

**Alternative Paths Training School:
School Program Parent/Student Policies and Procedures
Manual**

5632 Mount Vernon Memorial Highway
Alexandria, Virginia 22309
710 Littlepage Street
Fredericksburg, Virginia 22401
July 1, 2014-June 30, 2015 Revised

1. Philosophy:

Alternative Paths Training School (APTS) is an educational day program for students ages 5-22 with developmental and other disabilities who present with challenging behaviors that prevent them from adaptive academic and social performance in the community. APTS is bound by the Virginia Department of Education's (VDOE) Regulations Governing the Operation of Private Day Schools for Students with Disabilities (8 VAC 20-670-10 et. Seq.

Our Mission:

Alternative Paths Training School is an Applied Behavior Analysis program for individuals with special needs, which promotes behavioral stability and availability for learning while providing a person-centered approach to academic, vocational, and practical life skills acquisition, by means of best practice behavioral interventions and academic instruction. We are committed to assisting those we serve achieve their successful integration into the community throughout their educational and post-educational life ventures.

The first and foremost emphasis must be on identifying and modifying those factors and skills sets (e.g., environment, social/communications skills, etc.) that best contribute to achieving **behavioral stability** and **availability for learning**. In our experience, it is a history of **learned** behaviors and interaction styles that contribute most often to maladaptive functioning in the form of behavioral excesses and deficits.

Our approach to the development of the Individualized Education Plan (IEP) focuses on obtainable and measurable outcomes for students. This is facilitated through an Interdisciplinary Team process that involves the

student, family, educational, and other professionals. This is accomplished through the following:

- 1:1.5 Staff-to-Student School-wide Ratio
- 12-Month Program
- Extended School Day
- 24/7 Emergency Support Services to Families of Enrolled Students
- Academic and on and off-site Vocational Programming and Community-Based Instruction offering students a wide range of Individualized Education in accordance with State standards aligned curricula paths, including SOL and VAAP
- Full Range of IEP Support Services (e.g., Speech and Language, Occupational, and Physical Therapies, Counseling)
- Functional Behavioral Assessment, Behavior Intervention Plan (BIP) Development, and Outcome Evaluation using an Applied Behavior Analysis approach
- Use of photographs and video images to facilitate safety, behavioral assessment, data collection and analysis, documentation of student work, post-review of events and behavioral episodes
- Community Outreach Behavior Consultation (Functional Behavior Assessment; BIP Development, Implementation, and Training in the home and other community settings)

Founders

Alan El Tagi and Sue Gross founded APTS in 2002, following their success in serving individuals in the community on a consultation basis.

Alan holds a Master's degree in Education from George Mason University and is a Board Certified Behavior Analyst. He has over 20 years of experience serving individuals with developmental disabilities in educational, institutional, and community-based settings. His experience includes developing and implementing strategies that focus on promoting a positive living, working, and educational environment for individuals with special needs, as well as providing crisis prevention/stabilization services throughout the Washington Metropolitan area. Alan has also been part of an initiative to minimize the use of restrictive measures through his association and participation in Local Human Rights Committees.

Sue holds a Master's degree in Applied Behavioral Science from Adelphi University and is a Board Certified Behavior Analyst. Sue brings over 20 years of experience of direct service to children and adults with emotional, behavioral, learning, and developmental disabilities in the form of conducting functional behavioral assessments, designing and implementing individualized behavior plans, providing crisis intervention support, and establishing staff development programs in educational and other community-based settings. As an adjunct instructor for George Mason University's Graduate Certification Program in Applied Behavior Analysis (ABA), Sue provided instruction to special education teachers and other professionals in implementing Applied Behavior Analysis strategies in the classroom.

3. Admissions

a. Admission Requirements/Criteria:

The student referred for admission to APTS must meet the following criteria:

- Previous to being referred, the student must have been found eligible to receive special education services based on the determination of the Local Educational Agency (LEA) Eligibility Committee.
- The student must be either a US citizen or have legal status as demonstrated by possession of required legal documents.
- The student must be unable to be served in a less restrictive environment.

Generally, prospective students will be screened for admission to the program based on a review of current and historical information provided by the referring agencies/families.

Admission is based on the evaluation of a student's instructional and programmatic needs. This determination is made based on the results of current academic, psychological, and adaptive behavior assessments, as well as other information as needed for clarification.

