in different disability areas, etc. All staff who hold Virginia Teaching License have completed the Child Abuse Intervention and Recognition training as well as the Dyslexia training required by the state of

Virginia.

Staff are also encouraged to attend workshops and professional conferences during the school year to keep up with current trends, resources, and interventions. PHILLIPS also hires speakers to present on staff in-service days for training. Staff have access to on line trainings as well.

B. Staff Referral to CPS Process

According to the Virginia state law all educators and counselors are required to report any suspected child abuse within 24 hours. If any of PHILLIPS staff members suspect child abuse they are to speak with the Program Director and student's counselor right away. Together a call will be made if suspected.

IV. Making Decisions Together

A. Introduction

The law requires parents to be included as part of the team of people making the important decisions affecting a student. Parents have always carried the final responsibility for their children. Now, however, you can and must share in making the decisions about what kinds of help your child needs, the things he needs to be taught, how he can best learn them and where he'll go to school.

Parents may feel uncomfortable at first. Some of you have put a lot of trust into the people who work with your children. Some think that because they have special training, they always "know what is best." You might ask, who are parents to tell the professionals what to do? In fact, you are the people who know your children best.

Parents are always there. Teachers and other professionals come and go. You have information to offer the staff about your child's past, about his usual responses, about his likes and dislikes. Some parents might not be as confident as others, but the kinds of practical information all of you have is important.

Parents will be helping to make the major decisions about their child's education during the IEP process. You must give consent based on full, clear information. Don't be afraid to ask questions. Sometimes information is given hurriedly or in the special language of the professional. If things go too quickly for you, ask for an explanation. Remember that your suggestions and opinions, based on your knowledge and understanding of your child, are a vital part of the decision making process which will determine your child's education. At PHILLIPS we put great emphasis on parent involvement. We require your support of your child's school program and we make every effort to keep the channels of communication clear and comfortable.

B. The Rights of the Disabled

A free, appropriate, public education for all disabled children, ages 2-21 is the basic right mandated by state and federal law. In the past, some disabled children had no opportunity for public education; others received public education which was available only in a residential setting; others received public education which did not take into consideration their special needs.

It seems strange that we needed a law to affirm the right to public education for all disabled children since it is a right we never question for children who are not disabled. Now the law gives us the opportunity to clearly define what is expected.

A free, appropriate, public education requires special education and related services which:

1. are free because they are provided at public expense under public supervision,
2. meet the standards of the state and local Boards of Education,
3. are provided in conformity with an individualized education program, and
4. are provided in the least restrictive environment.

State and federal regulations clarify two of the terms used above as follows:

"The Least Restrictive Environment" is one chosen from a continuum of alternative services which will ensure that the disabled child may receive the services outlined in the individualized education program to the maximum extent appropriate with non-disabled children. Some disabling conditions require more intensive learning situations than regular classroom assignments can provide. These situations may limit the interactions between the special needs child and his/her peers. As special needs children learn to compensate for their learning differences, and evidence shows that neither the child nor his peers will have their learning potentials diminished, opportunities for less restrictive environments (that is, activities with the non-disabled population) must be offered to them.

An "Individualized Education Program" is a statement of the program developed by the school system and the parents. It outlines the child's present level of educational performance, the special education and related services to be provided to the child, the maximum extent to which the child will be able to participate in regular educational programs, annual educational goals which include short term instructional objectives, the projected dates for initiation of services and the anticipated duration of the services, and the objective criteria which will be used to determine on an annual basis whether the short term instructional objectives are being achieved.

C. Individualized Education Program (IEP), Individualized Instruction Plan (IIP), and 504 Plans

In 1975 the United States Congress passed Public Law 94-142 called the Education for All Handicapped Children Act. The two most important purposes of this law are to ensure that all children with special needs have the opportunity of a free appropriate publicly funded education and to assure that the rights of these children and their parents are protected. In 1997, Congress passed Public Law 105-17 called the Individuals with Disabilities Act Amendments of 1997 (IDEA). This law has many purposes, one of which is to strengthen the role of parents.

While there are many procedures detailed in the regulations for each of these laws, one of the most critical ones is the concept of the Individualized Education Program (IEP). While we cannot include all of the provisions in this handbook, some of the most important are outlined.

We encourage all parents and guardians to participate and attend IEP meetings in person. We understand sometimes that is not possible to attend in person and so we can set up phone participation.

Who attends the IEP meeting:

1. The parent, legal guardian or surrogate parent
2. At least one special education teacher
3. A representative of the LEA
4. At least one general education teacher of the child (if the child is, or may be, participating in the general education environment)
5. A individual who can interpret the instructional implications of evaluation results who may be another already required member of the team;
6. Other individuals at the discretion of the parents or school (ie., Language Therapist)
7. Whenever appropriate, the child
8. Representatives of adult services when transition is being planned

What is in an IEP:

1. Child's present levels of educational performance, including how the child's disability affects involvement and progress in the general curriculum
2. Measurable annual goals including benchmarks or short-term objectives related to:
 - meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum, and
 - meeting each child's other educational needs that result from the child's disability
3. Description of special education and related services to be provided
4. The extent, if any, to which the child will participate with non-disabled children in the regular education class and in extracurricular and other non-academic activities
5. Individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in these assessments. And, if not participating in these assessments, why they are not appropriate and how the child will be assessed
6. Date the services begin and their anticipated frequency, location and duration.
7. Beginning at age 14, a transition plan is created.

When are IEP meetings held

1. At end of year for annual review, or
2. At beginning of the school year
3. When an update or amendment is requested by parents or school

Entering Phillips for the first time

When your child enters PHILLIPS, his teacher will review the IEP with which he came. After working with your child and conducting some initial assessment, the teacher may ask for a meeting to amend some of the goals and or objectives in this plan. If a meeting is requested, it will be scheduled at a mutually agreeable time and the LEA representative will also be invited to attend.

Privately Placed Students and/or 504 Plans

In the event that a student is parentally placed in our program or is enrolled with a 504 plan the team will develop, review and revise an IIP (Individualized Instruction Plan) in the same way that IEPs are. Meetings will be held at least annually with the parent to review the plan. The IIP includes current levels of functioning, accommodations, related services, course of study and goals with or without objectives.

