



FAMILY HANDBOOK

Middle and High School Program
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General Information

Mission Statement

The Phillips Academy's mission is to provide a personalized educational experience for students with diverse and complex learning and emotional styles by addressing the needs of the whole child. In addition to developing academic skills, our students learn to become competent self-managers, life-long learners, critical thinkers, active community members, and develop strong interpersonal skills. We are committed to preparing students for successful transitions to public school programs, to post-secondary educational institutions and to vocational training programs, upon completion of our program.

Philosophy of the Phillips Academy

All students can learn

The Phillips Academy was founded on the principle that all students can learn if provided with right instructional strategies, the right support, and the necessary motivation. Thus a skill building approach using the behavioral principles of task analysis (breaking down a task), shaping (recognizing steps to the achievement of a final goal) and positive reinforcement (acknowledging positive behavior) has been adopted for all areas of student development. Individualized educational plans and the experience of success lead to self-efficacy and a willingness to face new challenges.

Relationships Foster Learning

Growth is also seen as a direct outcome of the positive relationships students develop with staff and peers.

Students have a Voice

Students are viewed as necessary and active participants in their educational plans, are taught self-management skills, and are encouraged to express their concerns openly, appropriately and effectively.

A Team Approach

A team approach including family participation is cultivated to develop the most comprehensive and effective plans.

Process and Outcome-Based Program

The implementation of instructional strategies and behavioral interventions is evaluated for fidelity and effectiveness on an on-going basis. Teaching strategies and plans are modified as needed.

Core Values

The Phillips Academy is guided by and attempts to instill in students the following core values: **respect, integrity, resilience, cooperation, and humor.**

Expected Schoolwide Learning Results (ESLRs)

The Phillips Academy attempts to educate students with disabilities such that they can actualize their fullest potential. Academic goals are balanced with socio-emotional goals so that the well being of the whole student is considered. While goals are individualized for each student, The Phillips Academy has the following goals for all students:

- To develop interpersonal effectiveness
- To become competent self-managers
- To be active community members
- To be critical thinkers
- To be lifelong learners

History and Program Description

The Phillips Academy is a state certified non-public school for students who qualify for special education because of emotional needs, learning differences, challenges related to attention and executive functions, and challenges related to autism.

Dr. Laura Phillips, a behavioral psychologist, founded the school in 1971 to serve the educational and emotional needs of her young clients. The school was established as part of the Institute of Human Behavior, which was dedicated to the practice and study of behavioral technology in education.

The Phillips Academy now serves over 70 students from approximately 18 school districts. While all of The Phillips Academy's students have different educational diagnoses and learning challenges, almost all students are referred because they have social, emotional and behavioral needs that require more support than what can be provided within the public schools.

The Middle/High School Program has seven classrooms for students ages 11-19. One classroom specifically focuses on vocational skills for youth 14 to 19 years of age.

Staff is trained to address students' emotional and behavioral problems by providing a strong academic program in conjunction with structure, self-esteem building, and open communication. Students learn how to appropriately express their feelings and develop ways to cope with and solve problems with guidance and coaching from staff. The positive behavior support and restorative justice systems, as well as close relationships with staff, provide the motivation for students to develop self-control. Staff utilizes individualized teaching strategies and positive reinforcement to enhance students' sense of competence and success.

At the Middle/High School Program, students receive grade level standards-based curriculum in all subjects with modifications as needed. Instruction is delivered using a blended learning model. All students have access to either a Chromebook or laptop and receive some of their instruction through an online curriculum, through direct instruction, through project-based learning and through cooperative learning. The blended learning model allows for personalization of learning since students can both receive and express their learning through a variety of modalities. In addition, students are taught the critical thinking, writing, study, and organizational skills (executive functions) necessary for all

learning. Students with more intensive reading and math needs receive individualized instruction using intervention curriculum delivered by our reading and math specialists.

Students in the Vocational High School Program continue to work on reading and math skills with an emphasis on functional skills, while developing an array of independent living skills, job skills, and social skills. Students work in the School Café, and obtain employment at community businesses through workability grants provided by their school district.

Students participate in state-mandated testing programs such as the CAPA, CMA, SBAC, and CAHSEE. Parents retain their right to exempt their students from any testing programs in accordance with the policies of their home school districts. Accommodations and modifications to testing administration are included in each student's IEP, as appropriate.

Middle and High School students participate in electives, which meet twice weekly and change each semester. There are also school-wide sports programs in which students rotate through different athletic activities. In addition, the Middle/High School Program offers a range of clubs and student activities, including Student Council.

Outpatient services, which include individual therapy and family support, are available for ERMHS (educationally related mental health services) and Medi-Cal eligible students. These services are provided through a contract between The Phillips Academy and Alameda County Mental Health or the school districts. Other students may receive outpatient mental health treatment privately. The Phillips Academy seeks to work collaboratively with all mental health professionals, and therapists attend clinical meetings, IEP's, etc., in order to coordinate treatment efforts. Other services such as speech therapy, occupational therapy, etc. are provided as specified in the student's IEP and may either be provided by a school district employee or by a provider who has contracted with The Phillips Academy.

The Dean of Students, the Mental Health Specialist, and the Crisis Prevention Counselor provide support for students and teachers.. They develop positive relationships with students, helps staff defuse tense situations, and monitor and supports students as needed. (All staff is trained. in Crisis Prevention Intervention techniques). The Mental Health Rehabilitation Specialist conducts peer conflict resolution meetings, checks in with students, may run classroom groups to discuss school related issues, develops and organizes student activities.

Academic and clinical student review meetings are held on a regular schedule for each classroom and may be attended by the various members of the clinical team which include the Executive/Clinical Director, the Mental Health Therapists, the Mental Health Rehabilitation Specialist, Behavior Specialists, the Campus Peace and Safety Coordinator and the classroom staff. Parents are frequently invited to attend these meetings if their student's progress is to be reviewed.

Originating from the data-based structure of behavior analysis, The Phillips Academy strives to make all student progress objective and measurable. At the Middle/High School Program, students develop skills in the areas of self-management, becoming lifelong learners, developing interpersonal skills, becoming good community members, and developing critical thinking skills. If a student is ready to transition to the public schools, the IEP team meets to

identify potential public school classrooms. Once an appropriate classroom is selected, the student may attend part-time, returning to The Phillips Academy for part of the day for continued support and problem solving. For some students, the completion of their education and the attainment of a diploma or certificate of completion at The Phillips Academy is deemed as the most appropriate option by the IEP team.

Governance

The Phillips Academy contracts with the local school districts to provide educational services for students whose needs exceed the services provided within the public school system. All tuition fees and educational expenses are reimbursed by the student's referring school district.

The Phillips Academy's administrative staff consists of the Executive/Clinical Director, the Education Coordinator, the Dean of Students, the Business Manager, and the Operations Manager. The administrative staff in collaboration with the Board of Trustees makes decisions regarding personnel issues, contract issues, policies, and budgetary issues, strategic planning, and program development. Whenever feasible, The Phillips Academy seeks the contributions of all staff regarding relevant program issues and development. As a nonprofit organization, The Phillips Academy is ultimately accountable to the Board of Trustees and must adhere to all the regulations governing nonprofit institutions.

Role of the Board of Trustees

Board members are legally and morally responsible for all aspects of the agency. Board members, with direction and input from The Phillips Academy's administrative staff, are responsible for determining agency policy in the following areas: Human Resources, Planning, Finance, Community Relations, and Organizational Operations.

Certification

The Phillips Academy maintains state certification as a nonpublic school, adheres to all State guidelines and regulations governing nonpublic schools and is subject to periodic review by the California Department of Education State Accreditation Review Board. In addition, The Phillips Academy received a 6-year accreditation from the Western Association of Schools and Colleges in June 2013.

STUDENT AND FAMILY INFORMATION

Admissions/Intake Procedure

The admissions policies and procedures for the Middle/High School Program are described in detail in the attached policies. The following sequence of steps is generally observed, as appropriate:

1. A student is initially referred by the school district, parent, therapist/physician or advocate
2. The Phillips Academy staff may observe the student in his/her current educational setting
3. The family and student tour the school
4. The referral from the District is confirmed
5. The student visits the selected classroom for the day
6. The Phillips Academy staff, the student, and the student's parent/guardian determine whether The Phillips Academy can meet the needs of the student and is an appropriate placement. (On occasion, a second visit may be scheduled to determine the appropriateness of placement)
7. After a 30-day trial period, an IEP is held to confirm placement

Acceptance to The Phillips Academy is determined by the availability of openings in the identified classroom, the presenting needs of the referred student, the current composition of the identified classroom, and either a direct contract for services with the parent/guardian, or by contractual agreement with the home school district. The appropriateness of the placement is further evaluated during a 30-day probationary period. For district placements, an IEP is held within 30 days of the student's placement.

