Established in 2002


Revised 7/1/19
Greetings:

Since 2002, our essential mission and primary goal at Alternative Paths has been to deliver excellence through our service delivery to students and their families. We achieve this by adhering to the federal and state legislation, and by allying with families, Local Education Agencies and significant others. The students that we are entrusted with daily, often are referred as a result of severe underachievement in their academics and impeded extensively by some form of behavioral concern(s).

The Individuals with Disabilities Education Act (IDEA) passed in 2004, is a clear reauthorization of passed special education legislation, and our mandate to ensure all students referred to us, receive appropriate and quality services. Our commitment is to deliver; with parents, LEAs and other stakeholders as allies, we are determined to do all that we can to provide the child you’ve entrusted to us during our 7-hour school day, with a safe and affable environment for learning.
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Chief Executive Officer and Co-Founder

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Special Services Administration

Ellen Brosh
Behavioral and Community Svcs.

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Alternative Paths Training School
Program, Parent/Student Policies and Procedures
Handbook

Philosophy:

Alternative Paths Training School (APTS) is a private special education day school for students ages 5-22 with developmental and other disabilities who present with challenging behaviors which interfere with their adaptive academic and social functioning 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 20670-10 et. Seq.)

Our Mission

Alternative Paths Training School is a school which serves students who are under performing academically and in need of behavioral interventions. The school uses an Applied Behavior Analysis approach primarily and promotes academic achievement concurrent with improving behavioral stability and supports. Using a person-centered approach to academics, vocational, and practical life skills acquisition, best practices are implemented strategically during the school day. We are committed to assisting those we serve achieve their successful integration into the community throughout their school years and post-secondary ventures.

Our approach to the development of the Individualized Education Program (IEP) focuses on obtainable and measurable outcomes for students. This is facilitated through an Interdisciplinary Team process that involves the student, family, APTS staff, Local Educational Agency (LEAs) case managers and other professionals and is accomplished through the following:

- 1:1.5 staff-to-student school-wide ratio;
- 12-month Program;
- Extended School Day;
- 24/7 Support services to families of enrolled students;
- Academic on and off-site Vocational Programming and Community-Based Instruction offering students a wide range of individualized education per state standards-aligned curricula paths, including SOL and VAAP;
- Full Range of IEP related services (e.g., Speech and Language, Occupational, and Physical Therapy, 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 consultative basis.

Mr. El Tagi holds a Master’s degree in Education from George Mason University and is a Board-Certified Behavior Analyst. He has more than 30 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 exceptional needs, as well as providing crisis prevention/stabilization services throughout the Washington Metropolitan area. Alan has been instrumental in collaborating and engaging in an initiative to minimize the use of restrictive measures through his association and participation in Local Human Rights Committees.

Ms. Gross currently retired, holds a Master’s degree in Applied Behavioral Science from Adelphi University and is a Board-Certified Behavior Analyst. With more than 30 years of experience, Sue delivered direct services to children and adults with emotional, behavioral, learning, and developmental disabilities by 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 ABA strategies in the classroom.
Admissions

a. **Requirements and Criteria:**

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

- All students enrolled in APTS have been found eligible for special education services and have been referred by the Local Educational Agency case manager (LEA) or representative.
- 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.

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 Multidisciplinary Admissions Team, final admission decision is made by APTS’ Campus Program Directors.

b. **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 cannot be consistently and effectively addressed on a daily basis in the public schools. We recognize the importance of developing a positive relationship with the families of our students, and a collegial one with referring agencies.
Request for Services

Alternative Paths requires the following information when submitting referral or information packets in consideration of student placement(s):

- A release or a consent to exchange Information;
- A current and signed IEP;
- A current and signed student eligibility;
- Supplemental evaluations (i.e. psychological: behavioral; social history; medical evals, etc.);
- Supplemental behavioral documentation (i.e. functional behavioral assessment, behavior intervention plan(s));
- Copy of most recent physical examination;
- Copy of the immunization records.