After review by a cross-disciplinary Admissions Committee, final admission determination is made by the APTS Program Directors.

b. Admission Procedures:

APTS maintains a thorough admissions process to ensure program integrity, accountability, and overall effectiveness that will benefit our students. Our desire is to accept those students whose academic and behavioral needs can be consistently and effectively addressed on a daily basis. Additionally, we recognize the importance of developing a positive relationship with the families of our students, as well as the referring agencies that work with us.

i. Request for Services

Upon the initial request for services, a referral packet will be completed by the LEA with the following information submitted for review:

- Release of Information
- Behavioral/Social History
- Psycho-educational evaluation completed within the last 3 years
- Written records and data from other service providers as available
- Proof of citizenship or legal status
- Medical examination within the last 6 months or evidence of scheduling such an examination prior to admission
- Medical history form

Student admission is subject to the following:

- Successful evaluation of a student's instructional and programmatic needs
- APTS resources available to meet the student needs
- Available classroom space

i. Student Intake Interview

If it is determined that APTS can meet the student's needs, an appointment will be scheduled with the parent/legal guardian for a Student Intake Interview and APTS facility tour. Please note that the student is not required to attend this appointment. Information covered during Intake/Tour appointment will consist of:

- Review of student information
- Discussion of prior academic and behavior experiences

- Overview of APTS history, academic and behavioral philosophy, current student body, program expectations and requirements, and other pertinent information
- Campus Tour
- Review of Student Enrollment Packet (if applicable)
- Scheduling of Community Assessment/Observation (if applicable)

If, at the conclusion of the Student Intake Interview, there is agreement by the parents/legal guardian and APTS Administrative Staff to proceed with the APTS intake process, and the student was not present, a Community Assessment/Observation will be scheduled shortly thereafter for final acceptance determination.

iii. *The Community Assessment*

The Community Assessment provides an opportunity for APTS staff to meet and observe the prospective student during his/her normal routine. This assessment can be scheduled in the home setting, the student's current school placement, or any additional community setting agreed upon by the parent/legal guardian and APTS staff.

The community assessment will also consist of APTS staff interviewing relevant parties who have had experience working with the prospective student. These may include the parent/legal guardian, teachers, classroom staff, community staff, and mentors. Information collected during this interview will further assist in determining whether APTS can meet the needs of the student.

At the conclusion of this assessment, APTS staff will summarize the information gathered and present to the Admissions Committee for review and consideration and final determination by the Program Directors for admission to APTS.

If it is determined that APTS will offer enrollment to the student, APTS will offer placement via written communication to both the LEA and parents/guardians. If the LEA advises APTS that placement is accepted, APTS will designate a start date via written communication. Start dates are subject to change based on various circumstances. Should a change in date occur, APTS will contact all parties to inform them of such a change. It should be noted that APTS reserves the right to deny student admission based on any

and all viable reasons. In the event a student is denied acceptance, LEAs will be notified in writing of the denial.

Upon acceptance of placement, APTS will provide the parents/guardians with a Student Enrollment Packet. **The collection of this packet, and all of the required forms contained in it, must be completed prior to any student starting at APTS.** The Student Enrollment Packet consists of the following:

- Student Registration Form
- School Program Parent/Student Policies and Procedures Manual
- Emergency Care Information/Contact Form
- Commonwealth of Virginia School Entrance Health Form
- Transportation Form
- Consent for: Community-Based Instruction/Community Travel; Media Release; Video/Photography for Virginia Assessment
- Authorization to Release Personal Information (agency/individual specific)
- Parental Permission for Fingernail Grooming by School Personnel
- Current school year calendar
- Back-to-School Supply Memo
- Directions to APTS campuses

4. **Tuition:**

Tuition rates are determined in accordance with VDOE's Rules and Regulations Governing the Operation of Private Day Schools for Children with Disabilities. Funding is provided in partnership by the referring locality/agency (LEA) and/or the Family Assistance and Planning Team (FAPT). Parents may directly refer their child for placement and assume full responsibility for tuition and fees.

5. **Transportation:**

Transportation to and from the APTS school program will be provided by referring counties/agencies/families, or APTS, depending on the geographic location of the student's residence, availability, and individual needs.

If students will be transported to and from community-based instruction sites using APTS school-owned vehicles, such vehicles will meet Federal and

State standards and will be maintained in accordance with applicable State and Federal laws.

All drivers of vehicles transporting students shall comply with the requirements of the applicable laws of Virginia. Staff members or other adults who may transport students to and from school shall take appropriate safety measures, which take into consideration the age range and disabling conditions of students served at APTS.

6. Educational Objectives:

APTS is a 12-month program, offering continuity of instruction that promotes skills acquisition and maintenance, as well as behavioral stability and durability. The school year consists of approximately 236 days, depending on seasonal and Federal holidays. APTS generally follows Fairfax County Public Schools holiday schedule for the Alexandria Campus and Fredericksburg City for the Fredericksburg Campus with the addition of an approximately 1-week, each, early summer and late summer break. Student instruction hours are from 8:30AM-3:15PM, Monday through Friday.

The primary focus of APTS' program is on creating and maintaining availability for learning through individualized instruction and behavioral interventions that directly complement the student's Individualized Education Plan, including the establishment of observable and measurable academic/vocational/behavioral goals/objectives and ongoing outcome evaluation.