Attendance

For academic and behavioral programming to be effective, it is important that students attend school regularly. Students must receive consistent guidance and the opportunity to practice appropriate behavior and new skills in order to progress socially and emotionally. Academic gains are slowed, as well, when a student does not receive regular instruction. Frequent nonattendance may suggest the need for an IEP team meeting to discuss the effectiveness of the program.

Parents/guardians must call the school office on each day their student is absent due to illness or for any other reason, at 510.769.7100 for the Middle/High School Program.

Positive Behavior Support

The Phillips Academy was developed as an alternative learning environment based on the behavioral principles of shaping and positive reinforcement. The Phillips Academy endorses the philosophy that all students can learn under the right circumstances and strives to provide those circumstances.

Therefore, each classroom operates with high rates of positive reinforcement for desired behavior and the establishment of an environment that sets the occasion for desired behavior. The students' current level of performance is assessed and they are gradually

shaped to improve upon that performance. They experience success by making approximations to their long-term goal. Students are taught communication and problem solving skills so that they can express and address their needs in a more adaptive manner rather than aggressively or through inappropriate behavior. Staff provide on-going support to teach students to cope with disappointment and frustration, to regulate their emotions, and to make safe choices. There is also an emphasis on teaching students to view themselves as part of a community and to recognize the perspective of others and the effect of their behavior on others. This positive learning environment reduces the frequency of negative behavior. All interventions for negative behavior exist in conjunction with a positive plan to increase desirable replacement behaviors.

Behavior Emergency Procedures

The Phillips Academy does not use physical restraints in order to manage student behavior except in those situations in which a student poses a threat to self or others and there is no other alternative available. The occurrence of such a situation would result in an IEP meeting to discuss the appropriateness of placement at The Phillips Academy.

Behavior Emergency procedures are only implemented by staff trained in CPI (Crisis Prevention Intervention) and only CPI approved procedures are used. CPI is an organization that has delineated a set of nationally utilized procedures designed to de-escalate conflict situations and to safely contain those situations that pose a threat to self or others. Staff manage behavior by being proactive and recognizing the early signs of a student who may be experiencing distress. Staff support is provided and students are encouraged to use a coping strategy. If students are escalated, they are prompted to take space and to make safe choices, while being given the opportunity to regulate and then, to follow staff directions.

All occurrences of behaviors that require emergency interventions are documented on a Behavior Emergency Report Form. Parents/guardians and school districts receive immediate notification.

If students engaged in behavior, which required the implementation of behavior emergency procedures, an Reactive Behavior Plan will be developed. The Reactive Behavior Plan includes an identification of the antecedents and precursors to the challenging behavior and the appropriate staff response at each level of the behavior. The purpose of this plan is to better identify the environmental modifications and the types of staff support that can be provided to prevent a reoccurrence of the challenging behaviors. These plans are reviewed with and signed by parents/guardians.

A behavior support plan or a Functional Behavior Assessment and Positive Behavior Intervention Plan specifying the replacements behaviors to be developed may follow an Reactive Behavior Plan. A Functional Behavior Assessment report is conducted to determine the frequency and function of the behavior and a positive behavior intervention plan is developed to identify positive replacement behaviors and to specify how they will be taught. Permission to conduct a behavior assessment is obtained and all plans are reviewed and signed by parents/guardians and are part of the IEP.

Child Abuse and Neglect Reporting

While The Phillips Academy is committed to working with families to promote the best interests and to guard the welfare of the students we serve, please be advised that all staff is required by law to report any reasonable suspicion of or evidence of child abuse or neglect to Child Protective Services. We are not permitted to contact families prior to or after such a report has occurred. Child Protective Services has the responsibility and authority for evaluating the report and determining the next course of action. We acknowledge that this procedure sometimes strains The Phillips Academy's relationship with families. However, if The Phillips Academy and families agree that the child's welfare is foremost and that the report will either reveal that there is no cause for concern or will present an opportunity for a family to receive needed help, we can view the necessity to report as a collaborative rather than divisive event. In addition, the therapeutic team is available to help support families during times of crisis.

Child Custody

The school shall presume that each natural parent has the same legal rights regarding the custody of any student unless informed in writing to the contrary. A letter signed by both parents to indicate the Custody agreement or a copy of the Court Order would be advisable if special arrangements exist.

Conferences and Communication

Parent-teacher conferences are available at any time at the parents' request. Parents/guardians may be invited to attend a clinical meeting in order to discuss their student's progress and to coordinate behavior plans between school and home.

Daily communication in the form of Daily Home Notes or notes included in the student's planner is also encouraged.

Parents/guardians can contact their student's teacher by voicemail, email, or in the case of an emergency by calling the school office at 510.769.7100 for the Middle/High School Program. Teachers will return calls as soon as possible.

Confidentiality of Student Records

Student records are confidential and may be released to only authorized individuals without the specific consent of the parent/guardian. Authorized individuals include contracting public school or private school personnel, school district employees, accrediting associations, staff of the district attorney's office or probation office participating in truancy, criminal or civil actions to which the student or student's guardian is a party, emergency care providers, or authorized representatives of federal or state agencies. Parents/guardians may request access to their student's file at any time and may authorize the release of the file or selected portions of the file to other designated individuals provided they have completed a release of information consent form. Policies regarding parental rights to access their student's file are included in the Appendix and in the Parent Information Packet.

Curriculum

The Phillips Academy uses standards-based curriculum, which aligns with the California State Department of Education frameworks and standards. Students work at their appropriate grade level in small groups as well as whole groups. Specialized supplemental

curriculum is also used to address individual students' needs. Multi-modal teaching strategies are employed to address different learning styles.

Earthquake/Disaster Preparedness

The procedures to be followed in the event of an earthquake or other disaster are specified in the attached policy. Emergency drills occur throughout the school year.

Field Trips

Students must return a signed permission slip in order to attend field trips. A permission slip for field trips within Alameda is included in the Parent Information Packet. A separate permission slip is required for each field trip outside of Alameda. Verbal permission is not sufficient to allow a student to participate. In addition, it is possible that a student may not be allowed to attend a field trip if s/he has not fulfilled their academic responsibilities, if the student engages in an unsafe behavior prior to the field trip, or if the student engaged in an unsafe behavior on a previous field trip.

Harassment Policy

Any harassment based on race, color, ancestry, national origin, religion, age, sex, sexual orientation, physical disability, or mental disability, is contrary to the standards of conduct of the school and is unlawful. Such conduct will subject a student or employee to disciplinary action up to and including immediate suspension and /or dismissal from employment.

Students who feel they have been discriminated against or harassed should immediately report such concerns or incidents following the procedures described below without fear of retaliation. Confidentiality will be maintained to the extent permitted by the circumstances.

Sexual harassment includes "Unwelcome sexual advances, requests for sexual favors, offensive sexual propositions, sexually degrading or abusive words, or any other form of verbal, physical, or visual harassment." This includes conduct by students, teachers, and staff.

If a student is being harassed, s/he should immediately inform one or more of the adults listed below so that the matter can be investigated promptly and appropriate corrective action taken. If harassment is established, the offender will be disciplined up to and including suspension or dismissal. Retaliation against any individual for reporting an incident of possible harassment is prohibited.

Report possible harassment to any one or more of the following:

1. A classroom teacher or any classroom staff
2. Executive/Clinical Director

Please be advised that an allegation of harassment is very serious and should not be made as an act of retaliation or to avoid responsibility for one's own actions. (Please see the Discrimination, Harassment and Grievance Policy in the Appendix.) Students are advised of this policy on an annual basis and must sign an acknowledgement of their right to education in an environment free from harassment.

Illness Policy

While regular attendance is important, a student who is ill should not be sent to school. The attached illness policy addresses the conditions under which it is advisable to keep a student from attending school. If a student is going to be absent from school, please call the office at 510-769-7100.

Immunization Records

All students' immunizations shall be up to date and families must provide the necessary documentation. A student may be prohibited from attending school if their immunization records are not complete.

Individual Educational Plans

Each student in special education must have an Individual Educational Plan. The Phillips Academy's policies regarding IEP's are described in the policy contained in the Appendix. Specific legal rights to which parents and students are entitled are more fully explained in the parents rights document provided by districts at each IEP meeting. Each student has the right to meet with any member of his/her IEP team confidentially and is informed of this right at least annually. The Phillips Academy will assist the student in setting up any requested confidential meeting.

Internal Transitions

Students may change homerooms at the start of the new school year as they progress through the grades within the program. Students may also change homerooms if it is determined that another homeroom can better meet their needs and if there are openings available. Students may also remain in the same homeroom for 2-3 years, particularly within the high school. Decisions regarding homeroom placement are made by The Phillips Academy staff and families.