Once the team decides appropriateness of the APTS Program for the student, the student’s parents or guardians will be invited to tour the Program, followed by a discussion where parents can pose questions for clarity regarding APTS’ philosophy, academic, vocational or behavioral programming. Student acceptance to the school and start dates are determined based on appropriateness of the student’s support needs, staffing, and school ratios as well as available space in the classroom. The school notifies the LEA and parents through a letter of acceptance or decline into the program. If APTS accepts the student for enrollment, the LEA and parents are notified of a start date.

*Infrequently, the Campus Education Director may request an interview with the student prior to enrollment; during this interview, the Director will offer a tour of the school to the student as well.

In addition, a Community Assessment is used at times by the Campus Director(s). The following information will provide you with more insight about it.

**Community Assessment: What is it?**

The Community Assessment affords APTS staff an opportunity 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 experience working with the prospective student. These may include the parent/legal guardian, teachers, classroom staff, community staff, mentors or other care providers. Information collected during this interview will further assist in determining whether APTS can adequately support the student.

At the conclusion of this assessment, APTS staff will summarize the information gathered and present it to the Admissions Committee for discussion.

APTS will provide the parents/guardians with the school’s Student Enrollment Packet upon acceptance. All the required forms contained in it, must be completed prior to student enrollment. The Student Enrollment Packet consists of the following:

- Student Registration Form;
- Parent/Student Policies and Procedures Handbook;
- 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);
- Parental Permission for Fingernail Grooming by School Personnel;
- Current school year calendar;
- Back-to-School Supply Memo;
- Directions to APTS campuses.

**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 coordinated by the referring (LEA) in some school divisions and/or through the Family Assessment Planning Team (FAPT) in others.
Transportation

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

When students are transported to and from community-based instruction sites using APTS-owned vehicles, the 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 will comply with the requirements of the applicable laws of Virginia. Staff members or other adults who transport students to and from school will take appropriate safety measures, including consideration of age range and disabling conditions of students served by APTS.

In the event of an emergency requiring an evacuation of a campus or area, APTS students may need to be transported temporarily in a staff member's personal vehicle to an alternate emergency location. Appropriate steps will be taken to update parents or guardians. Hence, all emergency contact information will be kept current.

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 236 days.

APTS’ calendar includes one (1) week breaks for Spring, early and late Summer and a Winter recess in addition to federal holidays. Student instruction hours are from 7:50 a.m. until 3:15 p.m., Monday through Friday.

The primary focus of APTS’ program is in creating and maintaining availability for learning through individualized instruction and behavioral interventions that directly complement the student’s Individualized Education Program. Establishing measurable and observable academic/vocational/behavioral goals and objectives and an ongoing outcome evaluation enables APTS to achieve this.
APTS offers curriculum for students pursuing Academic, Vocational, and Life Skills paths. Any combination of programs can be implemented to meet the needs of the individual student.

School Campuses and Locations

APTS has four campuses in several locations:

- Alexandria Campus at 5632 Mount Vernon Memorial Highway, Alexandria, VA 22309;
- Stafford East is located at 35 Smokehouse Drive, Stafford, VA 22406;
- Stafford West is located at 21 Smokehouse Drive, Fredericksburg VA 22406;
- Manassas Campus is located at 8509 Barrett Drive Manassas, VA 20109.

APTS’ Central Administration: Departments and Staff

The Central Administration Building located in Dumfries and houses the following departments: Special Services Administration; Operations; Behavioral and Community Services; Finance; and Human Resources. The Director of Operations 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 APTS' campus facilities; and, provides overall supervision to the following: Deputy Director of Operations; Facilities; Regional Program Directors (across district); Program Facilitators, IT and Community Relations staff.

The Director of Behavioral and Community Services oversees the administration and supervision of the department’s behavioral staff, including a Deputy Director, Regional Directors of Behavior Services, Behavior Specialists and Data Analysts at each respective campus across the district of APTS; this Director’s supervision extends to oversight of the Community Outreach Services (i.e. in-home clinical services): The Outreach Director, Coordinator and in-home Consultants.