APTS offers curriculum paths for students pursuing Academic, Vocational, and Life Skills tracks. Any combination of programs can be implemented to meet the needs of the individual student. More detailed descriptions of each program curriculum path and levels for which training is provided are included in the APTS Academic Outline, Program of Study, and MSAP© Vocational Matrix.

7. Physical Facilities:

APTS maintains 2 campuses:

The Alexandria Campus is located at 5632 Mount Vernon Memorial Highway, Alexandria, Virginia 22309.

The Fredericksburg Campus is located at 710 Littlepage Street, Fredericksburg, Virginia 22401.

8. Staffing Ratios/Patterns:

APTS maintains a 1:1.5 staff-to-student school-wide ratio. APTS' self-contained classrooms of approximately 6-8 students are grouped into teams known as "PODS" and staffed with qualified education professionals. APTS staff includes Co-Program Directors, a Director of Behavioral Services, Director of Educational Services, Director of IT and Risk Management Educational Supervisors (ES), Teachers, Board Certified Behavior Analysts and Specialists (BA/BS), Data Analysts, Program Manager (PM), POD Managers (PM), Team Leaders (TL), Program Facilitators (PF) and licensed Related Service providers.

APTS' Co-Program Directors oversee the global educational and behavioral directions of APTS' program and ensure that the highest quality of direct service is delivered to our students and families. Within their scope of authority, they ensure program integrity within the framework of applicable local, State, and Federal regulations and provide staff with efficacy- and research-based training opportunities in instructional and behavioral practices.

The Directors of Educational and Behavioral Services assist the Program Directors in guiding APTS' academic and behavioral programming and developing policies that comply with governing bodies' rules and regulations. The Director of Education supervises the Educational Supervisors and the Director of Behavioral Services supervises the Behavior Analysts/Specialists and the Data Analysts.

The Educational Supervisors provide support and supervision to all APTS teaching staff and guidance to those staff assisting in the delivery of direct academic instruction. The ES ensures the consistency of educational processes including, but not limited to: annual student assessments; teacher training; and compliance with State and local regulations. The ES is responsible for the research, development, and modification of curriculum materials from a variety of sources including, but not limited to: web-based

and other software programs; adapted printed materials; manipulatives; and educator networks, in order to meet the unique individualized learning needs of each of our students. The ES accomplishes this through direct modeling and training in the implementation of such materials in the classrooms.

The Teacher's primary responsibilities are to evaluate the student's current educational needs and to develop curriculum aligned with each student's curriculum path and instructional levels, to develop student IEP goals and objectives, as well as to coordinate and deliver academic, vocational, and life skills instruction in accordance with the student's IEP.

The Board Certified Behavior Analysts'/Specialists' primary responsibilities are to: conduct Functional Behavioral Assessments using tools and methods from various information sources including direct observation; design Behavior Intervention Plans, train APTS staff, as well as relevant family members/care providers/professionals in their implementation; and monitor program efficacy and outcomes within an Applied Behavior Analysis framework. Data Analysts work closely with BA's/BS's by summarizing and assisting in data interpretation, in order to monitor student progress.

The POD Managers are responsible for collaborating across disciplines to: train staff in the consistent use of behavioral strategies based on the least restrictive continuum of interventions; supervise Team Leaders' and Program Facilitators' performance with regard to their advancement of students' academic and behavioral progress.

Team Leaders provide direct supervision and training to Program Facilitators. Both TL's and PF's are primarily responsible for: implementing instructional and behavioral strategies; maintaining data collection protocols; providing support to students during transitions (e.g., on the school bus); and providing crisis stabilization.

The Director of Information Technology and Risk Management oversees the quality and accessibility of information technology used for the purposes of instruction, data collection, and outcome measurement while ensuring the confidentiality and security of such information, as well as of APTS' campus facilities.

Related Service Providers deliver direct and consultative service to students in the disciplines of Speech and Language Pathology, Occupational Therapy, Physical Therapy, and Counseling.

9. Student Academic Progress and Exit Document:

Student progress will be measured using a variety of direct and indirect assessment instruments and methods:

- Quarterly and Interim (as required) Report Cards and IEP Progress Reports based on Global Proficiency Ratings
- Monthly behavioral assessment/data analysis
- Direct observer narratives
- Exit Summary is provided as a resource for present level of performance/functioning in all areas in a timely manner following discharge.

This information will be provided to parents/guardians, LEAs, or other referring agencies minimally each quarter or on an interim basis, as required. More frequent contact may take place on an as-needed basis in the form of direct meetings, phone calls, emails, and classroom observations.

Students enrolled in APTS are working toward completion of educational goals that will lead to the attainment of an approved secondary school exit document as determined by the IEP team, including Special Diploma, Modified Standard Diploma, or Standard Diploma.