D. Transition to Less Restrictive Environments

Discussions about student transition take place once a year at the IEP meeting to objectively look at a student's academic and behavioral performance in relation to possible placement to a less restrictive environment. Any one on the student's IEP team members can call a Transition discussion. During the development of the IEP each student's team member discuss the student's strengths and weaknesses as well as what other conditions are critical in order to assure success in a less restrictive setting. A conclusion is reached as whether to explore an alternative placement at this time and/or what areas should be focused on in order to be successful in a less restrictive setting now or in the future.

E. Progress Reporting

Your child's progress towards mastery of the IEP is reviewed quarterly by staff and progress reports are sent home at the end of each quarter. Twice a year there will be a more comprehensive progress report sent home. The main report is written by the classroom teacher. Additionally, there will be a narrative description of your child's progress written by each of the specialists who provide related services to your child. The purpose of these reports is to let you know about your child's overall movement in social and academic areas. It is one way for you to learn how much of the IEP has been mastered. Of course, you will have been in touch with school staff as the year went on, but these reports, sent to your home, give you the chance to take your time in looking over and thinking about what has happened for your child at PHILLIPS. A second purpose of the progress report is to present staff recommendations for next year. Whether it is suggested that your child go to a differently structured environment or to stay at PHILLIPS, it is important for us to know your opinions about your child's placement. Take advantage of the invitation to talk about your child's progress report. You and your child have the right to be in on all of these decisions.

In addition to written progress reports, most students receive a report card four times a year. Grades are based on student effort on work that is individualized and at the student's level. In addition, students who are enrolled in our high school diploma classes, receive grades that also reflect the amount of coursework completed.

E. Student Records

Student files are maintained and kept in the counselor's office and the filing cabinet is locked at the end of each business day. Each student's educational, medical and psychological reports shall be maintained for five years after he/she leaves PHILLIPS according to the same criteria as current files. PHILLIPS will not release any student records without written consent (signed by the parent/guardian and dated) except in the case of funding agencies. Upon a student's discharge, parents or adult students are mailed a letter home explaining student record maintenance.

F. Parent Review of Records

Any parent or legal guardian may ask to review their child's central records. Please make this request to the Director of Career Partners who will schedule a meeting with you at a mutually convenient time. The purpose of the meeting is for you to review the file and for the Director of Career Partners to help explain or interpret any specific document.

G. Partnership with Local School Divisions

We have on going communication with the representatives from the Local Education Agency (LEA) of all of our students. This communication includes phone calls, copies of all progress reports and report card, copies of serious incident reports, and any other report generated for the children that they have enrolled in our program. Additionally, the representatives are invited to all the IEP meetings and many of the other student related meetings.

V. Behavior Management

The entire PHILLIPS staff will work to help your child achieve success as an individual or as a group member. Students are expected to conduct themselves in an appropriate manner with due respect for the rights of others and to behave within generally accepted norms. If parent conferences need to be held during the year as a result of any infraction of the following rules, or due to other special, individual child needs, the intent of the conference(s) is to discuss and to develop a mutually supportive school and home program for your child that will help to encourage more appropriate behavior.

We recognize the range in ages and individual challenges of the children that we work with at PHILLIPS. For some of our students, the following rules and policies - especially those dealing with suspension - may never apply. However, again, it is our goal to provide every child with as much opportunity as possible for change, growth and success both within our program, within their next program, at home and in the community. We need your support and cooperation to achieve this goal.

Students will:

- Interact safely and respectfully with others.
- Use courteous language.
- Act responsibly.
- Remain in assigned location
- Follow guidelines for use of personal electronics.
- Follow guidelines for prohibited items and substances.
- Follow the school dress code.

A. Philosophy

It is the overwhelming mandate of the school to be involved in the process of building and developing a diverse repertoire of adaptive behavior and performance skills for each student in the program. In general, the philosophy and goal of the school is to increase independence and self-sufficiency with an emphasis on the development of positive alternative behaviors rather than the simple elimination of problem behavior. There are, however, behaviors that interfere in a critical sense with the student's development and are not amenable to intervention only through positive means. For some behaviors under certain conditions, methods of interventions (i.e., Physical Restraint) may be used.

B. Positive Programming

PHILLIPS utilizes a school-wide Level System program that focuses on giving students consistent and timely feedback and positive reinforcement for demonstrating expected school and community behavior. The Level System program is specifically designed to teach students good communication, improve personal presentation, self-control, self-monitoring and social skills. As students' progress through the levels they receive frequent feedback and behavior programs are changed or faded out as the student demonstrates increased independence. A copy of the Level System Manual will be given to parents if requested from the teacher or Behavior Specialist working with your child.

In addition to the school-wide level system, classroom staff works with their students to develop group behavioral programs. These programs use incentives that motivate the students to work together to reach group behavioral goals.

Many students also benefit from individual behavior programs. For children whose persistent behavioral concerns negatively impact their progress, individual programs will be developed. This program will teach new skills and reward a student's effort to use these skills.

C. Interventions used for Serious Behaviors

Please note that most students respond with progress to the Positive Behavior Programming described above. For these students the interventions described in this section are not needed. Occasionally, students demonstrate behaviors that are considered a danger to themselves or others. In these situations, PHILLIPS staff are trained to intervene with techniques to deter severe behaviors and maintain safety. Insofar as it is necessary to use procedures eliminating behavior, **positive procedures must** be tried first. If other interventions must be employed they

will **only** be conducted within a framework of on-going positive programs (i.e., the Level System and/or individual programs).

- 1) In-class/Out of class support: removing a student from reinforcement for a brief period either in the class or to a room outside of the classroom
- 2) In-school suspension: requiring the student to work outside of the classroom for a specific length of time (may be 30 minutes to a full day).
- 3) Out of school suspension: denying the privilege to come to school for one day or longer
- 4) Physical Restraint*: Physically holding a student in a therapeutic manner to prevent them from doing harm to themselves or others or to the environment (i.e., property destruction)

Data is taken and analyzed on a monthly basis with the classroom staff and Behavior Specialist to determine the effectiveness of all programs implemented with the students and specific attention is taken to any program that utilizes the above-mentioned interventions.

* Parental permission is required for Physical Restraint, but can be implemented on an emergency basis. Parent/guardian will be notified after implementation. All school staff are trained yearly in Right Response ~ a nationally recognized program of crisis intervention and de-escalation techniques. Physical Restraint and Seclusion are always used as a last resort.