The Director of Special Services Administration provides oversight of educational staff and ensures the delivery of all educational services; staff supervised under this Director include: the Deputy Director; Regional Education Directors; Educational Supervisors; Instructional Staff, Related Services, Counseling, and School Nurses, all of which are campus-based in the school district; and in Central Administration, Career and Transition staff. In this role, the Director creates and establishes policy and procedures for the department; ensures federal and state special education compliance; provides direction in the delivery of educational services and a range of other special education related services.
Regional (Campus) Staff/Ratios

APTS maintains a 1:1.5 staff-to-student school-wide ratio. APTS' self-contained classrooms of approximately 6-10 students are grouped into teams known as "PODS" and staffed with qualified education professionals. APTS’ campus staff includes Program Directors: a Regional Education Director; Regional Behavior Director and a Regional Program Director. Other staff include: Educational Supervisors (ES), Teachers, Board Certified Behavior Analysts and Specialists (BCBAs/BS), Data Analysts (DA), POD Managers (PM), Team Leaders (TL), Program Facilitators (PF) and licensed Related Services providers.

Program leadership consists of three Campus Directors who jointly oversee the campus’ educational and behavioral delivery of services and ensures 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. In addition, they provide support for campus specific investigative and fact findings.

Campus Directors assist in guiding academic and behavioral programming and developing procedures that comply with the governing bodies' rules and regulations. Immediate supervision of the Educational Supervisors and instructional staff is under the auspices of the Education Director while the Behavior Director supervises Behavior Analysts/Specialists and the Data Analysts. Also, these Directors provide professional development to their respective teams. The Educational Supervisors provide direct support, supervision and guidance to instructional staff in the delivery of academic instruction. The ES ensures the consistency and compliance of educational processes including, 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, web-based and other software programs; adapted printed materials; manipulatives; and educator networks to address the various learning needs and styles of learning of our students. The ES accomplishes this through direct modeling and training in the implementation of resources and materials in the classrooms.
Our teachers, including Lead Teachers, have earned graduate degrees and are state certified. Their primary responsibilities are to deliver instructional services aligned with federal and state mandates. Inasmuch as APTS provides educational services to students from more than 17 public school divisions, our goal is to work collegially with these school divisions to the fullest extent possible. The IEP helps to guide instructional services for each of our students. Teachers assess and reassess students’ progress; evaluate students’ educational needs; implement curriculum aligned with each student’s identified instructional level; develop goals and objectives, raising the bar as needed for students who demonstrate readiness.

Our School Counselors provide direct and indirect counseling to students whose IEPs indicate their need of the service. APTS offers individual, group, and social skills services to students in need of it.

Our Related Services Clinicians deliver direct and consultative services to students according to their IEPs. Related Services include: Occupational and Physical Therapy as well as Speech Therapy.

Our Behavioral Analysts and Specialists are board certified; their primary responsibilities are to conduct Functional Behavior Assessments (FBAs) using tools and methods from various information sources including direct observation; design Behavior Intervention Plans (BIPs) train and retrain staff, monitor program efficacy and outcomes within an Applied Behavior Analysis framework. Data Analysts work closely with our Behavior Analysts and Specialists by summarizing and assisting in data interpretation as they monitor student progress.

POD Managers who fall under the Regional Program Directors local supervision, are responsible for collaborating across disciplines to train staff in the consistent use of behavioral strategies based on the least restrictive continuum of interventions. They supervise Team Leaders and Program Facilitators (paraeducators), who support classroom instructional staff. Team Leaders provide direct supervision, training and remedial training to Program Facilitators. These two groups are primarily responsible for implementing behavioral strategies; maintaining data collection protocols; providing support to students during transitions (i.e. boarding the school bus); and providing crisis stabilization.