Medication Policy

The Phillips Academy staff will provide students with medication during school hours if the parent/guardian and the student's physician provide the proper documentation. The Phillips Academy staff needs to be notified in writing of any medication changes.

Please make sure that the office is aware of any medication changes as it is imperative that we have accurate information for your student in case of a medical emergency.

The necessary forms can be obtained from the office manager. (The medication policy is included in the Appendix.)

The Phillips Academy staff will not administer over-the-counter medications to students unless the medication is delivered to school in the original container and the parent requests in writing that the student receive the medication and specifies the medication schedule.

Parents/Guardians on Campus

The Phillips Academy has an open campus policy and parents/guardians are always welcome. However, parents must sign in when they arrive on campus and visits must not

disrupt the classroom. In some instances visits may make it more difficult for the student to concentrate and function or it may conflict with an existing behavior plan. In those cases, parents will be advised to visit discretely such that the student is unaware of their presence or to defer from visiting.

Parents/Guardians/Student Grievance Policy

The student/parent grievance procedure is designed to assist the administration and school employees in improving two-way communication with students and parents. A grievance is defined as any belief that a student has been treated unjustly, that a rule or policy has been improperly administered, or that conditions exist which are detrimental to the student or his/her parent/guardian. Students and their parents are encouraged to discuss their concerns with the person(s) involved or with the person's immediate supervisor to arrive at an acceptable resolution before invoking formal grievance procedures. If such attempts are unsuccessful, students/ parents/guardians are advised to follow the procedures below:

Step 1: Conference with the Executive/Clinical Director

A student/parent/guardian wishing to invoke the grievance procedure shall request a conference with the Executive/Clinical Director to discuss the grievance and seek resolution.

- A grievance shall be filed as soon as possible but in no event longer than 30 days after the disclosure of the facts giving rise to the grievance. If possible the grievance should be put in writing by the parent/student/guardian or a written version will be constructed by the Executive/Clinical Director following the initial meeting and signed by the person making the report.
- The Executive/Clinical Director will conduct an investigation of the grievance and may call a meeting of all involved parties to seek resolution. If a resolution is achieved, the parties will sign the agreement and indicate a review date to determine that the specifications of the agreement are being followed.

Step 2

- If the student/parent/ guardian is not satisfied with the outcome, s/he may appeal to the Board of Trustees, the referring School District, or the State Board of Education..
- If the parent/guardian/student has a grievance regarding the Executive/ Clinical Director, the complainant can contact the President of the Board of Trustees and request a conference. (The policy and a grievance form are included in the Appendix.)

Progress Reports and Report Cards

The Phillips Academy completes progress reports four times a year (October, January, April and July). These are distributed to parents/guardians and school districts and a copy is maintained in the student's school file. Progress reports follow the format required by each of the individual school districts and address performance on each IEP goal.

Students receive report cards four times a year. Report cards address students' citizenship and academic progress in reading, math, science, etc. The Phillips academy uses standards-based report cards as well as letter grades to evaluate student progress, with the exception of students in the vocational high school classroom who receive pass/fail grades. Grades reflect work on curriculum that has been accommodated for each student's functioning level.

Staff/Student Contact Outside of School Hours

The Phillips Academy neither encourages nor discourages contact between students and staff outside of school hours. An assessment of the risks and benefits of such contact is included in the Appendix and in the Parent Information Packet. It is up to the family's discretion to determine if such contact is beneficial for their student. If the contact is not part of a school-sponsored event or activity, The Phillips Academy is exempt from any responsibility or liability.

Student Code of Conduct (please see Student Handbook for a complete listing of rules and expectations for Middle /High School student behavior)

Aggression

Students are expected to behave in a socially appropriate manner with their peers and with adults, to use problem-solving skills to resolve conflicts and to use coping skills to handle frustration.

No student shall attack or assault or behave in a manner that may cause physical injury to another person while under school jurisdiction. Aggression results in removal to the Quiet Area, while repeated aggression that endangers others may result in a physical restraint and eventual removal to the Quiet Area. Students who behave aggressively may also receive an in-school suspension of 1- 2 days. Suspension is terminated when the student has demonstrated that s/he is ready to return to class by following directions and completing assigned work. Students will also be asked to complete a "Think Sheet" to process how they could handle the situation differently in the future as well as to identify forms of restitution if appropriate. Peer conflict resolution and restorative justice may also occur if indicated. Repeated aggression may indicate the need for an emergency IEP meeting.

Dress Code

The Phillips Academy has no official dress code for students. However, it is expected that students' clothing will be neat, clean, and appropriate for school. We request that T-shirts or other clothing do not display offensive words or phrases and that skirts, tops and pants not be too tight or short or revealing.

Drugs/Alcohol/Tobacco

Students should engage in healthy behaviors and abstain from the use of illegal substances. The use or possession or transmittal of drugs and alcohol is prohibited during school hours on or off school premises or at any time the student is under the supervision of The Phillips Academy staff. The Phillips Academy will notify the appropriate authorities if any illegal activity is evident. The student's parents/guardian will be notified and the student will be removed from the group and required to remain in the Quiet Area. If deemed appropriate, the Executive/Clinical Director or her designee may suspend the student. Repeated offenses may result in an IEP to request a change of placement in accordance with IDEA procedures. Treatment resources will be provided to the family.

If there is reasonable suspicion, similar procedures will be followed if the student arrives at school under the influence of the above. Parents/Guardians will be notified as soon as is feasible.

The use of tobacco during school hours, on school premises, or when the student is under the supervision of The Phillips Academy staff is also prohibited. The student will be warned, and the parent/guardian will be contacted.

Electronic Equipment

Use of video games, portable game systems or other electronic equipment may be used on campus at the discretion of the classroom teacher, but shall include games with a rating approved by the classroom teacher. Electronic devices should be used within the classroom or on the bus only if permission is granted. The Phillips Academy bears no financial responsibility for lost or missing electronic equipment.

Integrity

Students are expected to do their own work and to exhibit trustworthy behavior.

No student shall cheat by giving or receiving any unauthorized aid or assistance or the actual giving of unfair advantage on any form of academic work.

No student shall copy the language, structure, idea and/or thought of another and represent it as one's own original work. No student shall engage in any verbal or written statement of any untruth particularly that which could cause harm to self or others.

Consequences for these actions will be in accordance with the student's classroom rules will vary depending on the developmental level of the student and the severity of the action.

Self-injurious Behavior or Other Self-Destructive Behavior

Students are expected to demonstrate self-respect. Students will not be permitted to engage in self-injurious or self-destructive behavior to the extent that the act may indeed cause injury. If they fail to terminate the behavior when support is provided, if feasible, they will be physically prevented from continuing the behavior. If needed, the assistance of the appropriate authorities will be enlisted and parents/guardians will be notified.

In some instances self-injurious behavior or self-destructive behavior is motivated by the desire for attention or is a call for help. If the intensity of the behavior is mild, staff may not

address the specific behavior, while attempting to engage the student in problem identification and problem solving. The student will be counseled on other ways to get their needs met or to cope with strong emotions. Supervision will be maintained at all times.

Stealing and Destruction of Property

Students shall respect the property of others, the school, and the community.

No student shall steal or attempt to steal or knowingly be in possession of stolen property or intentionally damage or attempt to damage any school property or private property while under school jurisdiction. Consequences shall include financial or physical reparation, return of property, or school or community service as well as loss of classroom privileges and/or in-school suspension.

Student Discipline

Students are expected to follow the rules and regulations of The Phillips Academy. Appropriate behavior is promoted through a process of skill development, collaborative problem solving, and positive reinforcement. Guidelines for appropriate behavior and consequences for violations are specified for each classroom. Students are not permitted to be disruptive, to threaten, or to endanger themselves or others. Students are encouraged to accept responsibility for inappropriate behavior and the consequences that follow as a result. Disruptive or threatening behavior may result in students being removed from the group, while dangerous or aggressive behaviors may result in students being escorted to the Quiet Area. If transporting the student safely to a quiet area is not feasible and the student continues to pose a threat to self or others, a physical restraint may occur. Students are always requested to comply with negative consequences voluntarily. They may, however, be physically assisted if they continue to behave dangerously and reject staff support to regain self-control. If a student is behaving dangerously and cannot be contained by The Phillips Academy staff, the assistance of the local police department or fire department may be requested. Under some circumstances an involuntary hospitalization (5150) procedure may be indicated. Parents and guardians will be informed of all behavioral incidents that occur at school or during school sponsored activities. **Please note that in recent years, The Phillips Academy staff has rarely had to use physical restraint to manage student behavior and that level of dangerous behavior would suggest that the program may not be appropriate for the student's needs.**

Students Leaving Camps Without Permission

If the student leaves the campus before dismissal without staff permission:

- We will notify the parent immediately
- Depending on the circumstances such as the state of mind of the student, the age of the student, and whether there is prior permission to go home independently, we may need to call the authorities to ensure the student's safety.