VI. Universal Policies and Procedures

In addition to the basic class and individual programs your child may be involved with, there are some general school policies and rules that exist for all students. Please read these carefully. It also might be helpful for you to discuss them with your child.

A. School Hours

School hours are as follows: Monday – Friday, 7:54 AM to 2:30 PM unless otherwise indicated on the official school calendar. Parents/guardians will be notified in writing of any exception.

If parents/guardians find it necessary to have a student leave school during school hours, the student must bring a written note in the morning or contact the Program Manager/Classroom staff as soon as possible. For the safety of the students, parents/guardians must come. The parent/guardian should notify the school in advance if another adult will be picking up their child. Students are not permitted to drive themselves to and from school under any circumstances.

B. Attendance

Official attendance is taken each day. When it is necessary for a student to be absent, the parent or legal guardian is to call and notify the school of the reasons for the absence. Such calls should be made each day of the absence preferably between 8:15 and 8:45 AM. Absences must be considered unexcused without parent/guardian notification. The following are the only excused absences:

1. Illness of the student
2. Death in the family
3. Doctor or dentist appointment
4. Observance of a religious holiday
5. Those prearranged absences which are approved by the administrator

Absences for other reasons are considered unexcused.

Students who are absent without their parent's/guardian's permission are considered truant. A parent conference will be called and the county in which the student resides will be notified. Extended truancy may result in termination from PHILLIPS. Each county has guidelines making such a decision. In general, it often occurs if there are ten (10) consecutive days of unexcused absences.

The student's teacher will determine and communicate what, if any, make-up work needs to be completed that is missed when a student is absent. Make-up work is determined on an individual, case by case basis.

C. Tardiness to school

Whenever a student is late to school, a parent must contact the school by phone or by a note. For safety sake, if you drive your child to school and are dropping off during bus unloading times, please note that you must park in the parking lot (there are eight visitor spaces), walk your child into the school building and sign your child in at the front desk.

D. Leaving school grounds

Students are not permitted to leave school ground unless they have permission of the administration or parent/guardian. Students who need to be dismissed early should bring a note from a parent stating the time and reason for early dismissal. If an older student should leave without permission, both the parent and police are notified. A parent conference will be called. In the case of younger children, the staff will make every effort to prevent the student from leaving.

E. Appropriate school language

Appropriate language is expected of our students at all times. The use of profanity is not acceptable for our setting. Since we are helping all students prepare for the next setting (school, vocational program or job) students are better prepared when they learn to handle themselves without the use of profanity.

1. All students are expected to use acceptable language with both other students and staff - whether calm or upset.
2. Students are asked to look at their own behavior and if the use of profanity is a problem, they are asked to determine what will help them change. The student, teacher and related services staff will join together, making every effort to help the student express his/her needs in a constructive manner.
3. The use of profanity will be consistently addressed through the student's classroom and individual program.
4. If the use of profanity continues to be a problem for an individual student, the following consequences will be considered:
 - Loss of level/privileges
 - Notification of parent
 - School conference with student, teacher and parent
 - School conference with student, teacher, parent, Program Manager and Director of Career Partners
 - Suspension

F. Aggression Towards Students, Staff or Property

It is expected that all of our students will learn to handle disagreements with talking rather than with hitting or other aggressive acts. We at PHILLIPS are preparing students to interact with respect towards themselves, each other, staff, and other adults. Learning to discuss disagreements in a constructive manner is part of that process. It is important that parents and students are knowledgeable about the following expectations and procedures.

1. All students are expected to interact in a productive manner at all times, whether calm or upset.
2. Aggression of any kind will be taken very seriously. Students displaying any aggression may lose the privilege of being in the classroom until consequences are determined by the individual's program. In emergencies, staff will take whatever action necessary (i.e., physical escort, physical restraint, seclusion) within the guidelines of PHILLIPS's policies, to maintain safety. Aggression directed towards staff may lead to the pressing of charges, either informal or formal.
3. All significant aggressive incidents will be reported to the Director of Career Partners and Program Manager.

4. Relevant direct service staff will determine school consequences on an individual basis. The consequences could include any of the following:
 - loss of privileges (i.e., hallway passes, school store, recess/break, special activities)
 - out of class and/or working time out
 - automatic level(s) drop
 - physical escort and or restraint*
 - seclusion* (implemented only for physical aggression towards self or others, out of location and/or property destruction)
 - in school suspension
 - out of school suspension
 - parent meeting with Program Manager/designee
 - pressing charges (informal or formal)
 - reimbursement, restitution, or school service projects
5. After consulting with staff, any significant aggression towards staff will be reported to parents by the Director of Career Partners or Program Manager. Other aggressive incidents will be reported to parents by either Director of Career Partners or Program Manager.
6. The local educational agency representative (LEA) may be notified of aggressive incidents and consequences. If the student is involved with the court system or mental health, appropriate persons will be contacted.
7. In some cases, a reentry meeting with relevant PHILLIPS staff may be necessary prior to the student returning to the class. Parents and LEA representative may be required to attend the meeting.
8. Repeated violations of this policy will lead to a meeting with the parents, PHILLIPS staff, and LEA representative to determine continued appropriateness of PHILLIPS's program.
9. The seclusion is defined as placement of a student in a room with the door closed by mechanical means (i.e., magnetic lock). The lock will only be engaged when staff are holding a button to require constant staff supervision and observation.
10. Data will be recorded and analyzed on all behavioral interventions to determine their effectiveness in modifying the student's behavior.

G. Possession or Use of a Weapon

While this is a rare occurrence possession and use of a weapon or use of any object as a weapon is forbidden on the school bus, within the school, or on school grounds. The possession or use of a weapon (including facsimiles) will result in an automatic school suspension, the length to be determined by the Director of Career Partners and/or Program Manager (with consultation from relevant staff). Suspension can be up to 10 days. Parents and LEA will be notified immediately. Staff will be notified of the incident as soon as possible. The threat of bringing a weapon to school will also be taken seriously.