Procedures for School Administration
Alternative Paths Training School implements a site-based decision-making process. The basic premise of site-based decision-making is that the most effective decisions are made by those who will actually implement the decisions. Our belief is that people involved at the campus level have a greater opportunity to identify problems, develop resolutions, and augment strategy(ies). The objective of site-based decision-making is to improve student performance and to enhance program accountability. Each campus’ Education Administrator exercises the freedom, professional knowledge and experience to set their own educational objectives, as consistent as possible with placing school divisions’ goals and individual student needs, subject to approval by the Director of Special Services Administration.

Alternative Paths Training Schools’ site-based decision-making model begins with the campus specific Regional Education Director. In this role, she is considered the School Administrator. The School Administrator’s duties include protecting the academic instructional time from unnecessary interruptions; maintain a safe and secure school environment; identify professional development for staff to support student achievement; assess classroom practices and methods for improvement in instruction; ensure accurate education records and recordkeeping, keeping them confidential and protected; and monitor and evaluate the quality of instruction and supports as needed.

The Regional Education Director should be on the premises at all times while school is in operation, except those times when the director is required to attend school related or other meetings associated with school business off campus. In the absence of the Regional Education Director, the School Administrator may appoint a designee; the designee may include a member of the administrative staff as long as the staff holds a five-year renewable post graduate professional license issued by VDOE and is in good standing with the school. In the unlikely event the Regional Education Director becomes incapacitated or unable to designate a designee, and/or unable to fill the role as campus administrator, the Director of Special Services Administration will appoint a designee. School staff, LEAs and families will be promptly notified of the designated administrator.

**Student Academic Progress and Exit Document**

Student progress will be measured using a variety of direct and indirect assessment instruments and methods such as:
• Quarterly and Interim report cards and IEP progress reports (as required) based on global proficiency ratings;
• Monthly behavioral assessment/data analysis;
• Direct observation narratives;
• Exit Summary is provided as a resource for the present level of performance or functioning in all areas in a timely manner, following termination of services.

This information will be provided to parents/guardians, LEAs, or other referring agencies each quarter. On occasion, at APTS’ discretion, the school may make exceptions to report data for briefer periods on an interim basis. Regular communication is made via phone, emails, meetings or classroom observations.

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

Also, students will be assessed per state guidelines aligned with their Program of Studies. APTS adheres to state guidelines for graduating students.

Development of IEPs for Students

Each student enrolled at APTS has an IEP on file per VDOE's Regulations Governing the Operation of Private Day Schools for Children with Disabilities.

After a short period, usually 30 days, the IEP is reviewed to reassess whether the goals and objectives remain relevant for delivery of appropriate services as a new placement. If the IEP remains relevant, no further changes are needed. If, however, the student is being underserved by the placement IEP, it will be amended as appropriate by the IEP Team.

Counseling Services

When a student enrolls in the Program, and their IEP includes counseling services, these services are implemented under the current IEP guidelines. If the student does not have counseling services and the IEP Team determines the student’s need this service, the IEP will
be amended to reflect the change. Recommendations are based when any of the following occur:

1) a student appears to be experiencing suicidal ideations;
2) is a physical threat to herself and/or others;
3) is experiencing grief;
4) needs/requires consultation; or,
5) demonstrates mental health or instability concerns which adversely affects the student in the school setting.

Related Services

When a student is referred to APTS and their IEP includes Speech, Occupational, or Physical Therapy services, these services are implemented under the current IEP guidelines. If the services have not been identified in the IEP and APTS finds that they are appropriate, the Educational Supervisor will consult with the related service clinician. The clinician will then assess the student to determine if services are appropriate. If services are found to be appropriate, the Educational Supervisor will contact the LEA to request an IEP meeting. Regardless as to whether the student is on the clinician’s caseload, she may be contacted when the following instances occur: the student is displaying skill deficits in particular areas (e.g., communication, fine motor, gross motor, etc.) or the student is demonstrating instability that adversely affects the child in an educational setting. *Private providers and/or Related Services clinicians not contracted by APTS are not permitted to deliver services to students while on the premises of APTS. APTS views this as a potential liability, disruptive to the student’s IEP agreed upon services, and a reasonable difference in the delivery of services.