Additionally, students will be assessed in accordance with State guidelines aligned with their Program of Study. APTS follows the required levels of performance for graduation as mandated by the Program of Study for each student referred from his/her respective LEA to meet VDOE licensure requirements.

10. Development of Individualized Education Plans (IEP) for Students:

Each enrolled student identified by a Local Education Agency (LEA) as eligible for special education and related services shall have an IEP on file with APTS in accordance with the VDOE's Regulations Governing the Operation of Private Day Schools for Children with Disabilities. Students

not identified as such (i.e., students unilaterally placed by their parents) shall have an Individualized Instructional Plan.

Upon entrance to the program, an IEP will be developed and/or reviewed in a timely manner, and federally mandated timelines will be followed for the development and re-assessment of each IEP and Triennial Evaluation in cooperation with the LEA.

11. Promotion of Student to the Next Grade:

Promotion of students at APTS is based on student progress toward individualized goals outlined in the IEP for that student. At the time of the annual IEP, the team decides on promotion and discusses graduation options. These decisions are documented in the Present Level of Performance and/or the Transition Plan in the IEP

12. Conduct and Termination Policy:

Each student's IEP team will evaluate his/her progress in achieving behavioral stability/durability and in meeting IEP goals and objectives (including the level of supports necessary to ensure the student's success), in order to determine the appropriateness of APTS as the least restrictive environment to meet his/her needs.

13. Documentation of Student Performance at Time of Discharge

As a student exits the program at APTS by any means (e.g., "aging out," graduation, transfer to another school, etc.), parents/guardians and LEAs are provided an updated Exit Summary document outlining the student's current academic, behavior, social, and related service current levels of performance.

14. Post-Secondary Exit Plan

During the annual IEP for students at an age for which discussion of post-secondary transition is appropriate, the LEA initiates selection of the adult service agencies to participate. APTS then works collaboratively with both the LEA and the adult service agencies to ensure a smooth transition for each eligible student.

Documentation of post-secondary goals and agencies responsible for implementing and tracking those goals is documented on the pages marked for the purpose of “Post-Secondary Transition Plan” in the IEP, per LEA.

15. **Management of Student Records:**

APTS shall develop, use, and maintain adequate student records in accordance with the VDOE’s Regulations Governing the Operation of Private Day Schools for Children with Disabilities licensure requirements. These records shall include, but not be limited to the following:

- Applications for admission
- Enrollment agreement
- Academic/attendance record
- Financial payment record
- Placement record

Confidentiality Statement:

The principle of confidentiality underlies all policies and procedures for the collection, maintenance, disclosure, and destruction of educational records. Education records entrust information to others and as such obligate those others to safeguard and to protect the confidentiality of any personally identifiable information.

Medication Management:

It is the philosophy of APTS to encourage students receiving services to develop independence in their daily living and self-help skills. In those instances, when students are unable to self-administer medication, the APTS staff will monitor, prompt, or provide assistance to the student to take their medication(s).

In order to comply with State regulations, the procedures detailed below are followed for administering medications which students take while attending APTS. Students, their parents/legal guardians, and staff must follow the procedures outlined below to ensure health and safety and maintain acceptable standards as prescribed by VDOE and the Virginia Code.

- All prescribed substances to be taken by students during program hours must have a current (not older than one year) written physician's order. New physician's orders must be received whenever a prescription is changed (this includes medication discontinuation or changes of dosages). A copy of the physician's order will be kept in the student's record as well as in the medication administration logbook. APTS staff will not accept medications for which there is no physician's order.
- An "Authorization to Dispense Medication" form authorizing APTS to dispense student medication at school must be completed and signed by the parent/guardian annually, and immediately if changes occur.
- Students may not transport their medications. Medications must be transferred from the parent/guardian to APTS authorized staff. A lockbox will be used for this purpose if the parent/guardian cannot physically bring the medication to school.
- All prescribed medications must be received by APTS in the current original properly labeled container as dispensed by the pharmacist or physician. (Pharmacists can routinely give parents/guardians a labeled container for the school). Medication labels must contain the student's name, physician's name, name of the medication, directions for use, and date. Physician's orders and medication labels must agree.
- A physician, in writing, must authorize any medication, given for more than 10 consecutive school days. The prescription label on the bottle will be accepted as the physician's order for those medications given for less than 10 consecutive school days.
- Parents/guardians must complete and sign an "Authorization to Dispense Medication" form for any non-prescription medications their child is to take at school. Non-prescription medication must be in the original manufacturer's container un-opened and brought to school via lock box from, or directly by, the parent/guardian.
- Medications will be kept in a locked medication cart. Medication will be kept locked except when being administered and keys will be secured in a lock box located in a central location at the end of the program day.
- Each time a dosage of medication is administered, a medication certified staff person will complete the necessary information as required on the

medication administration chart located in the medication administration logbook. Staff will follow the sequence of medication schedule/dates as indicated for each medication.