While consequences will be determined on an individual basis, the following are basic practice:

- School consequences can range from a one-day suspension to termination; other program consequences will be determined by program staff.
- When confiscated all weapons will be locked in a safe place until given to either the police or the parent.
- Police may be notified of an event which includes using an object as a weapon, possessing a facsimile of a weapon, or other weapon-like items. Otherwise, these objects will be held by the school for 24 hours for parent pick-up. If not picked up, they will be disposed of in a safe manner.
- Charges could be pressed; however, the Director of Career Partners and/or Program Manager can decide not to press charges due to specific circumstances of a particular situation.
- If the student is to return to the program, a meeting with the parents and LEA representative is to occur prior to the student's return with any exception to be made by the Director of Career Partners and/or Program Manager.

Any student suspected of having a weapon will be given the opportunity to give up the weapon voluntarily. If the student is unwilling to do so, staff should take whatever action necessary to maintain immediate safety, and to report it to the Director of Career Partners and/or Program Manager.

The Director of Career Partners and/or Program Manager, can authorize a search of the student and student's possessions when there is suspicion that there is a weapon. The search is carried out in private and in the presence of a witness (staff member). Searches can include desks, storage areas, books, handbags, and pockets of clothing. Any search of the student's pockets will be carried out by a staff member of the same sex. If necessary, the police will be asked to complete the search.

H. Substance abuse

Students are prohibited from using, possessing, or distributing drugs (including alcohol) while on school grounds, in school, or on the school bus. Violation of this policy will result in automatic suspension, the length to be determined by the Director of Career Partners and/or Program Manager in consultation with relevant staff.

If a student is suspected of possessing any drugs or drug paraphernalia, the student will be given the opportunity to give up the substances voluntarily. If a student does not comply and there are reasonable grounds to believe there are drugs or paraphernalia, the Director of Career Partners and/or Program Manager (or designee) can authorize a search of the student and student's possessions. The search is carried out in private and in the presence of a witness (staff member). Searches can include desks, storage areas, books, handbags, and pockets of clothing. Any search of a student is to be carried out by a staff member of the same sex. If necessary, the police will be asked to complete the search.

Parents, LEA, and relevant staff will be notified immediately of the suspicion and/or possession of the drug or drug paraphernalia. Consequences will be determined on an individual basis (including police notification). Any illegal substances will automatically be turned over to the police. Charges may be pressed. A conference will be held with parents, LEA, and PHILLIPS staff to discuss the extent of the drug problem and continuation at PHILLIPS. Repeated violation of this policy will result in termination from the program.

If there is repeated suspicion of possession of drugs, using drugs, or evidence of dealing (such as large amounts of money) even though nothing is found, a conference will be held with the LEA and parents to discuss continuation at PHILLIPS and referral to a drug counseling program.

Students are prohibited from being under the influence of any kind of drug while on school grounds, in school or on the school bus. Suspicions of such will result in a conference with parents and LEA to discuss continuation at PHILLIPS and referral to a drug counseling program. Drug testing/screening and full participation in a drug rehabilitation program (outpatient) may be required for continuation at PHILLIPS.

I. Search Policy

Searches are conducted upon suspicion of student possession of drugs and/or weapons, non-compliance with check-in procedures, or if there are any reasons to suspect that the safety of PHILLIPS is in jeopardy. Such a search will be carried out in private and any pat down searches will be done by the same sexed staff with another staff member there as a witness. Searches can include desks, storage areas, books, handbags, and pockets of clothing. Any search of the student's pockets will be carried out respectfully by a designated staff member of the same sex. If necessary, the police will be asked to assist with the search. Occasionally, students with a pattern of possessing contraband items are placed on a specific search program for a designated period of time. With these students, searches will be completed as described above on a daily or random basis

I. Student Dress Code Policies

PHILLIPS Programs is focused on creating and maintaining an atmosphere that assists learning. As a general guideline, clothing must be appropriate for the situation. In all instances, clothing that is disruptive, distracting, or unsafe is prohibited. PHILLIPS Programs dress code policies are the requirements for a typical school day. There are occasions, such as graduation, that have unique dress code expectations. Students participating in Career Education may also have dress requirements for their job. In either event, families will be notified.

Below are the daily PHILLIPS Programs dress code policies:

Hats:

Hoods, hats, bandanas, skullys, and other headwear of any kind shall not be worn in the building. The only exception is a head covering worn for religious or health purposes. These instances require a written request from the parent/guardian and written approval from the Director of Career Partners and/or Program Manager.

Coats:

Heavy winter coats and long trench coats may not be worn in the building during the school day.

Jewelry/Belts:

Jewelry that has gang or drug related symbols is prohibited.

Heavy chains, belt buckles, spikes, or other jewelry that can be used as a weapon or for intimidation is prohibited.

Belts with bullets, spikes, or inappropriate content are prohibited.

Shirts/Tops:

Shirts and tops should fit, be neat, and be clean.

The following shirts and tops are prohibited:

Cleavage showing

Excessively short (skin may not show when arms are raised)

Excessively tight

Bare midriff

Off the shoulder, spaghetti straps, strapless, or backless

See-through or with holes

Messages that are lewd, discriminatory, indecent, vulgar, violent, with sexual innuendo or advertise products/services that are not permitted by law to minors

Sleeveless muscle shirts

Undershirts (worn as the shirt)

Pants:

Pants must sit on the waist and must be sized appropriately. Pants should cover the behind and may not be excessively tight or drag on the ground.

Students with pants that do not sit on the waist may be required to wear a belt to keep the pants up.

The following pants are prohibited:

Torn or ripped

Messages or large logos on the front or behind of the pants

Shorts/Skirts:

Shorts and skirts must sit on the waist and be sized appropriately. The length must be no less than two inches above the knee (or longer).

The following shorts or skirts are prohibited:

Spandex

Torn, ripped, or frayed

Messages or large logos on the front or behind

Leggings:

Leggings must be covered by a long shirt or dress. The length must be no less than two inches above the knee (or longer).

Leggings must not be worn as pants.

Shoes:

Slippers and shoes with built-in roller skates are prohibited.
Shoes must be safe and appropriate for indoor and outdoor activities.

Other Prohibited Items:

Pajamas
Blankets as clothing
Swimsuits
Sunglasses worn inside during the school day
Hair picks in the hair
Exposed undergarments

Any article of clothing with lewd, discriminatory, indecent, vulgar, violent, with sexual innuendo, or advertising products/services that are not permitted by law to minors.

Students are expected to conduct themselves in an appropriate manner with due respect for the rights of others and to behave within generally accepted norms. The entire staff will work to help your child achieve success as an individual or as a group member. If parent conferences need to be held during the year as a result of any infraction of the following rules, or due to other special, individual child needs, the intent of the conference(s) is to discuss and to develop a mutually supportive school and home program for your child that will help to encourage more appropriate behavior.