Grading Scale:

APTS’ grading policy operates in accordance with the standards and practices of the Virginia Department of Education (VDOE).

Administration of Statewide Assessments

State testing is required for all students.

The majority of students at APTS are placed by school divisions in Virginia. At each student's IEP meeting, the team decides whether a student qualifies for the Virginia Alternate
Assessment Program (VAAP) or the Standards of Learning tests (SOL). No student will ever be partial-VAAP and partial-SOL qualified.

Students participate in SOL testing at the following grade levels. All other testing follows the SOL testing schedule.

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<tr>
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<th>English/Reading</th>
<th>Math</th>
<th>Social Studies</th>
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Students who qualify for the VAAP are expected to participate in grade level core area testing schedules through a portfolio assessment prepared by the teacher. This portfolio assessment is called a Collection of Evidence (COE). The COE holds documents and student work that demonstrates the student's best ability based on the Aligned Standards of Learning (ASOL).

Students eligible for the VAAP, meet the following criteria:

- Possess a current IEP;
- Possess significant cognitive disabilities.
- The IEP indicates the need for extensive support in instruction and/or intervention in a curriculum based on ASOL;
- Additional information in the IEP may include student evaluation, personal management, recreation, leisure, school and community, vocational, communication, social competence, and/or motor skills;
- Require intensive, frequent, and individualized instruction across a variety of settings to show interaction and achievement; and is working towards educational goals other than those prescribed for a Standard Diploma, or Advanced Studies Diploma.
Career Training and Development

The APTS Vocational Program offers students the opportunity for successful future employment through life skills and career training. APTS provides students a variety of on-site and off-site vocational experiences to enhance career skills. Students are assessed on their vocational skills through a variety of tasks and assessments. Our Vocational Program evaluates a student's work and community readiness according to their skills and job performance. APTS provides students with the necessary support to ensure that they maximize their potential and use the skills they learn in the employment world.

Additional Educational Opportunities

Students may have the opportunity to participate in Family Life, Health and Physical Education, and Virtual Learning courses. Family life provides students with information related to the human body and sexual development. Health and Physical Education courses provide students with knowledge and skills of individual and team sports, as well as information related to personal fitness planning, diseases of the body, mental and emotional health, and safety.

For students who may benefit from participation in virtual learning courses, APTS strives to identify accredited providers to promote academic success using an on-line format. APTS also aims to cultivate art and music appreciation within our students by incorporating activities related to these areas within student's core subject areas. Students have the opportunity to access the art and music curriculum throughout their school day during structured preferred activities (SPA).

Promotion of Student to the Next Grade

Promotion of students at APTS is based on student progress toward individualized goals outlined in their IEP. 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.

Conduct

Each student's IEP team will evaluate their progress in achieving behavioral stability and durability, and in meeting IEP goals and objectives (including the level of supports necessary to ensure their success), to determine whether APTS remains the least restrictive environment
to meet her needs. For additional information regarding issues that might reach the level of a formal administrative response, please refer to APTS® Code of Conduct available under separate cover.

**Documentation of Student Performance at Time of Exit**

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

**Post-Secondary Exit Plan**

Prior to a student’s matriculation, an IEP meeting convenes in which the LEA invites relevant adult community agencies to participate in discussion. Subsequent to this meeting, APTS works collaboratively with both the LEA and the adult service agencies to ensure the smoothest possible transition for each eligible student.

Documentation of post-secondary goals and agencies responsible for implementing and tracking those goals is documented in the IEP’s Post-Secondary Transition Plan. *APTS urges parents or guardians of students approaching the age of majority (age 18) who are unable to make informed decisions for themselves, consider obtaining legal guardianship or obtain a Power of Attorney (POA) to act on their adult child’s behalf. For more information, consult your child’s LEA.*

**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; APTS is dedicated to preserving and safeguarding the confidentiality of any personally identifiable information.

**Medication Management and Other Medical Requirements**

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.