Suspensions and Expulsions

The Phillips Academy understands that its students are placed here because of their need for intensive support. Therefore, The Phillips Academy adopts a treatment philosophy when behavior disturbances occur rather than one of suspension or expulsion. Our first levels of discipline are treatment oriented and provide students with an opportunity to take responsibility for their behavior and to engage in repair. Behaviors that cause harm to others

or involve issues of safety may result in-school suspension of students from their class unless it is perceived that such a consequence is reinforcing for the student or that the student cannot be safely contained in the quiet area. Under these circumstances, an in-home suspension may be required. Suspensions occur for aggressive or seriously dangerous, disruptive, or threatening behavior. There are occasions when a student's behavior is of such severity that The Phillips Academy believes it cannot ensure the safety of that student or of the other students. At that time The Phillips Academy will follow the IDEA procedures regarding consideration of change in educational placement. The Phillips Academy's policy for suspension and expulsion is included in the Appendix. The Executive/Clinical Director or the Director's designee may suspend a student.

Weapons

No person shall possess, handle, or transmit any loaded or unloaded firearm, including a gun, pistol or rifle, explosives, fireworks, knives, or other weapons (slingshot, leaded cane, metal knuckles, BB gun, stun gun, ice pick, box cutter, razor or blade) at school or during a school sponsored activity. This also includes objects, which may be used as a weapon (baseball bat, hammer, etc.).

Reasonable suspicion of possession of a weapon will lead to a staff request for the student to turn over the weapon and/or to empty out pockets and personal belongings. The student may be sent to the Quiet Area and parents/guardians may be contacted.

If found, the weapon will be confiscated, and the parent/guardian will be contacted. An assessment of the student's intent and his/her dangerousness will be conducted and appropriate action will be taken. This may include contacting the appropriate legal authorities, Child Protective Services, or Mental Health Services. If a higher level of intervention is not required, the student may receive in school suspension and may be required to submit to searches of his/her person and/or personal belongings. Counseling regarding risks associated with weapon possession and use will be provided

Transition Policy

Transition is considered when The Phillips Academy is no longer the least restrictive placement that can best meet the student's needs as specified in the student's IEP. The Phillips Academy follows the Transition Policy included in the Appendix. Transitions are collaborative decisions including the family, school district personnel and The Phillips Academy staff.

Transportation

Most school districts contract directly with bus companies to provide transportation. Some districts have also contracted with alternative services such as taxis or vans to meet the needs of individual students. If there is a problem with transportation parents/ guardians must contact the school district or the bus company directly. The Phillips Academy staff can assist families in setting up or changing bus service, and in advising district and bus personnel on students' needs and safety. The Phillips Academy attempts to work collaboratively with families, the school district, and the bus companies to identify and resolve transportation concerns.

Staff will transport students to and from field trips and short outings in The Phillips Academy community. Staff must provide proof of insurance and a valid driver's license in order to transport students. A parent permission form is included in the Parent Information Packet.

Parent/Guardian or Authorized Collection of Student

If a parent routinely picks up a student at dismissal time none of the below is required.

If a student is being picked up from school at or before dismissal time, a parent/guardian must do the following on the day of pick up.

- Phone the main office and provide the student's name and teacher as well as identify the person who will pick up the student. The person who is collecting the student must be on file as an authorized person for pick up. If he or she is not, written permission or a phone call from the parent is required before we can allow the student to leave with that individual.
- If there is any parent to whom we should absolutely not dismiss a student for legal reasons, we must have that documentation on file.
- Parents/guardians do not need to enter the building to pick up a student at or before dismissal time. Please call the office when you arrive and allow our staff to bring the student to you. We will ask you to sign the student out at that time.
- Please do not go directly to the student's classroom for pick up. Come to the office first or as indicated above, call the office for staff to bring the student to you.
- Notify the bus company that the student will not be riding the bus home.

Videotaping/ Photographs

In order for students to be videotaped or photographed for school use and/ or for use in newsletters or presentations, parent/guardian permission must be obtained. A permission form is included in the Appendix and in the Parent Information Packet.

Appendices

- **Admission Policy- Middle/High School Program**
- **Bullying Prevention and Intervention Policy**
- **Change of Placement Considerations**
- **Child Abuse Policy**
- **Confidentiality Policy**
- **Credits, Graduation Requirements, and Transcripts**
- **Discrimination, Harassment, and Grievance Policy**
- **Earthquake Procedures**
- **Exit Criteria- Middle/High School Program**
- **Fire, Flood, and Natural Disaster**
- **Grades and Report Cards**
- **Grievance Procedure**
- **IEP Policy**
- **Illness Policy**
- **Parental Consent for Doctor-Prescribed Medication**
- **Parental Right to Access Records**
- **Permission for Field Trips**
- **Photo and Video Permission**
- **Progress Reports**
- **Review of Student Progress**
- **Staff and Student/Family Contact Outside of School Hours**
- **Student Transportation Policy**
- **Suspension Policy**
- **Transition Planning for High School Students**



POLICY/PROCEDURE TITLE: Admission Policy

Rev: 2016

The purpose of this policy/procedure is to:

Describe the admission policy and procedures of the Middle/High School Program.

Objective:

The Phillips Academy Middle/High School Program provides for the educational and emotional needs of students from 11 to 19 years of age. Students served as those with attention deficit and hyperactivity disorder, specific learning disabilities, emotional disturbance, mild intellectual disability, and autism spectrum disorders.

Students with other disabling conditions may be admitted if all members of the IEP team agree that The Phillips Academy's range of programs and services offer the most appropriate placement for the student and The Phillips Academy's teaching staff has the necessary credentials.

Admission Policy:

A student may be admitted to The Phillips Academy if the following requirements are met:

1. All applicants are considered for admission regardless of race, sex, color, religious or fraternal affiliations, or national origin.
2. Referrals are accepted from any recognized public or private agency, or from any parent, guardian, or physician.
3. Student is physically manageable by current staff.
4. Staff, parents or guardians consider the school to be a good fit to address the needs of the student.
5. Parents/guardians read and accept all conditions stated in the Enrollment Contract.
6. Current tuition and means of payment are agreed upon

Admission Procedure:

1. Contact by School District or Parent/Legal Guardian.
2. Conference held with Parent/Legal Guardian.
3. Prospective student may be observed at present placement.
4. Prospective student visits The Phillips Academy and spends at least one day in the designated classroom
5. Executive/Clinical Director will meet with teacher and, if necessary, other staff, to determine appropriateness of placement.

6. Executive/Clinical Director will contact School District (and parent if necessary) with final decision.
7. Parent/Guardian will be required to come in prior to first day of attendance for completion of required forms.
8. The appropriateness of the student's placement will be further evaluated during a 30-day diagnostic period.
9. An IEP will be scheduled within 30 days of the student's placement to review the appropriateness of the placement.



POLICY/PROCEDURES TITLE: Bullying Prevention Policy**Rev:** 2016

Purpose: To create a safe school environment for all students, to have a set of procedures that prevents bullying and to have a set of procedures that addresses bullying when it occurs and prevents a recurrence of same behaviors.

The Phillips Academy does not permit or tolerate bullying of students by other students, teachers, or staff. The Phillips Academy is committed to providing a safe school environment for all students. The Phillips Academy will respond to bullying by providing needed services and support to both the victim and the bully. Consequences for bullying will follow classroom and school-wide policies for progressive discipline for repetitive bullying behavior. In extreme cases in which there are significant safety concerns, an emergency IEP may be called to address the appropriateness of the placement for the student who is bullying and the level of service needed to address the problem.

Definition:

Bullying is typically a form of repeated, persistent, and aggressive behavior directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of the peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. Bullying can be physical (e.g., hitting, pushing, tripping); verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments); or social (e.g., excluding others, spreading rumors). While instances of teasing or disrespectful behavior may not fit the definition of bullying, they create a climate that allows bullying to occur.

Cyber Bullying: Cyber bullying is using electronic means to intimidate, harm, exclude or ruin a reputation. Cyber bullying includes the use of e-mails and instant messaging, text or digital imaging sent on cell phones, web pages and web logs (blogs), chat rooms and discussion groups to spread rumors, images or hurtful comments. Although cyber bullying usually occurs outside the school, it can negatively affect the learning environment and student safety in the school. Where there is evidence that a student who has been intimidated is impaired in his or her ability to progress in school, or

that the cyber bullying affects school safety and security, the Administrator will intervene as if the inappropriate behavior was initiated in the school setting.