We recognize the range in ages and individual challenges of the children that we work with at PHILLIPS. For some of our students, the following rules and policies - especially those dealing with suspension - may never apply. However, again, it is our goal to provide every child with as much opportunity as possible for change, growth and success both within our program, within their next program, at home and in the community. We need your support and cooperation to achieve this goal.

K. Personal Property

Any personal items brought from home are the responsibility of the owner. PHILLIPS will not accept responsibility for the payment of repair or replacement in the event of damage or loss. Students are discouraged from bringing personal items to school.

L. Use of Personal Electronics

Students are discouraged from bringing any type of electronics to school. PHILLIPS is unable to take responsibility for the loss or damage to any electronic equipment. If students choose to bring their personal electronics to school, however, the following procedures will be in effect:

When disembarking from the bus and entering school each day, lower school students will enter one entrance and High School students will enter through a different door. All will walk past a wand that will signal electronics, metal, etc. Each student will be asked to turn in whatever electronics they have. A designated drop off area will include personalized individual envelopes, in which the student's electronics will be placed. They will be locked up and returned at the end of the day as the students leave to board their buses. All students, with permission, may have

access to school phones during the day if necessary. As well, parents may always call the school to speak to their children.

If a student chooses to not turn in their electronics, parents will be notified immediately and consequences determined individually.

Some students benefit from listening to music on the school bus. A student may use their personal electronic with earphones on the bus. The equipment will need to be turned in as stated above upon entering the school building.

M. Medication

Student medication is to be transported to school in their original containers by an adult. If you cannot hand deliver the medication to school yourself, please talk with your child's bus driver as to how they can help you. PHILLIPS bus drivers will deliver the medication to the school. Drivers for most of the counties who transport our students will arrange for the medication to be delivered by their driver or in a lock box that is provided by the parent. Medication should not be packed in your child's lunch box or placed in his/her backpack.

If your child requires medication on a time limited basis, such as antibiotics that treat a short term illness, the medication needs to be treated in the same manner. Clear written guidelines as to when, the dosage and for how long the medication is to be administered is needed.

All prescription medication administered at school requires a *Medication Authorization Form* to be completed and signed by your doctor. Medications must come to school in bottles with current dates. Expired Medication bottles cannot be accepted.

Tylenol is the only over the counter medication that PHILLIPS will dispense and is done with prior parent permission. If there is another over the counter medication you think your child may need, you will need to send it with their name on it and give written permission to dispense. All of our student medication is stored in a locked cabinet.

If your child is diagnosed with asthma and is treated with an inhaler, we need clear written guidelines as to the use of the inhaler. We ask that you send in an inhaler that we can store in a locked cabinet, in case your child needs to use.

If your child has a severe allergy that is treated with an Epi Pen in an emergency, please send one to school, along with a signed doctor's order giving us permission to administer this medication. PHILLIPS has a non-student specific epinephrine pen to use with any student believed to have an anaphylactic reaction (severe allergic reaction) in an emergency situations. Staff who are First Aid/CPR/AED/Medication Trained will administer the epinephrine pen in an emergency situation.

PHILLIPS staff who administer medication are MATY (Medication Administration Training for Youth) trained by VAISEF to administer medications to students. Staff who are MATY trained are also certified in First Aid, CPR, AED, and Epinephrine Pen delivery.

N. Health Guide of Common Childhood Illnesses

There are times when students contract different common childhood illnesses. Below is a list of common illnesses, however there are others that occur. It is important to keep your child home when they present the signs for the illness. If a student begins to show signs while at school parents are contacted and are requested to pick their student up from school early. While the student waits to be picked up they will wait in an isolated area with staff supervision. PHILLIPS may require a doctor's note stating the child is well enough to return to school

FEVER/VOMMITTING/DIARRHEA: Usually means a student has contracted some kind of virus or illness. Please keep your child home for at least 24 hours after the symptoms stop. If symptoms persist you should contact your doctor for treatment.

CONJUNCTIVITIS (Pink Eye): Pink eye is a bacterial infection causing painful, pink, sore eyes with a discharge. The infection is spread by contact with the discharge from the eyes and through contaminated fingers, clothing or other articles. You should contact your doctor for treatment of pink eye. Do not send your child to school until he/she has been treated or is not contagious.

CHICKEN POX: Chicken pox is a viral infection with symptoms of sudden fever and the appearance of itchy small blisters. The blisters may continue for several days. It is highly contagious and is transmitted by direct contact or through contact with airborne respiratory secretions. A person may be contagious one or two days before getting the rash and until all blisters are well scabbed. Please keep your child home until all blisters have crusted over.

IMPETIGO: Impetigo is a bacterial infection that causes crusted sores to form on exposed portions of the body (elbows, legs, knees) but any area can be infected. Keep your child home possibly from 1 to 4 days or until the doctor says it is okay to return.

LICE: Eggs of head lice are deposited near the scalp. These eggs are grayish-white and can be felt with the fingers and seen if you look closely. Head lice can multiply even in hair that is shampooed every day. It is spread by direct contact with someone who has it or indirectly, by contact with personal belongings, such as clothes, headgear, towels, bedding, combs or furniture. Special shampoos to kill lice should be used until no evidence of nits remains. It may be necessary to obtain a statement from the doctor that your child no longer has head lice.

RASHES: Rashes may have many causes so it should be evaluated by a doctor to determine if it is contagious.

RINGWORM: Ringworm is a fungal disease of the skin and appears as a flat, spreading, ring-shaped rash. A doctor should be consulted and a letter may be required to indicate the date your child can return to school.

SCABIES: Scabies is an infection of the skin caused by a mite that burrows into the skin and lays eggs. Blisters under the skin are common around finger webs, wrists, elbows, waist and thighs. It is spread by skin-to-skin contact usually. A doctor should be contacted and students should stay home until the day after treatment is begun.

O. Medical Examination

PHILLIPS is required by State law to have a report of a physical examination by a physician and an immunization record on file for each enrolled student.

P. Internet Policy

Before using the Internet, all students and their parents must review and sign the "Acceptable Use Policy". This policy is mailed home yearly in the parent information pack to all families.