• In the event of an anaphylactic reaction in an individual in the school setting, epinephrine will be administered according to the individual's private medication authorization signed by his/her physician and with the epinephrine provided by the parent, supplied yearly according to expiration date. In the case that an individual has a first-time reaction; or has a known anaphylactic condition and no supply is provided from home, epinephrine will be administered by the school nurse or trained unlicensed school personnel according to the standing order on hand and from the stock supply kept in the nursing clinic.

Other Medical Requirements

The School Nurse and Records Registrar will maintain key records and documents pertaining to those students attending the school and advise families of annual requirements as well as expiration dates pending for annual physical, immunizations, and emergency care form. Routine, well-child physical examinations and signed emergency care cards are required on an annual basis, from the date of the last exam or a signature by the parent and/or doctor. Immunizations are required to be completed; boosters must be up to date, or excused by yearly medical exemption, or a one-time religious exemption. Prescription medications administered at school also require an annual renewal signature and date by the physician and the parent.

While students are required to show proof of established legal residence while attending school at APTS, and parents must have documented legal proof of guardianship of that student, APTS does not inquire about the status of the residence of the legal guardian or parent.

Post Hospitalization Requirements

Any student returning to APTS after a hospitalization, surgical procedure, prolonged medical absence, or doctor evaluation, other than the routine yearly physical, must have discharge papers or their doctor’s written assessment prior to a return to school. This must include a doctor’s or other medical professional’s assessment, diagnosis, treatment plan or guidelines outlining any limitations
or activity restrictions. New medications and/or new diagnoses also need to be documented on the discharge papers or medical notes from doctors. Arrangements to return to school after these medical absences must be arranged prior to return through the Regional Education Director and Nursing Manager. APTS will use these documents as part of the team’s process for deciding whether the student’s educational needs can be served safely at the school. A consent signed by parents is needed authorizing medical professionals to share information, or request discharge papers and make copies of the above stated as documentation to APTS. The written medical assessments must be presented or faxed to the appropriate school staff no later than one (1) day before the student is slated to return to school.

**Development of Behavior Intervention Plans (BIP) and Behavioral Goals for Students**

Each student at APTS is supported by a Behavior Analyst/Specialist who is responsible for conducting various behavioral assessments (e.g., Preference Assessments, Functional Assessment Observations, Functional Assessment Interviews, etc.) in order to develop effective strategies for decreasing maladaptive behaviors and increasing adaptive replacement behaviors. Results from these assessments are then utilized to develop or revise individualized Behavior Intervention Plans for each student. Through daily data collection, as well as the input of each student's collaborative team, the effectiveness of these plans is consistently evaluated and monitored. When students have demonstrated behavioral stability within the structured classroom setting, APTS strives to promote the generalization and maintenance of these skills to various domains (e.g., community settings, across individuals, etc.).

After a student has been placed at APTS, staff will collect data on targeted adaptive and maladaptive behaviors. Approximately ninety days following enrollment, APTS staff will utilize these data to create a baseline for future goals and objectives. Behavioral goals and objectives will then be updated in a timely manner based on on-going data collection and the input of the student's collaborative team.

**Positive Behavior Intervention/Crisis Management**

a. **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 promote behavioral stability, so that the student is available for learning; and able to 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 academic, 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:

- Antecedent Interventions;
- Differential Reinforcement;
- Task-analysis approach to skills acquisition;
- Modeling;
- Naturalistic teaching;
- 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. Current 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, 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.” (www.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. For that reason, (it is best to consider the tone) 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 reemergence of certain patterns of behavior, such as the following:

- Aggression — either in the focus 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 to avoid complacency and reversion to previous contingencies.

b. Crisis Management: “By-My-Side”
APTS makes every attempt to avert behavioral crises and, thus, the need for passive therapeutic physical intervention with students, through the use of 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 "By-My-Side". “By-My-Side” includes a number of therapeutic physical interventions, such as “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 prohibits the use of chemical and prone physical restraints and/or seclusion resulting in the isolation of a student.