Some general information about bullying:

- Bullying thrives in conditions of secrecy and isolation where adult supervision is lacking. Bullying behavior is repetitive, intentional and rewarding and school personnel need to be vigilant for when such behavior occurs.
- Schools who implement a “No Bullying” policy and accompanying staff training programs reduce the likelihood of bullying behavior.
- When reporting incidents of bullying is the norm, the likelihood of bullying behavior decreases.
- Principals and teachers need to promote a positive, respectful supportive climate in the school and classroom.
- Teachers need to promote positive peer interactions and ensure that marginalized children are included in positive peer groups.
- Build on the "strengths" of children who bully.
- Use Restorative Justice procedures where children who bully are required to engage in some socially acceptable behavior (e.g., helping others).
- Enhance peer support for victimized children.

Prevention

Character Education

The Phillips Academy is committed to providing learning opportunities that promote social and emotional learning, as well as academic and physical growth. The Phillips Academy provides character education to support the development of safe and supportive school communities. All members of the school community are expected to model the universal principles and attributes of character development which transcend socio-economic status, racial, ethno-cultural, linguistic, religious, gender, physical and intellectual ability and other demographic factors. System-wide character education provides a foundation of respect and positive behaviors upon which anti-bullying programs can build.

School-Wide Prevention Strategies

A positive school climate is essential to the prevention of bullying behavior. A positive climate is developed when administrators and teachers:

- Promote the development of healthy and inclusive relationships among the staff and student body and with parents and the broader community;
- Provide and support training for students and staff members that raises awareness of the problem of bullying;
- Know and follow administrative procedures related to safe and caring schools
- Reinforce bullying prevention messages through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, faith, disability, ethnicity, and socio-economic disadvantage
- Post, communicate and enforce clear codes of student conduct
- Assess the awareness and scope of the bullying problem at the school through school climate surveys
- Ensure that students are supervised in all areas of the school and on the school

grounds, with particular attention being given to any areas where bullying has been identified as a problem in a particular school setting;

- Find a variety of ways to reward students for positive, inclusive behavior and to support them in being positive leaders in their school community;
- Administrators, teachers and all other staff must inform parents about the dangers of encouraging their children to be aggressive or to strike back. They will also provide experienced advice to parents about how to avoid rescuing their children from every challenge and creating over-dependence. Parents and the school can work together to teach children to be assertive and to develop age-appropriate independence. This independence can contribute to self-confidence and may deter bullies who often seek out acquiescent victims.
- Administrators, teachers and all other staff must regularly reinforce the message that bullying will not be tolerated in the school and that everyone must work together to create a positive learning environment.

Classroom Prevention Strategies

- Teachers provide opportunities for students to talk about bullying and to define unacceptable behaviors. They involve students in establishing classroom rules against bullying and peer harassment.
- Teachers engage students in classroom activities and discussions related to bullying and violence, including awareness of the harm that they cause and strategies to reduce them.
- Teachers provide and regularly reinforce clear expectations for appropriate student behavior.
- Teachers provide integrated programs that support bullying prevention strategies. They focus on developing healthy relationships in classroom lessons and include books that deal with related issues in student reading materials.
- Teachers promote cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding.
- Teachers vary the grouping of participants in these projects and monitor the treatment of participants in each group.
- Teachers ensure that students know what to do when they experience or observe a bullying confrontation. Knowing the process to follow gives the students confidence and a feeling of security.
- Bullying Prevention Skills that can be taught include:
 - Friendship skills such as conflict resolution
 - Assertiveness skills
 - Responsible bystander skills such as intervening appropriately and being an ally

Intervention Strategies

School-Wide Intervention Strategies

- School administrators and teachers encourage students to make a confidential report if they are the victims of bullying or are aware of another victim or victims. Reporting methods are designed to minimize the possibility of reprisal. Details of incidents are carefully recorded and tracked. Such reports are investigated and resolved expeditiously, consistent with administrative procedures.

- Parents who report bullying are given a receptive hearing, followed by investigation and resolution of the allegations.
- Interventions are conducted in ways that are consistent with a progressive discipline approach. The strategies will range from early and ongoing interventions to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies.

Classroom Intervention Strategies

- Teachers take immediate action when bullying is observed. Teachers let students know that they care and will not allow anyone to be mistreated. By taking immediate action in dealing with the bully, educators support both the victim and the witness or witnesses.
- Dealing with a bully does not necessarily mean confronting the bully in front of his or her peers. Teachers will usually confront the bully in private. Challenging a bully in front of his or her peers may actually enhance the bully's status and lead to further aggression.
- Teachers or the principal, as appropriate, will notify the parents of both victims and bullies when a confrontation occurs, and seek to resolve the problem quickly at school. They refer both victims and aggressors to counseling whenever appropriate.
- Teachers provide protection and support for bullying victims whenever necessary, including creating a buddy system whereby students have a particular friend or older buddy on whom they can depend.
- Teachers listen receptively to parents who report bullying and investigate reported circumstances so that immediate and appropriate action can be taken.
- Teachers avoid attempts to mediate a threatening bullying situation alone if they are uncomfortable. They will inform the principal who will address the situation as appropriate, including contacting police services.

Handling Bullying Reports

The Four A-Response Process

The Committee for Children recommends that you use the following process when a student reports bullying:

1. Affirm the student's feelings (e.g. I see that you are feeling _____)
2. Ask questions: (e.g. Tell me more about what happened). Be sensitive to student's reluctance to tattle, fear of retaliation, difficulty recounting events or interpreting situations accurately.
3. Assess the student's safety (Determine the student needs in order to be and feel safe)
4. Act (Tell the student what will happen next. Indicate that you will have to talk to everyone involved but how you might preserve anonymity if it is relevant. Make a plan to deal with situation and to ensure safety, notify relevant parties)

The Committee for Children's preferred method for responding to bullying is to use the coaching model:

The student who was bullied as well as the student who bullied should be coached separately. The power differential inherent in the bullying makes it difficult for targeted students to ask adults for help in the first place. A forced meeting with the student who was bullied can be an overwhelming experience for a targeted student.

The two coaching models that follow complement the Four A Response by focusing to a greater extent on longer term problem solving and in the case of students who bully others, determining the consequences of behavior. Coaching procedures should be done within 24 hours of the report and the staff who does the coaching of the bully should not also be the one to give consequences.

The coaching procedure for the victim of bullying is a more in depth implementation of the four A response.

1. Affirm the student's feelings and action of reporting
2. Ask questions; Get information about the current situation and the history of the situation. (Look at antecedents and situational factors)
3. Identify what has and has not worked in the past
4. Generate solutions for the future
 - Discuss how the student can avoid the person who has bullied him if appropriate
 - Create a plan with the student
 - Coach a student in using assertiveness skills (If relevant, remind the student that aggression is never an appropriate solution)
 - Identify others (parents, teachers, friends) who can support the student
5. Follow-up
 - See how the plan is working
 - Contact parents as appropriate
 - Inform staff
6. Provide on-going training for student in self-advocacy, self-protection, discriminating bullying from other forms of peer conflict, assessing the intentions of others, and problem-solving skills as needed.

Coaching the student who bullied

Most students who bully are proactively aggressive, that is, their aggression is aimed at obtaining a desired end or goal, such as being driven by victim dislike and a desire to impose humiliation and control, obtain material goods, or peer social status, or as response to peer pressure. Consequently, the bullying behavior is more frequently the product of calculation and reasoning, not anger and impulsivity. Proactive aggression (cool, calculating, thoughtFUL) should be treated differently than reactive aggression (hot-headed, anger-induced, thoughtLESS).

There is a need for a careful assessment of the behavior and motivation of children who bully. Some bullies will need ongoing focused support and they may require educational and social skills interventions. Develop behavior plans that include replacement behaviors for bullying. Particularly with initial bullying, withhold judgments of blame and focus on helping students adopt positive behaviors that avoid "even the appearance of bullying". Different levels of consequences may be appropriate for initial versus repeated bullying. All consequences must be accompanied by a behavior plan to build replacement behaviors.

Five step process for coaching the bully

1. Identify the problem and diffuse reporting responsibility if advisable
 - I have been hearing that
 - Many students have reported

2. Ask questions and gather information
 - I'd like to hear from you about what happened
 - How would you feel if this happened to you?
3. Apply consequences
 - Discuss the school bullying policy
 - Enforce agreed upon discipline
4. Generate solutions for the future
 - Create a plan with the student
 - What are some ways to prevent this from happening again?
5. Follow-up
 - See how the plan is working
 - Contact family members or the student's teachers as appropriate
 - Refer the student for further discipline and counseling as appropriate
 - Provide for training in empathy, adopting the perspective of others, and self-esteem.