Q. Social Media Policy

Due to the wealth of new social media tools, this translates into a greater level of responsibility and accountability for everyone. Below are guidelines students are to follow:

1. Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, parents, teachers, or a future employer to see.
2. Pictures/Videos of other Phillips students/staff taken on school grounds during the school day may not be placed on any social media platform.
3. Be respectful when making comments on line. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
4. Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides your parents/guardians.
5. How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
6. Phillips understands that your social media is your social media. However if your social media impacts the school program at minimum a meeting with the Director of Career Partners and/or Program Manager or a staff member will take place and your parents/guardian will be notified. You will also be asked to remove the post.
7. Any post that has criminal intent to a Phillips' student or staff could be reported to the appropriate authorities such as the police along with parents/guardians.
8. If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.

R. Tuition Policy

PHILLIPS Programs requires a written guarantee from a funding agency before a child is admitted to its program. PHILLIPS will provide education and all related services as listed in the Individualized Education Plan (IEP) and as approved by the funding agency and the child's family. If a child is being privately funded, a Registration Contract and 50% of the annual tuition and related service costs are due and payable by the first week of August. The balance of the tuition and related services costs are due by the 1st of January.

PHILLIPS Programs requires 30 calendar days of intent to terminate child from the program. If a child is terminated without a 30-day notice, tuition will be payable for 30 days following termination. Upon termination, any refund due will be made within 30 days after request by funding agency.

S. Snow Day Procedures

From time to time school may either open late, close early, or be canceled for the day due to snow, ice or other extreme weather conditions. Although PHILLIPS may not be specifically mentioned, announcements of late openings, early closings and cancellations will be made on your local TV stations. Guidelines for the decision are as follows:

1. If Loudoun County Public Schools open late, close early or cancel school for the day, PHILLIPS will do the same.
2. PHILLIPS or other jurisdictions transporting students to PHILLIPS may consider specific bus routes to be hazardous enough to delay, leave early or cancel on a particular day. When these decisions are made, they will supersede whatever decisions have been made by Loudoun County Public Schools. Other school jurisdictions transporting students to PHILLIPS will transport students according to the worst case scenario of the counties in which the students will travel (e.g., Loudoun County Public Schools open on time but Montgomery County Public Schools close, then Montgomery County Public Schools will not run their buses).
3. If it begins to snow during the day, please try to be available at home or work for staff members to call parents to notify you of any early closings.
4. We are now able to notify our families of any schedule changes via our Alert Solutions system. Alert Solutions is an online system that we will be using to share emergency information, inclement weather updates and any other messages we choose to share with staff and the PHILLIPS community. "Utilizing voice, text messages and email, school administrators can send messages instantly and reliably using the integrated school notification system." A message will be sent to your email, land line, or cell phone number – whichever of these options that you have given consent for on your completed and signed Alert Solutions permission form.
5. If necessary, snow days will be made up at the end of the school year.

T. Hot Weather Procedures

Since PHILLIPS's school building is air conditioned, the school considers the students to be more than adequately accommodated during extreme hot weather. Therefore, PHILLIPS will maintain its normal schedule. PHILLIPS's schedule will only be modified if its own air conditioning fails and Loudoun County Public Schools modifies its schedule due to hot weather. In that case PHILLIPS will modify its schedule proportionately to Loudoun County's: e.g., one hour earlier or closed. Notification of radio stations will be done as in the snow procedures. However, as usual, PHILLIPS will modify the schedule of those students as requested by officials of their local jurisdictions so as to facilitate transportation needs. In either event, phone contact will be made as best as possible.

U. Transportation Procedures

In order to familiarize new parents and refresh the memory of returning parents, the following transportation guidelines are provided. All staff who transport students in school vehicles, school buses, or personal vehicles are approved. Copies of their current driver license and driving record are on file. All school vehicles are insured. If a student is transported in an approved staff member's personal vehicle a copy of their insurance card is also on file. All school vehicles and bus are maintained by state standards and are inspected yearly for compliance. Drivers perform a basic inspection of the vehicle daily before transporting students.

1. All PHILLIPS Loudoun students are transported to and from school by Loudoun County School buses.
2. If a parent transports a child to school in the morning, PHILLIPS staff will contact the Loudoun Bus lot to let them know the student is at school and will need a ride home.
3. It should be noted that Loudoun County will exercise the right to suspend students from the bus for misbehavior. Students are to remember that riding the bus is a privilege. If a student is suspended from the bus, parents may take the responsibility of transporting their child. We expect students riding the buses to respect the buses and equipment. Parents will be held responsible for any malicious or intentional damage caused by their child.
4. PLEASE NOTE: If a driver has gone by for a student for three consecutive days without the student riding the bus, the driver will not go by again until notified that the student is ready to ride the bus again.
5. We are requesting that the driver and PHILLIPS Loudoun be notified of student absences in advance, if possible. This provides for efficiency of the route.

If you have any questions concerning transportation matters, please do not hesitate to call.

V. Open Container Policy

Students are prohibited from bringing open containers to school (ex. water bottles, juice bottles, soda bottles, or any container which contains liquid). All containers entering our building must be sealed and unopened. Students who bring open containers to school will not be allowed pass the check in stations where the electronics are turned in. Open containers will be turned in at this point and the liquid will be poured out before the container is returned to the student or recycled (depending on the container). Occasionally students will bring in thermos with soup or another type of lunch item. If this is a pattern for your student or if there is a particular special need please speak with your child's program supervisor. If each party agrees your child will be allowed to continue doing bring the item agreed upon.

W. Video Tapping Students

PHILLIPS records student with parent permission or if a student is completing state testing which requires a student to be video tapped during a testing session. Parents sign a permission form and/or release form depending on what the video tapping is being used for.

VII. Whom Do I Call?

All staff can be reached at (703) 669-0740. If possible, it is best to call teachers before 7:54 AM or after 2:30 PM.

If question or concern is about

Call

Day-to-day questions about your child's behavior or progress. Concerns about health, questions about school procedures in classrooms.

Your child's teacher (703) 669-0740

Information about events at home. Obtaining an additional service for child or family. Modifying the IEP.

Visiting the classroom.