- Variances in medication administration shall be documented on the medication form and filed in the student's record. In addition, the staff person responsible will place their initials for the date and dosage variance on the medication sheet, and take required action to either notify the student's parent/guardian or physician, as may be required.
- If there is a variance in either administering or failing to administer a medication (i.e., student refusal, etc.), APTS staff will notify the following individuals in this order: the parent/guardian, the primary physician if the parent/guardian is not available, or 911 or poison control, if appropriate. If such an incident occurs, the staff will also be required to participate in a supervised review of the procedures and corrective action, as necessary.
- If medications or substances require alteration to facilitate the student's swallowing, the medication or substance can be crushed or mixed with a doctor's written order.
- Parents/guardians are required to provide an annual medical history update, which includes allergies, medical conditions, and medication history. A copy of this medical history form will be kept in the medication logbook for each student who receives assistance in taking medication. In addition, the parent/guardian must complete an annual medication authorization form, which provides permission to assist the student with medication. Medications will not be administered if the student's medical history and authorization form is out of date.
- Parents/guardians are responsible for sending medication refills in a timely manner in order to maintain adequate supplies. APTS may attempt to make a courtesy phone call to notify parents/guardians that refills will be needed.
- Whenever APTS staff is made aware of student medication changes a "Student Medication Change Notification" form is completed by the APTS School Nurse.

Positive Behavior Intervention/Crisis Management:

Positive Behavior Intervention at a Glance

APTS is a union between the clinical principles of Applied Behavior Analysis and the application of such analysis in an educational setting. As a team, we help our students behaviorally, so that they are more available for learning; and thus, academically, so that they can access the curriculum suited to their individual needs.

The APTS program staff is committed to the use of positive proactive methods, within an Applied Behavior Analysis framework, to shape the student's adaptive behavioral repertoire and to promote the acquisition of functional academic, vocational, and life skills. This process includes utilizing information gathered from a comprehensive functional assessment of behaviors that helps guide the selection of appropriate behavioral strategies to meet the unique needs of each student. These strategies can include, but are not limited to:

- Positive reinforcement
- Task-analysis approach to skills acquisition
- Operant extinction

Positive behavioral measures will be attempted before the recommendation of the use of restrictive procedures. Prior to the use of a restrictive procedure, an Interdisciplinary Team meeting will be held and the least restrictive alternative will be incorporated into the student's plan with informed consent from the IEP team.

The underlying philosophy of any behavior intervention for a student is that he (for the sake of argument) is capable of modifying some aspects of his behavior through the external application of Applied Behavior Analysis (ABA) principles despite behavioral characteristics and tendencies associated with his diagnosis.

The premise, here, is that, over time, behaviors are learned when reinforced (even inadvertently) by producing desired results (i.e., escaping demands, providing attention). This can create a rather efficient behavioral repertoire for the student, over time, with a low effort-to-high payoff ratio, which

allows him to continue to maintain control over his agenda and those in his immediate environment.

While a great deal of attention has focused on “ABA” procedures in recent years, particularly as they relate to the use of discrete trial training for students with autism spectrum disorders, Applied Behavior Analysis (ABA) principles encompass a much broader range of procedures. Drs. Brian Iwata, Richard M. Foxx, and Johnny Matson, leaders in the field of ABA, have demonstrated literature-based efficacy in applying these procedures to working with individuals across a range developmental disabilities and dual diagnoses. It is important to take a moment for clarification. As the literature notes:

“It is important to understand that ABA is a framework for the practice of a science and not a specific program. This can be a difficult point to discern when one begins an examination of programs for children...and regularly encounters tales of folks who are "doing ABA." Typically these folks are actually running a Lovaas-type program or another program based on [discrete trials](#) (which, indeed, are an important element of many ABA-based interventions, but are not the whole of ABA itself). It may seem a semantic argument, but one should remember that ABA is a set of principles and guidelines upon which educational programs (or any number of applications) are based and shouldn't be used synonymously with a specific program.” (polyxo.com).

Therefore, behavioral interventions should be based on **caregiver/staff-centered** interactive and reactive procedures that focus on reshaping the contingencies surrounding the demonstration of behavioral deficits and excesses.

One of the first areas of focus must be in establishing **stimulus control** over the student’s behaviors. Stimulus control refers to a phenomenon describing a differential form or frequency of the performance of a behavior in the presence of one stimulus (or set of stimuli), which is not evident in the presence of another.