Role of the Bystander- How Students Can Help to Stop Bullying

Classroom rules regarding bullying:

We shall not bully others.

We shall try to and help those who are bullied

We shall make it a point to include students who are easily left out.

Bystanders should:

1. Recognize when bullying occurs.
2. Talk to the bully. Label the behavior as "bullying" and tell the bully to stop.
3. Support someone who is being bullied. Reach out to the victim in friendship. Be an "ally".
4. Invite the student who is a bullying victim to join your group or engage in an activity with you.
5. Report the bullying to school staff or to your parents. Tell an adult who you trust
6. Ask the adult how he/she will help. Check back in a couple of days to see whether the adult has followed through on his/her plan to help.
7. Know the difference between reporting and tattling-
Telling is reporting to get someone out of trouble. Tattling or ratting is designed to get someone into trouble.



The purpose of this policy/procedure is to: Describe the variables considered in student transitions.

Possible transition options

- Placement in another classroom within The Phillips Academy.
- Placement in another non-public school.
- Placement in a less restrictive environment.

Considerations for transition to a less restrictive placement

- The student has achieved behavioral and social/emotional goals and no longer exhibits referral behaviors.
 - The student has reached and maintained the upper level of level system.
 - The student no longer needs high frequency or density of reinforcement or the structure and support of The Phillips Academy Program
 - The IEP team determines a transition is appropriate at this time
- The IEP team will develop a plan to facilitate a successful transition to the lesser restrictive environment

Considerations for transition to another classroom at The Phillips Academy or to another non-public school

- The classroom no longer meets the student's needs.
 - The student mix in the classroom is no longer appropriate.
 - The student is no longer making progress in that particular classroom.
- Another non-public might serve the student better
- The IEP team determines that a change of placement would be in the student's best interest.

Evaluation of other classrooms at The Phillips Academy that might meet the student's needs

- Do the skills of the classroom teaching team meet the needs of the student?
- Is the student/staff ratio appropriate to the student's needs and/or IEP?
- Is the density of reinforcement sufficient to stimulate success from the student?
- Are specialized teaching strategies used in the classroom, which will meet the needs of the student?
- Will the student present a risk to self or others?

- Will this classroom provide a safe physical and emotional environment for this student?
- Are the academic levels and peer language/communication skills appropriate for the student?
- Is the age range within the classroom appropriate for this student?
-

If The Phillips Academy determines that no classroom at the school meets the student's needs, the following may take place:

- The Phillips Academy may have informal discussions with the parents/guardians about the student's needs.
- An IEP will be scheduled to discuss the student's needs.
- The Phillips Academy may issue a 20 day written notice that the school can no longer serve the needs of the student to the district and to the family.



POLICY/PROCEDURE TITLE: Suspected Child Abuse

Rev: 2016

The purpose of this policy/procedure is to:

The primary intent of the California Child Abuse Reporting Law is to protect the child. The intent of this policy is to specify the conditions to which The Phillips Academy staff must adhere as legally mandated reporters.

Guidelines and Requirements

1. All Phillips Academy Staff are mandated reporters and every mandated reporter is individually responsible for following the law.
2. Child abuse must be reported when one acquires knowledge or observes a child under conditions which give rise to a reasonable suspicion of child abuse or when one has knowledge or observes a child whom he or she knows has been the victim of child abuse PC 1166(a)). "Reasonable suspicion occurs when it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate upon his or her training and experience, to suspect child abuse (PC 1166(a)).
3. The individual who has suspicion must make a report immediately (or as soon as practically possible) by phone. A written report must be forwarded within 36 hours of receiving the information regarding the incident (PC 1166(a)). Written reports must be submitted on Department of Justice forms (to be obtained from the School Secretary).
4. The report must be made to Child Protective Services, a county welfare or probation department, or a police or sheriff's department. The agency staff are to contact is Child Protective Services at 510.483.9300.
5. The following situations are reportable conditions:
 - a. Physical abuse
 - b. Sexual abuse
 - c. Child exploitation, child pornography, and child prostitution
 - d. Neglect
 - e. Extreme corporal punishment resulting in injury
 - f. Willful cruelty or unjustifiable punishment
6. The following are legally mandated reporters:
 - a. Child care custodians (teachers, administrative officers, certified pupil personnel employees of any public or private school).
 - b. Health practitioners
 - c. Commercial film or photographic print processors in specified instances
 - d. Child Protective Agencies



POLICY/PROCEDURE TITLE:

Confidentiality Regarding Students and Student Records

Rev: 2016

The purpose of this policy/procedure is to:

Assure compliance with state and federal regulations regarding the confidentiality of student records.

Definition of Student: Any person who at any time is attending or has attended The Phillips Academy.

Definition of Student Records: Any record related to a student, which is maintained by the school or one of its employees. It does not include directory information or a school employee's informal notes if they are not made available to others (California Education Code, section 49061).

Storage and Removal of Records: All current records are kept in a locking file cabinet and are locked at the end of the working day. Any authorized person wishing to review a student's file must sign out the records on a sheet provided in the file. All records must be returned to the file cabinet at the end of the work day and no files are to be removed from the site. Records of former students are stored in a locked file cabinet and are retained indefinitely.

Charges for Record Copies: No charges may be made except for the actual costs of making copies if two transcripts of the former student's records have already been made. (CEC, Sec. 49065).

Request and Receipt of Records: Student records can be transferred to the following persons under the conditions indicated:

- a. Parents of currently enrolled or former students (CEC, Sec. 49061).
- b. A contracting public school district, a school district, or a private school where the student intends to enroll. (CEC, Sec. 49068, and CAC Title 5, Sec. 438).
- c. Any person who has written consent from the parent of the student specifying the records to be released and identifying the party to whom the records may be released (CEC, Sec. 49075).
- d. Appropriate persons with legitimate educational interests (CEC, Sec. 49076), including, but not limited to: school officials and employees of the district, officials and employees of other school systems, authorized representatives of federal or state agencies, staff of the district attorney's office or probation office participating in truancy, criminal or civil actions to which the student or

student's guardian is a party, emergency care providers, financial aid institutions, accrediting associations or predictive testing agencies, social workers, or officials of any school to which the student may be applying.

Additionally, all administrators, board members, members of the teaching staff, volunteers, parents of fellow students, subcontractors, and employees or subcontractors of SELPAs and/or school districts shall respect the confidentiality of each student and shall refrain from discussing students by name, disability, location of residence, educational achievement, or involvement in any TPA activity, with any person who lacks a legitimate need to know such information.

Any detrimental breach of confidentiality shall be subject to misconduct actions.

**POLICY/PROCEDURE TITLE:****Credits, Graduation Requirements and Transcripts****Rev: 2016**

The purpose of this policy/procedure is to: Explain how students earn credits for graduation

Each 50 minutes of instruction is equivalent to one unit. Classes that meet five times a week result in 5 units earned, while classes that meet 4 times generate 4 units.

Students are enrolled in four core courses each semester for which they receive 5 units each. Students are also enrolled in electives and physical education for 4 units. Thus, they may earn up to 28 units each semester and 56 units for the regular school year. An additional 4 units may be earned during extended school year making each student's possible annual total 60 units. This allows the student the possibility of earning 240 units over the course of four years. Most districts require between 190-230 units for graduation depending on the type of diploma being issued.

Students may also take classes at the community colleges at which courses are worth approximately three times the number of units allotted to high school classes. Districts may also provide credit recovery options for students who are missing units for graduation.

Incompletes:

Students may receive an incomplete if they fail to finish the assigned work for the class. Students may earn either partial units, depending on how much of the class they attended and/or how much work was completed, with a grade for the completed work. To attain the full number of units, students may elect to complete all the work in an independent study format with the guidance of a credentialed teacher.

Completing Individual District Requirements for Graduation:

The Phillips Academy ensures that students meet the graduation requirements for their school districts by providing the requisite number of classes in the core subjects of math, reading, science, and social studies. Courses are offered in a rotating sequence.

Students in districts that require more than 3 years of social science complete the requirement through a contemporary world history elective or through independent study units. Students take required classes in health, computer technology, vocational/career education, visual and performing arts etc through electives that are offered on a rotating basis during their four years of study. (See Curriculum Binder for a complete listing of electives). The Transition Counselor reviews District requirements annually to identify any changes.

Transcripts:

Transcripts are prepared by the Transition Counselor in collaboration with the Homeroom Teacher/Case Manager. They are reviewed annually at the IEP meeting to make sure that the student is on-track for graduation. They are also reviewed at the start of each school year to ensure that students are placed appropriately in their classes. Upon graduation, the transcript is submitted to the District of residence for final review and approval.