Major concerns about the program

*Lindsay Harris 703-941-8810
Director of Career Partners*

Information on calendar, visiting, snow policy, general procedures

*Alan Peck (703) 669-0740
Program Manager*

Any of the above which you remain concerned with after talking to the person indicated

*Piper PHILLIPS Caswell 703-941-8810
President and CEO*

Additional information can be obtained from: Loudoun County Public School, Department of Special Education – 571-252-1011

Virginia Department of Education, Box 2120, Richmond, VA 23218

Community Resources

Emergency Numbers

- **Alcoholics Anonymous**
Northern Virginia (703) 281-7501
- **Al-Anon**
Northern Virginia (703) 764-0476
- **Northern Virginia Hotline**
(crisis intervention and information) (703) 527-4077
- **Loudoun Health Department** (703) 777-0234
- **Loudoun Mental Health Services** (703) 777-0378
- **Emergency Mental Health Services**
(24 hrs.) (703) 573-5679

- **Child Abuse and Neglect**

It is the law in the state of Virginia, "any teacher or other person employed in a public or private school" is required to report suspected child abuse and neglect. If abuse is expected, staff alert administration who then take the necessary steps including documentation, reporting, and required notifications.

a. If the child resides in Virginia:

- (1) Loudoun Protective Services (703) 771-5437
- (2) Entire State Protective Serv. (800) 552-7096

General Information and Referral

Services provided by local governments

Loudoun County (703) 777-0100

Developmental Disabilities Protection and Advocacy Office
(Information on rights and services for the disabled) (800) 552-3962

Other

Parent Educational Advocacy (703)691-7826

Training Center (training in educational advocacy, personal consultation and referral regarding educational issues)

The ARC

Northern Virginia (703)532-3214

VIII. Frequently Asked Questions

1. Is there a cafeteria?

While PHILLIPS does not have a physical cafeteria, we do offer a limited breakfast and lunch program to all students. Each student is encouraged to bring their breakfast and lunch from home. We offer one refrigerator and one microwave to keep items cool or the ability to reheat food.

2. Is there a dress code for students?

Students should dress comfortably for school. In general, PHILLIPS believes that good taste, in terms of dress and personal appearance, should be left to individual parents and children, except where extreme and disruptive to the school environment. Please refer to the student dress code in section III of this manual.

All of the students participate in P.E. and should have a pair of tennis shoes. Please remember that all our students also have a break once or twice a day to go outside and play. On cold days, students should have appropriate outside clothing, especially hats and gloves.

3. Does my child need any school supplies?

PHILLIPS provides all materials and school supplies for your child. In fact, there are no fees charged to families for any services or materials. If your child prefers to bring certain pencils or notebooks to school, this is permissible, but not required.

4. Does Phillips hold any safety drills?

PHILLIPS holds several different types of drills such as: fire drills, tornado drills, shelter drills, evacuation drills, and intruder drills. PHILLIPS has worked with local fire departments, police, and sheriff's offices to gain information to create procedures and to work as a team in case an emergency occurs. During the first month of school weekly fire drills occur. At first drills are announced and then drills become unannounced. are practiced and announced to staff. After the first month of school fire drills are held monthly and are unannounced drills. The following drills occur at minimum once a year: tornado drills, shelter drills, evacuation drills, and intruder drills. Classroom staff review the procedures with students before each practice of drill. After a drill the school safety team evaluates the drill and makes changes as needed.

5. What are the school hours? Holidays?

School hours are Monday through Friday 7:50AM to 2:30PM. Please see the school calendar for exceptions. PHILLIPS' schedule of school closing for holidays or vacation is noted on the school calendar. Our schedule is similar to Loudoun County but it is not identical. Notices will be sent home as reminders prior to most vacation and holiday closings. (see appendix for a copy of calendar. If there are calendar changes the following will happen: new calendars will be mailed home, calendars will be available at the front office desk, and calendars will be updated on our school webpage)

6. How are testing and evaluation materials used at PHILLIPS?

All children at PHILLIPS are tested every other year in reading, writing, and math. Criterion-referenced instruments will provide interim measurements of progress. Assessment instruments that relate to the curriculum being emphasized are chosen based on the most appropriate type and form. Each year students are tested in the BASC and in Skillstreaming Social Skills Assessment. Depending on the students age they also will be tested in Vocational Testing to help plan IEP Transition Plans. Different assessments are given by different staff members who are trained to give assessments to students to ensure testing is validity.

Assessment instruments most frequently administered at PHILLIPS include the following:

- Key Math 3
- Woodcock Reading Mastery Test
- Test of Written Language (TOWL)
- PHILLIPS Writing Prompts
- Comprehensive Test of Adaptive Behaviors
- Brigance Diagnostic Inventory of Early Development, Basic Skills, Essential Skills
- Brigance Transition Skills Inventory
- Woodcock Johnson-R Tests of Achievement
- Mini Battery of Achievement

7. Will I get a daily report concerning my child?

Daily reports are sent home if the parent request. Please speak with the Program Manager and your child's teacher if you would like daily reports sent home We make every effort to communicate student progress daily.

8. How do students earn grades?

Students in High School working towards a high school diploma, course grades are based upon completion of work, participation and effort in the specific subject areas.

For students who are not yet in 9th grade, or who are working towards a certificate or an applied studies diploma, course grades are based upon student effort on work that is individualized and at a student's level of performance.

9. Will my child earn credit for high school courses?

Students who are working on a high school diploma may earn credit for the class work they complete at PHILLIPS. At the end of each year, a transcript of courses that have been passed is prepared for each student and sent to the LEA. Credits are also recorded on the report cards. In general, a credit at PHILLIPS means that the student has had 140 clock hours of instruction in the following core subjects' areas: English, mathematics, science, and history/social science. Students at PHILLIPS can take coursework and earn credits necessary to earn a high school diploma. PHILLIPS works with each LEA jurisdiction to meet graduation requirements. The actual diploma will be issued by their base high school upon completion of all the requirements.

10. What type of Diploma will my child leave school with?

Diploma options depend on the state the student resides in. Below are links for the most up-to-date diploma, certificate types, and graduation requirements. Program Supervisors can help explain the different options. PHILLIPS does not issue diplomas. Each state/jurisdiction issues their students diplomas. Your local LEA can explain the when and how the student will receive their standard diploma, applied studies diploma (VA ONLY) or certificate of completion.