The process of establishing stimulus control involves a number of strategies including differential reinforcement and behavior reductive interventions,

however such strategies must be considered within the context of the function of the behavior and the interim steps leading to the ultimate outcomes desired. For example, if the ultimate goal is to be able to go out into the community safely with the student, the first step must address the ability of the student to follow basic directions within the more controlled setting of the school, home, or other designated areas and across different individuals.

With the introduction of new contingencies, the student might become frustrated and upset when his previous pattern of responding functions less effectively than in the past (i.e., being placed on **extinction** from reinforcement). It is likely that students will “test the limits” and will experience “**extinction bursts**” where behaviors “get worse before they get better” or which may re-emerge under novel or challenging circumstances.

The terms “**extinction**,” “**extinction burst**” (or “**resistance to extinction**”) also warrant further clarification.

According to the seminal work of Adelman and Maatsch (1955), “The word (extinction) carries connotations of destruction and loss...We might expect old habits and memories to become extinct, irrecoverable, and irreplaceable. But that is not what happens in the process of extinguishing an operant (learned)...response. And for that reason, (it is best to consider the term) *acquisition* of extinction (which is) a **process of continued learning**. At issue is whether it is the learning to *inhibit* a response done earlier, the learning of a *new* response opposite to or incompatible with that performed earlier, or the learning that the earlier response is simply *no longer effective*. In short, extinction isn't the opposite of learning, it *is* learning...” [Adelman, H.M., & Maatsch, J.L. (1955). “Resistance to extinction as a function of the type of response elicited by frustration.” *Journal of Experimental Psychology*, 50, 61-65].

As implementation of behavioral strategies progresses, it is not uncommon that individuals who have used their behaviors functionally (although maladaptively) to manage their immediate environment will alter their response patterns. It is helpful to consider these changes in responding as “phases.” As such, these phases may include the introduction or re-emergence of certain patterns of behavior, such as the following:

- Aggression – either in the form of verbal or physical outbursts

- Non-compliance, overall reluctance to engage in many caregiver/staff directed activities
- Changes in mood
- Changes in toileting
- Gradual tolerance of new protocols
- “Testing” caregiver/staff consistency in novel situations
- Relapse to a previous phase
- Increased tolerance of new protocols or expectations

In general, all caregivers/staff must maintain hyper-vigilance in gauging the student’s current repertoire of responses so as to avoid complacency and reversion to previous contingencies.

b. Crisis Management-Physical Redirection/Deflection

APTS makes every attempt to avert behavioral crises and, thus, the need for passive therapeutic physical intervention with students, through the use of the least restrictive model of positive alternative strategies. If, however, an unavoidable crisis presents itself and it is necessary to implement a therapeutic physical intervention with a student, APTS staff is trained in the use of **“Physical Redirection/Deflection” and, as a last resort, physical restraint, in order to protect the student and others from imminent harm. Alternative Paths Training School (APTS) prohibits the use of prone physical restraints.**

Physical redirection/deflection (pr/d) precludes the need for physical restraint in most cases, if the student engages in aggression. PR/D represents a sequence of prescribed and confined therapeutic passive physical intervention movements in response to another’s aggression toward self or others. The trained practitioner does not meet force with force, but rather uses the physical momentum created by the force of the strike (or attempted strike) to divert the blow.

This is covered completely through in-depth and on-going staff training via modeling, rehearsal, demonstration, and frequent review by our trainers referencing our “By My Side[®]” Manual.

PR/D precludes:

Hyperextension of joints
Grabbing/squeezing/twisting limbs
Blocking (bone to bone contact)

The following actions are prohibited by APTS:

- Deprivation of drinking water or food necessary to meet a student's daily nutritional needs except as ordered by a licensed physician for a legitimate medical purpose and documented in the student's record
- Denial of use of toilet facilities
- Any action which is humiliating, degrading, or abusive
- Corporal punishment
- Deprivation of health care
- Use of aversive stimuli except as part of an intrusive aversive therapy plan approved pursuant to other applicable regulations and oversight

Attendance/Tardiness//Illness Policy:

APTS utilizes this student attendance/tardiness/illness policy to facilitate student availability to learn and to prevent/minimize unexcused absences, also referred to as **truancy**.

All students are expected to attend school and arrive on time each day. Excused absences consist of illnesses, family emergencies, school visitations, and religious observances. When a student has to be absent from school, parents/guardians are to follow the protocol below:

- Call each day a student is absent (the answering machine is available on a twenty-four hour basis).
- If a call is not made to the school on the date of an absence, a note must be brought from a parent/guardian stating the reason for the absence within 48 hours of the student's return to school.
- Absences are unexcused if contact is not made with the school or a note from home is not presented within two (2) days following the student's 1st day of return from absence.