**POLICY/PROCEDURE TITLE:**

Discrimination and Harassment Policy and Grievance Procedures

Rev: 2016

The purpose of this policy/procedure is to: To provide a safe and equitable learning environment for all students and to establish procedures for managing violations of school rules regarding discrimination and harassment.

The Phillips Academy (TPA) is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability. Harassment by administrators, teachers, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. TPA requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definitions For the purposes of this procedure:

A. "Complaint" is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion.

B. "Discrimination" means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the school.

C. "Harassment" means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct, which rises to the level of a hostile environment.

D. "Sexual Harassment" means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, the term "sexual harassment" may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:(i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits,

privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

When determining whether an environment is hostile, the school examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. TPA must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events or outside of school if it then affects the school environment. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by The Phillips Academy.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration, subject to applicable procedural requirements.

How to make a complaint

If you or anyone else has experienced discrimination or harassment, report it to a trusted adult who should then let the School Principal know. Retaliation is not permitted and will have consequence. See details below.

- Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to any trusted adult and subsequently to the school principal. If the school principal receives the report, he or she will notify the Title IX Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.
- TPA staff is expected to report possible incidents of discrimination or harassment of students and fellow employees immediately to the school principal. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees, which have allegedly occurred on school grounds, at school related events, or actions, which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.
- Students and employees will not be retaliated against for making a Complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.

Complaint Handling and Investigation

Once the complaint has been made, the school principal or designee will investigate either formally or informally depending on the involved parties' decision. Parties will be notified of the outcome. If either is dissatisfied with the outcome, concerns can be

presented to the school's Board of Trustees or the California Department of Education. Contact information is provided at the end of this document. See details below.

- The school principal shall promptly inform the relevant Title IX Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- After notifying the appropriate Title IX Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Title IX Coordinator, where appropriate. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Principal should be submitted directly to the Board of Trustees President, who will proceed with handling the investigation of the Complaint.
- The formal investigation shall be conducted consistent with the following guidelines:
 - The Complainant shall have the opportunity to present witnesses and other relevant evidence to the investigator.
 - The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 - The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
 - The investigator will keep a written record of the investigation process.
 - The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
 - The investigator shall determine whether or not the evidence was sufficient, based on a preponderance of the evidence, to establish that the alleged victim has been subjected to harassment as defined above.
 - The investigator shall provide written notice of the outcome of the investigation to both the Complainant and to the individual who is the subject of the complaint whether or not the complaint allegation is substantiated.
 - The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
 - The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
 - If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the school will make reasonable efforts to complete the investigation within the above- referenced time frame, but may extend the investigation period to account

for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.

- Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.
- If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to:
 1. Considering whether a disciplinary referral is appropriate as to the person(s) who engaged in discrimination or harassment, if any;
 2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
- If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the Board of Trustees President within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Board President shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Board President shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Board President shall provide written notification of that determination to both the Complainant and the accused. The Board president's decision shall be final, subject to further appeal to the California Department of Education.
- If the employee or the student's parents or legal guardians are dissatisfied with the decision of the Board President, an appeal may be submitted to the California Department of Education within seven (7) calendar days after receiving notice of the Board President's decision.

Contact Information:

ExecutiveDirector/School Principal- Esther Cohen, Ph.D. 510.864.3503
ecohen@thePhillipsAcademy.org

Title IX Coordinator for The Phillips Academy is Allan Chatman, 510.864.3510
achatman@thePhillipsAcademy.org

Board of Trustees President: Dr. Steve Zlutnick, 415.989.2140 zlutnicks@usfca.edu

Students and employees are encouraged to utilize the TPA's Complaint Procedure. However, students and employees are hereby notified that they also have the right to report complaints to:

Office of Civil Rights

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: 800-421-3481

FAX: 202-453-6012; TDD: 800-877-8339

Email: OCR@ed.gov, <http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>

Please see grievance form for filing the complaint.

GRIEVANCE FORM

Please use additional sheets of paper if necessary

Person Making the Report: _____ Date: _____

Concern:

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Steps Taken Thus Far to Address Concern:

Outcome:

What action would you like to see happen:

Signature of Person Filing the Complaint and Date

Supervisor Executive/Clinical Director / Title IX Coordinator/ Board President Response:

Respondent's Signature and Date

I _____ have reviewed the above Harassment, Discrimination, and Grievance policy and understand my rights and obligations for attending and maintaining a school environment free from harassment and discrimination for all students.

Student's Signature

Date

Staff Signature (Witness)

Date



POLICY/PROCEDURE TITLE: Earthquake Procedures

Rev: 2016

The purpose of this policy/procedure is to:

Provide guidelines and procedures for all staff to follow in the event of an earthquake during school hours.

Procedure:

1. A map of the escape route must be placed within easy viewing within each room.
2. Upon onset of earthquake, if indoors, all students are to be instructed to take shelter under tables, desks or in doorway. Keep students away from windows, freestanding bookcases or storage cabinets. If outdoors, students should be instructed to move away from windows or structures that might collapse.
3. When the earthquake subsides, staff are to assess if there are any injuries and to report such injuries to office staff so that emergency services can be contacted.
4. Those staff certified in first aid and CPR should administer care to those in need.
5. After assessing for injuries, all staff shall instruct and assist students to the designated area (middle of courtyard, away from windows).
6. Teaching staff should take a head count for their classroom and report to the Executive Director or his/her designee, who will in turn report to the office staff.
7. The Crisis Prevention Coordinator as well as his/her designee will inspect the premises for any gas or water leaks, electrical problems, fires, etc., and report to office staff, who will in turn contact the proper authorities.
8. After accounting for all students and staff, and after a thorough inspection of the premises, students and staff may return to their classrooms if found safe.



POLICY/PROCEDURE TITLE: Exit Criteria – Middle/High School Program

Rev: 2016

The purpose of this policy/procedure is to:

Describe the exit criteria of the Middle/High School Program

Objective:

The Phillips Academy strives to transition students to a less restrictive environment as soon as they are ready.

Procedure:

Students are transitioned from The Phillips Academy's Middle/High School Program when:

1. Parent believes that Phillips is no longer an appropriate placement.
2. IEP team believes that Phillips is no longer an appropriate placement.
3. The Phillips Academy staff and IEP team believe the student's needs are beyond their scope of service or that the student's needs are better served by another program.
4. Student has met his/her IEP goals and the IEP team determines that the student is ready to transfer to a less restrictive environment.

The staff, parent and IEP team agree that The Phillips Academy will assist in locating the appropriate placement and in facilitating the transition through an individualized transition plan.



POLICY/PROCEDURE TITLE: Fire, Flood and Natural Disaster

Rev: 2016

The purpose of this policy/procedure is to:

Provide guidelines and procedures for all staff to follow in the event of a fire, flood or natural disaster during school hours.

Procedure:

1. A map of the escape route must be placed within easy viewing within each room.
2. Upon the sounding of the fire alarm, all students should follow the escape route posted in each room. Teachers should bring the attendance book for each classroom, which contains student emergency contact information. All students and staff shall meet in the front of each school site, remaining in classroom groupings until released by the Executive Director or his/her designee.
3. The Executive Director or his/her designee shall check each room of the school.
4. Teaching staff shall take a head count for their classroom.
5. Once it has been determined that it is safe to return, staff will escort children back to the school grounds.
6. If a fire has occurred and damage sustained, all parents/guardians will be contacted and advised of the situation. Parents/guardians may determine if they wish to pick up their child early or if they would like their child to resume their usual schedule.
7. If the school is not safe for return, all students will be taken to the nearest shelter by CLC staff, at which time families will be contacted, notified of their child's location and asked to pick up their child.
8. In the event of flood or other natural disaster, staff will escort children to the safest location. Staff will assess for injuries and notify office staff, who will contact the appropriate emergency services.
9. Those staff certified in first aid and CPR should administer care to those in need.
10. Teaching staff should take a head count for their classroom and report to the Executive Director or his/her designee, who will in turn report to the office staff.

11. The Crisis Prevention Coordinator or his/her designee will check for gas leaks, water leaks, and/or fires as well as structural damage and report his/her findings to the office staff, who will then notify the proper authorities.
12. After accounting for all students and staff, and after a thorough inspections of the premises, students and staff may return to their classrooms if found safe.

Students will participate in a fire drill monthly in order to practice safe evacuation of the school premises.