Virginia Department of Education

<http://www.doe.virginia.gov/instruction/graduation/>

11. Will my child participate in Family Life Education Programs?

PHILLIPS staff teach family life education. Parents are mailed home letters letting them know when the family life topics are going to be taught and which topics will be covered. At this time parents can sign the letter and opt out of family life education. If letters are not returned it is assumed the child is going to participate in the lessons. Family life education is presented on the child's grade and cognitive level and is based off state standards.

12. Does PHILLIPS have a summer program?

PHILLIPS has an extended school year program for students whose IEPs include this service. Each LEA has guidelines outlining how students qualify for this program. In general, the student must regress so much over the summer that it takes an unreasonable time for the student to relearn the material when he/she returns to school. Since each county is a little different, if you would like further information about ESY, please talk with your child's teacher. The ESY program runs for 5 weeks usually during the month of July into the first week of August.

13. Does my child need a social security card?

Every child should have been issued a birth certificate and social security number. However, if you have misplaced these documents, it is important that you apply for a replacement. Many agencies need to see the original documents before providing services. These services include Medicaid and

Supplemental Security Income. If your child is interested in working or participating in a summer youth employment program through your county, they also will need these documents. Most businesses cannot hire an individual without first seeing an original social security card and birth certificate. To obtain a replacement social security card, you can call the Social Security Office nearest you or 1-800-772-1213. For information on how to obtain a replacement birth certificate, please contact your child's counselor. When replacing either document, please allow 4-6 weeks for processing.

14. What if my child takes medication?

PHILLIPS staff will administer medications to students who need them. A separate notice will be sent to all parents outlining the procedures for medication. Please remember that medications should never be transported to school by your child. Also, they must be brought in the original container with the correct dosage indicated. Again, please be sure to read the special notice regarding medication procedures.

15. How is Media used at PHILLIPS?

PHILLIPS has several web based subscriptions which help plan and teach lessons. There are also DVDs and CDs in the resource rooms, tech lab, and library that staff may check out. PHILLIPS also has a mobile cart with a classroom set of IPADS. These are used to enrich the learning environment. Each year at minimum media resources are reviewed and updated as needed. PHILLIPS is always looking for ways to increase technology and media in the classrooms.

Parents and students must read and sign a user permission form before students are allowed to use the computers and internet at school. The permission sheet covers the rules and expectation for using the internet and computers while at the school.

16. Does my child make up the schoolwork when s/he misses school?

Due to the variety of the children that we serve, the make-up of school work varies from classroom to classroom. Your child's teacher will make it clear to you what the policy for make-up work is for your child's class.

17. Will my child have homework?

Whether homework will be assigned is the decision of individual teachers. Please contact your child's teacher for any further information or questions.

18. Will my child participate in Art and Music?

We offer a limited Art program. Art activities are built into academic lessons when appropriate or other scheduled times. We do not have an official music program.

19. What if I am thinking of moving?

If, at any time, you think of moving to a different county, please call the school immediately and speak to the Director of Career Partners and/or Program Manager. Moving from one county to another can result in losing your child's placement at PHILLIPS. Please call for more details.

20. Who do I talk with if I disagree with something related to my child's program?

Open communication between families and PHILLIPS staff is very important. Please share any concerns, issues, and complaints with your child's teacher. If the issue is not resolved at that point, please contact the Director of Career Partners and/or Program Manager. Our Director of Career Partners and/or Program Manager will work towards resolution, including relevant staff.

If a concern continues, please contact the President and CEO of PHILLIPS. In the event you are not satisfied with the internal resolution, or if you prefer, you please contact the students LEA. If you still have concerns after speaking with the County LEA and would like to file a complaint below are the different state contact information:

VA Due Process Complaints:

Virginia Department of Education - *Division of Special Education and Student Services Office of Dispute Resolution and Administrative Services*

Telephone (804) 225-2013, Facsimile (804) 786-8520

Voice/Relay: 1-800-292-3820; Text users dial 711 for Relay service

http://www.doe.virginia.gov/special_ed/resolving_disputes/

21. Will my child participate in statewide assessment testing?

Every Student Succeeds Act (ESSA), which is new legislation signed in 2015 is designed to improve student achievement. One aspect of the law emphasizes that states' responsibility in measuring that each student is making adequate yearly progress. PHILLIPS' students participate annually in all required statewide assessment for Virginia, Maryland, and the District of Columbia. At the annual review, the student's IEP team determines the type of assessment in which the student participates. Testing tools vary from state to state. Specific PHILLIPS staff members are trained by each jurisdiction in correct administration of each assessment. Testing accommodations are implemented for each student based on their IEP.

22. Does PHILLIPS offer virtual/online classes?

Students working towards a Virginia Standard Diploma are require to participation in virtual coursework. PHILLIPS Building Futures~ Loudoun uses APEX Learning which is approved by the Virginia Department of Education as an online course provider. Course work is overseen by the teacher of record at PHILLIPS.

Additionally, PHILLIPS offers the ACT, National Career Readiness Certificate. This is an online assessment in the foundational work skills needed for success in jobs across industries and occupations. This also satisfies the Virginia Standard Diploma requirements to earn a Career and Technical Education credentials.

23. How do students leave PHILLIPS?

Many students leave/exit/transition from PHILLIPS each year, in a planned thoughtful approach to their next placement. PHILLIPS staff work with the families and local school division to develop and implement a transition plan.

Occasionally, there are unexpected terminations. Unless it is a question of a student's behavior being immediately dangerous to himself/herself or others, termination is discussed only as a last resort after all programming ideas are exhausted and parents and LEA representatives have been made aware of all the issues and concerns.

24. Where is the school Calendar?

A copy of the school calendar is sent at the beginning of the year or when new student enroll. Program Manager can provide the calendar at any time when a parent request. The school calendar can also be found on the school's website.

25. How does Phillips make up school days due to weather or other unforeseen events?

At the bottom of the school calendar list all the planned make-up days if school is closed due to weather or other unforeseen events. Most of the make-up days fall on staff in-service days. If all the make-up days are used, then days are added on to the end of the school year. There have been years when we had more weather related closing than our school calendar can be extended. In this case the school days hours are extended as a last resort.

26. Does PHILLIPS have Teacher/Parent Conferences?

There are two formal teacher parent conferences schedule each year outside of Annual IEP meetings. Parents and guardians are able to schedule a time to meet with their child's classroom teacher. The dates can be found at the bottom of the school calendar. Our staff are always willing to schedule a conference with families when requested outside of these two dates.