VDOE regulations require that student attendance be taken and recorded accurately during each school day. To meet this obligation, the school uses the following system:

- Names of students not present are submitted to the Main Office daily.
- The Main Office staff produces a daily list of excused absences by consulting multiple sources including, but not limited to: parents, teachers, field trip lists, prior notifications, and early dismissals.
- Staff is required to investigate the reason for a student's absence if the school has not been notified by the second (2nd) day.
- The LEA will be notified of student attendance issues. Chronic tardiness and/or lack of attendance will be addressed by the student's IEP team as it relates to student progress and continued enrollment in the program as required by VDOE regulations.

Further, the school will act in accordance with best health practices in determining a student's ability to remain at school if signs of illness are present. In the event that a student has a fever of more than 100 degrees F, more than 1 episode of diarrhea or vomiting before or after arriving at school, skin or eye infectious conditions, or has upper respiratory or throat symptoms that indicate the presence of a contagious bacteria or virus, parents will be contacted and asked to pick up their child in a timely manner to avoid contagion to other students.

If a parent observes any of these symptoms prior to the school day, they should keep their child at home and call regarding the reason for their absence. A doctor's note may be required before return of the student to school is allowed after child has been sent home, and the school nurse will indicate a requested time period of exclusion.

20. Personal Dress and Appearance:

APTS expects that all students shall be neatly groomed and appropriately dressed for the school day. A student's dress must not distract from the educational process and must be in accordance with health and safety standards.

The student's school staff shall determine dress deemed appropriate for the student within the context of their daily activities. If unsuitable,

inappropriate, or unacceptable, the staff will advise the student and parent/guardian as to the suitable, appropriate, or acceptable alternative.

Clothing must not be too tight or revealing and must be devoid of tears. Flip-flops are unsafe, and are not to be worn. Skirts and dresses must be long enough to allow the student to bend over with privacy maintained.

T-shirts and shorts may be worn, however shorts must be no shorter than fingertip length, measured with arms held hanging at the student's side. (This might require slightly longer measurement criteria on a student-to-student basis at staff's discretion). Clothing may not show alcohol, drug, gang, or obscene/vulgar messages, and must not come above the waist. Tattoos must remain covered as best as possible at all times.

Any student who does not comply with the dress code will be asked to remedy the violation that day. If they do not have clothing available at school that day, attempts will be made by APTS to provide a temporary solution that day.

If there is a repeat incident, APTS staff will, again, notify the parent/guardian and require that they bring an appropriate item of clothing to school that day. If a pattern of such incidents occurs, a meeting will be called by the Program Directors to address the issue.

21. Student Cell Phones:

It is our mission at APTS to maintain the safety and well-being of our students, while preparing them to transition to less restrictive settings. In these less restrictive settings, cell phones are not allowed and are confiscated if used in class. Further, if your son or daughter is ready to transition to the world of work, it is important that he or she understands the appropriate use of cell phones so that it does not interfere with/jeopardize his or her workday or employment.

We ask each parent/guardian to support APTS in preparing your son or daughter for his or her next setting by teaching your child that cell phones are not appropriate for use in school. If it is necessary for your child to bring a cell phone to school, please notify a Program Director in writing.

If a student comes to school with a cell phone and it rings or alerts, or if the student attempts to use it or take it out during an inappropriate time deemed

by staff, staff will place it in a locked location, return it to that student at the end of that school day and communicate with the parent/guardian. Should a second cell phone-related incident occur with that same student, then staff will place the phone in a locked location where it will be held until the parent/guardian of the child is able to pick it up.

22. Make-up Work:

Students will be expected to make up work missed during their absence, as appropriate. When experiential learning opportunities cannot be rescheduled following the student's return from absence, every attempt will be made to provide alternative/equivalent instruction/materials to cover the content area missed.

23. Textbooks and Supplies:

Monies are allocated each year for textbooks, educational software, and supplies for the following school year. These materials are available to all students on a no-charge basis. When it is necessary for students to purchase supplemental materials, the Program Director(s) must approve any plans to sell materials to students.

From time-to-time, APTS might request that parents provide certain personal school supplies for their child. If that is the case, a list of the requested supplies will be sent home for parents to purchase. If there are extenuating circumstances that preclude such a purchase, please feel free to contact your child's teacher.

24. Student Access to Instructional Resources:

In addition to computer-based software programs that are used as both supplemental to content materials and to accommodate differences in learning styles, students have access to Internet resources and a school library. Please see our accompanying overview of educational philosophy and curricula and the references contained there for more details.