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; rather, this professional 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.
Following any significant incidents of maladaptive behavior, including incidents involving therapeutic restraints, staff involved with the student will meet. Each student's progress will be reviewed, and staff will process what is going well and what requires further improvement regarding target behaviors and replacement behaviors. Additionally, when appropriate, staff will debrief with the student following significant incidents of maladaptive behavior.

**APTS’ Protocols for Threat Assessments**

In the event a student articulates or poses a life-threatening risk during the school day, in any form to self or others, as part of the response, APTS will notify parents and the Local Education Agency (LEA). APTS may request the LEA to conduct a threat assessment immediately. In the event the LEA fails to respond within a period of 1 hour, APTS will contact the parents and request the student receive a threat assessment at the local mental health clinic immediately. Failure to satisfy this requirement and provide a written statement from the clinician performing the assessment, could result in a disruption of educational services. Upon providing satisfactory evidence of the threat assessment clearance, APTS staff, the LEA and parents will convene a re-entry meeting for the student’s safe return to school.

**Attendance/Tardiness/Illness Policy**

APTS uses the student attendance/tardiness/illness policy to assist in assuring students’ 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 their child is or will be absent (the answering machine is available on a twenty-four-hour basis).
- If a call is not made to the school on the day 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 first 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 absent students are submitted to the campus front office daily. Staff in this office produce a daily list of excused absences by consulting multiple sources including, parents, teachers, field trip lists, prior notifications, and early dismissals.
- Staff are required to investigate reason(s) 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. Students who are absent from school due to illness or injury will complete missed schoolwork according to APTS' make-up policy.

**Personal Dress and Appearance**

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

The student's school staff will determine if the attire is appropriate for the student within the context of their daily activities. Should the attire be unsuitable, inappropriate, or unacceptable,
the staff will notify the student and parent/guardian of APTS’ definition of suitable, appropriate, or acceptable attire. 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 always remain covered as best as possible.

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, attempts will be made by APTS to provide a temporary solution.

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 these incidents occurs, a meeting will be convened by the Campus Directors to address the issue.

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. Also, if your child 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.

Therefore, we ask each parent/guardian to support APTS in preparing your child, our student, for her next setting by teaching her 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 Campus 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.

School-Sponsored Extracurricular Activities

APTS students may have the opportunity to participate in school-sponsored extracurricular 
activities under the supervision of APTS staff. CPR and first aid certified staff accompany 
students on these school-sponsored activities, as well as staff trained to implement APTS' 
crisis management plan, including "Physical Redirection/Deflection." All attempts will be 
made to ensure that any instructional time missed due to participation in the extracurricular 
activity is provided upon the students return to school. Prior to escorting any APTS student on 
a field trip or any other community/vocational outing, accompanying staff must have a current 
photo of that student on file at the campus. When there is no current photo on file, staff must 
photograph a headshot of the escorted student. This will ensure an immediate means of 
identifying a student who may wander off and can assist in conducting the Star Blue student 
search as well as any police search needed.

Newsletters

Occasionally, APTS publishes a newsletter as a way of informing parents/guardians about 
current instructional and other events occurring on the campuses. Sometimes photos of 
students engaged in academic or vocational tasks/projects are appropriate, however, students 
are not photographed without parent consent in writing. Consent forms are sent to each parent 
for signature permission and received, prior to any photographing.

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.
Textbooks and Supplies

Monies are allocated each year for textbooks, educational software, and classroom needs. These resources are available to all students.

Periodically, APTS may request parents to provide certain personal school articles for their child. If that is the case, a list of the requested supplies will be sent home for parents to acquire. If there are extenuating circumstances that preclude the purchase, please feel free to inform your child's teacher.

Student Access to Instructional Resources

Computer-based software programs are used to supplement content materials and to accommodate differences in learning styles; our students also have access to internet resources and a school library. These resources are maintained by Alternative Training School staff. Please see our accompanying overview of our educational philosophy and curricula and the references contained there for more details.