25. Intern Policy:

Alternative Paths Training School supports the furthering of professional knowledge, skills and abilities in the field of special education and Applied Behavior Analysis. Therefore, we offer internship opportunities to students

enrolled in accredited university programs. The following are our requirements for intern candidates:

a. Prerequisites:

Student enrolled in good standing with the sponsoring university

An interest in working with children with autism and other disabilities in a school setting

Complete criminal background checks and CPS registry information and clearance

b. Opportunities and Duties:

- Ten to twenty hours per week, depending on credits contracted.
- The intern will be required to attend trainings and learn specific behavioral intervention strategies and individualized curriculum strategies.
- The intern will be expected to actively participate with the students using these strategies.
- Assigned activities also include implementing planned academic and behavioral programming for students, academic and behavioral data collection, and some data analysis; this might occur during both on- and off-campus student learning experiences.
- Weekly contact with the faculty advisor and any assigned tasks.
- Keeping a journal of internship experiences.
- Mini Action research project

c. Credit and Assessment

- Credit dependent upon successfully completing formal contract duties.
- Grading based on agency assessment, regular contacts with the campus supervisor, and the approved research project.

26. Video and Photography Policy:

APTS school administrative directors, school safety and security members, and school investigative staff members or designees are authorized to engage in video surveillance and photography based on the need for ongoing monitoring or post-event review, to provide for the safety and security of students, employees, other APTS stakeholders, and authorized visitors.

With prior approval from the department head, clinical and educational staff is authorized to use school cameras based on clinical and educational student needs, including, but not limited to, behavioral assessment, data collection and analysis, documentation of student work, post-event review, etc. Only APTS equipment may be used. Furthermore, the images and the equipment cannot leave or be transferred (electronically or otherwise) beyond school property without prior approval of a Program Director. Control of APTS cameras is achieved via the use of Form 3001A-Camera Sign In/Sign Out Sheet.

It is prohibited for anyone to utilize personal equipment, such as cameras, phones, personal digital assistants (PDAs), laptops, or other devices on APTS property to capture video, images, or to record sound, without written approval of a Program Director.

27. Lunch Policy:

Students will have a 30-minute lunch period each day and will bring their own lunch.

All foods brought in by students must be properly refrigerated as needed from home to school, and will be refrigerated if needed at school. Foods needing reheating by microwave must be thoroughly cooked at home prior to sending in for lunch at school. Foods not consumed will be thrown away at school unless parent expresses other preferences for saving food, in which case it will be returned home.

In the event that a student does not have lunch due to unforeseen circumstances, one will be provided for him/her. However, lunches will not be provided for students on an on-going basis, unless special arrangements are made in advance with the LEA.

28. Minimum Cancellation and Settlement Policy:

APTS is governed by the Cancellation and Refund Policy as outlined in the VDOE Regulations Governing the Operation of Private Day Schools for Students with Disabilities.

29. Non-discrimination Policy:

No student, employee, or applicant for employment at APTS, on the basis of race, color, sex, religion, national origin, age (under certain circumstances), marital status, or disability, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity.

30. Rights of Students and Parents:

State and Federal law guarantee certain due process rights to students and parents of students who have been identified as needing special education. Copies of these due process rights are made available to students and their parents by APTS.

31. Complaint Resolution Procedures

Formal complaints are directed to the Program Directors at APTS for review and action. In the event that the complainant is not satisfied with the internal resolution or prefers, they may file a complaint by mailing or hand delivering a signed, dated written statement (which includes the complainant's concerns, alleged violations and possible resolutions) with the Office of Private Day Schools for Students with Disabilities, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120. This process is also available should the student, parent or guardian wish to register a complaint they have with a specific State Educational Agency.

32. Reporting Abuse, Neglect, or Exploitation

APTS believes that child or adult abuse, neglect and exploitation are violations of an individual's human rights and an obstacle to their behavioral and educational development. APTS directs that staff shall be alert for any evidence of such abuse, neglect or exploitation and to REPORT IT immediately.

Students have the right to dignity, respect and freedom from abuse, neglect or exploitation. APTS is committed to zero tolerance of abuse, neglect or exploitation of students being served by APTS and will take corrective action in all instances.

Staff is legally responsible for reporting all suspected cases of child abuse, neglect or exploitation. Under state law, staff is free from liability for

reporting instances of abuse, neglect or exploitation and is criminally liable for failure to do so. This includes making referrals to Child or Adult Protective Services (CPS) and providing appropriate access to the student, the reporter, and any related documentation.

Any conditions or information that may reasonably be related to abuse, neglect or exploitation should be reported.

APTS strives to promote an environment that overcomes all barriers of reporting and encourages its staff to embrace the opportunity to advocate for the students and “Do The Right Thing”.

I have reviewed and accepted the above policies and procedures as outlined in Alternative Paths Training School’s Parent/Student Handbook for the 2014-2015 School Year, revised June 24, 2014.

Print Student Name Student Signature Date

Print Parent/Guardian Name Parent/Guardian Signature Date

I have reviewed and approved the above policies and procedures as outlined in Alternative Paths Training School’s Parent/Student Handbook for the 2014-2015 School Year, revised June 24, 2014.

Print LEA Name LEA Signature Date