Intern Policy

Alternative Paths Training School supports growth in 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 is enrolled in good standing with the sponsoring university;
- Has an interest in working with children with autism and other disabilities in a school setting;
- Completes criminal background checks and CPS registry information and clearance.

b. Opportunities and Duties

- Intern 10-20 hours per week, depending on credits contracted;
- Required to attend trainings, including individualized curriculum and behavioral interventions;
• Expected to actively engage with students using these interventions;
• Implement planned academic instruction to students, collect data and analyze it either on or off campus as part of the Intern’s learning experiences;
• Communicate weekly with Faculty Advisor about any assigned tasks;
• Maintain a journal of internship experiences;
• Conduct a Mini Action Research Project.

c. Credit and Assessment

• Credit is awarded depending on successful completion of formal contractual duties;
• Grading is based on agency assessment, regular communication with supervising staff, and satisfactory completion of the Research Project.

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.

Lunch Policy
Students are provided 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 discarded at school unless parent(s) expresses other preferences for saving it, in which case it will be returned home.

In the event that a student does bring lunch from home, one will be provided for him/her. However, lunches will not be provided for students on a recurring basis, unless special arrangements are made in advance by the LEA.

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.

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.

Rights of Students and Parents

Federal and State law guarantee certain due rights and privileges to students who are eligible for special education; parent’s rights have also been identified. Copies of these due process rights are made available to students and their parents by APTS.

Visitation/Observation Procedures

Requests to observe students within the school building require a written statement submitted to the Educational Supervisor at least five school days prior to the observation date requested. Written statements should include purpose of the visit, including student's skills to be assessed, students’ subject/content area of focus, group versus individual instruction, and any staff that will be needed during the visit. During observations, an APTS Administrator will be present and observation time is limited to 45 minutes in the classroom and 15 minutes of debriefing time,
due to the nature of the Program. Upon receipt of the requested statement via either e-mail or fax, APTS will approve the observation, date and time in writing.

**Complaint Resolution Procedures**

Formal complaints are directed to the Regional Program Directors at APTS for review and action. In the event the complainant is not satisfied with the internal resolution, 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.

**Emergencies**

APTS uses the SafePath program to empower APTS employees to adopt a culture of safety. SafePath is a communication and training tool aimed at increasing safety, knowledge, awareness, and reporting, as well as a tool used to directly impact and contribute to the overall efforts of reducing accidents and prompting safety at APTS. The SafePath program includes written policies and procedures to address national and local threats, as well as emergency situations related to fire, illness, threats of violence, and other situations that pose health and safety concerns.

**Reporting Abuse, Neglect, or Exploitation**

At APTS, our foremost responsibility is the safety and protection of our students. APTS believes that child or adult abuse, neglect and exploitation are violations of an individual’s human rights and detrimental to their behavioral and educational development. APTS’ directive to staff is to 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. All APTS personnel are “Mandated Reporters” and therefore required by law to immediately report any and all suspected cases of abuse or neglect to
Child or Adult Protective Services (CPS/APS), the county representative, and to the Virginia Department of Education. APTS personnel who receive any information that reaches the level of an allegation of abuse, neglect, or exploitation are legally responsible to report that information to the appropriate parties. It is important to note that our reporting in no way suggests that APTS suspects the allegation to be true but that we have a legal responsibility to report any and all allegations.

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 and providing appropriate access to the student, the reporter, and any related documentation.

APTS aims 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”.

More information on Mandated Reporting Laws in Virginia can be found at:
http://www.dss.virginia.gov/abuse/mr.cgi
I have read and accepted the above policies and procedures as outlined in Alternative Paths Training School's Parent/Student Handbook for the 2019-2020 school year.

_________________________________  ___________________________  __________
Print Student Name               Student Signature               Date

_________________________________  ___________________________  __________
Print Parent/Guardian Name        Parent/Guardian Signature    Date
I have read the above policies and procedures as outlined in Alternative Paths Training School's Parent/Student Handbook for the 2019-2020 school year.

__________________________  _________________________  ________
Print LEA Name                   LEA Signature               Date