POLICY/PROCEDURE TITLE: Grades and Report Cards**Rev: 2016**

The purpose of this policy/procedure is to: To provide The Phillips Academy's students and families with timely and regular feedback regarding student progress

Students will receive report cards that reflect their performance in the classes in which they are enrolled on a quarterly basis. Semester letter grades will be reflected in their GPA. The basis for students' grades is explained in the syllabus for each class. In general, a certain percentage of the grade is based on the following components: participation, completion of in class assignments, graded projects, tests and quizzes, and completion of homework. In an effort to provide more specific information regarding mastery of state standards, in addition to letter grades, a rating for key standards-based skill sets will be included under each core subject. Students will be graded using a 1 to 4 system for these skill sets, with 1=beginning skills 2=developing skills, 3=proficient skills, and 4=advanced skills relative to grade level expectations.

Letter grades may be higher than standards-based grades if students completed all work and earned the majority of points for assignments or they may be lower if students did well on a standard-based assessment but had incomplete work. The letter grades represent a more traditional grading system and are the grades that will appear on a student's transcript. For most students, these grades are modified, based on the curriculum and the amount of teacher support required to successfully complete the work.

Finally, some classes for some students are graded on a Pass/Needs Improvement system. This grading system is used to reflect that students needed a significant amount of teacher-guidance in order to complete assigned work. Students who did the work with teacher prompting/scaffolding would receive a P in the class. Students who did not complete the work or were unable to accept teacher guidance, receive a needs improvement grade. A "needs improvement" grade represents an area in which significant improvement in student motivation and engagement is needed. Teaching staff will continue to work with the student to find ways to increase participation.

A Pass/Needs Improvement grading system is also used for electives and P.E./Sports for which the main criteria for passing are participation and work completion. Activities in electives are not graded. Students also received conduct grades comments codes for each class. Conduct grades range from E for excellent, G for good, S for satisfactory, NI for needs improvement, to U for unsatisfactory. Comment codes reflect effort, participation, and work completion.



POLICY/PROCEDURE TITLE: Grievance Procedure**Rev:** 2016

The purpose of this policy/procedure is:

To provide an avenue for discussion and resolution of parental concerns regarding the operations of The Phillips Academy

The Phillips Academy believes that open, honest and temperate communication between staff and parents/guardians is the best way to resolve differences and misunderstandings. In order to ensure that parents/guardians have a means of voicing their concerns, the following procedures have been established.

Procedure:

If the concern relates to the issue of misconduct on the part of a staff member, the matter should immediately be brought to the attention of the administrative team (see Step 3). Examples of misconduct include improper treatment or abuse of a student, sexual harassment, use of drugs or alcohol on site, etc.

For all other concerns, such as the program for implementing a student's IEP, teaching materials or methods, or the like, parents/guardians should speak with the classroom teacher first. While parents/guardians are encouraged to follow the step-by-step procedure outlined below, they may always go directly to the student's case manager, therapist, or the Executive/Clinical Director with concerns.

Step 1: Resolving the conflict directly with the staff member with whom the parent has a concern. If the staff member is a member of their student's educational team, parents/guardians should attempt to directly deal with the staff member with whom they have the concern. The parent/guardian should seek an appropriate time to communicate his/her concern to the staff member and attempt to resolve the issue. One or both parties may choose to seek assistance in resolving the issue, if this first step is not successful. If the staff member is not a member of the student's educational team, the parent should report the concern to the Executive/Clinical Director who will follow the procedures outlined in Step 2.

Step 2: Immediate Supervisors.

If an attempt to resolve the problem directly with a staff member is unsatisfactory or if the parent/guardian would like guidance in how best to approach that staff member, s/he may consult with the staff member's immediate supervisor or with the Executive/Clinical Director. A parent/guardian should talk to the staff member's supervisor as soon as possible and if requested, should complete a written grievance form. The supervisor may guide the parent/guardian in how to best address the staff member (if this has not already been done), may recommend a meeting between the parent and the staff member with a mediator, may initiate a meeting with the staff member, or may take the matter to the Executive/Clinical

Director for advisement. The parent/guardian will receive written feedback regarding his/her concern as soon as possible from the receipt of the written grievance form.

Step 3: Executive/Clinical Director

If the parent/guardian is not satisfied with the response s/he has received from the staff member's supervisor or the matter is one of misconduct, the parent/guardian may bring his/her concern directly to the Executive/Clinical Director by scheduling a meeting and by completing a written grievance form. The Executive Director will investigate the complaint and report back to the parent/guardian as soon as possible.

The Executive Director may initiate a meeting with the staff member with whom the parent/guardian has a concern to receive his/her perspective, may conduct an investigation to determine the basis for the grievance, may initiate a meeting of all relevant parties, may suspend a staff member pending an investigation, may institute performance counseling, may issue a warning, etc. (Please note that the parent/guardian will receive as much information as is possible about staff performance without violating either party's rights to confidentiality and fair treatment.)

Step 4: Board of Trustees President

If the parent/guardian is still dissatisfied with the proposed solution or explanation, then s/he should complete a written grievance form and request in writing a meeting with the President of the Board of Trustees or a representative designated by the President. This person will discuss the problem with the parent/guardian and investigate the basis for the grievance (the name and address of the Board President can be obtained from the Business Manager or Operations Manager). The President or his designee will provide either a written or verbal response to the parent/guardian as soon as possible.

If the parent/guardian is still dissatisfied with the findings of the President or his/her designee, the President or his designee will provide the parent/guardian with information concerning mediation, due process hearings or compliance complaints, as appropriate.

It is The Phillips Academy's intention to be fair and impartial to all parties in order to promote cooperative relations with parents/guardians. No parent/guardian or student will be discriminated or retaliated against, or in any way penalized for initiating or following this procedure to conclusion.

GRIEVANCE FORM

Please use additional sheets of paper if necessary

Person Making the Report: _____ Date: _____

Concern:

Steps Taken Thus Far to Address Concern:

Outcome:

What action would you like to see happen:

Signature of Person Filing the Complaint

Date

Supervisor Executive/Clinical Director / Board President Response:

Respondent's Signature

Date



POLICY/PROCEDURE TITLE: IEP Policies and Procedures

Rev: 2016

The purpose of this policy/procedure is to:

Establish a collaborative means to develop and implement IEP objectives.

The Phillips Academy's staff strives to develop appropriate, comprehensive and measurable IEP objectives in collaboration with parents/guardians and other interested parties, and to follow all State regulations regarding their establishment and review. The Phillips Academy works cooperatively with a number of school districts in the Bay Area, and makes every effort to accommodate their individual policies and procedures.

Development, Implementation and Monitoring of IEP Objectives:

1. IEP forms are maintained in the school office or are completed on-line for most districts.
2. Teachers discuss possible goals and objectives with Executive/Clinical Director or Program Coordinator, as appropriate, and/or with parent/guardian to develop a rough draft of the IEP, which is finalized at the IEP meeting.
3. To insure IEP implementation, teachers frequently post IEP objectives in the classroom or include them as part of the student's point sheet. IEP objectives are discussed with classroom staff during regular clinical meetings. Lesson plans for each student are geared toward his/her objectives and teaching staff collects data (often daily) on the student's progress for each objective.

IEP Meetings:

1. A school district representative contacts the The Phillips Academy Executive/Clinical Director/Office Manager and Education Coordinator to schedule annual and triennial reviews and evaluations of their particular student.
2. The school district or The Phillips Academy sends notices to parents and all involved DIS providers.
3. The IEP team consists of the parent/guardian, the student if appropriate, The Phillips Academy classroom teacher, DIS staff, The Phillips Academy's Executive/Clinical Director and/or Education Coordinator, other persons as necessary or desired (e.g., other classroom staff, an advocate, mental health therapist, social worker, translator, etc.), and the School District representative who chairs the meeting.

4. The Phillips Academy classroom teacher and DIS staff report on current and future IEP goals and objectives.
5. Objectives and services are discussed and approved by the IEP team.
6. Transition plans and services are addressed for all students turning 16 on or before their next IEP date.
7. Students who are 17 on or before their next IEP date are informed of their educational rights upon reaching the age of maturity and non-conserved students who are 18 of age are required to attend their IEP meeting.
8. A parent/guardian, the School District, or The Phillips Academy may request an IEP be scheduled at any time it is deemed necessary. A student may request to speak confidentially with any member of his/her IEP team at any



POLICY/PROCEDURE TITLE: Illness Policy

Rev: 2016

The purpose of this policy/procedure is to:

Set forth The Phillips Academy's guidelines for parents regarding sick students.

The Phillips Academy is not equipped to provide care for childhood illnesses. If a student is unable to participate in the normal routine of the classroom due to illness, the parent/guardian will be called and will be required to take the child home. Parents/guardians must complete an emergency contact form providing telephone contact numbers for themselves and at least two other responsible adults who would be able and willing to pick up the student within 2 hours of notification of exclusion due to the student's illness. The Phillips Academy has no facilities or staff to segregate or monitor sick students and it is essential that parents adhere to this policy

The following guidelines will be followed:

1. Respiratory illnesses and colds: A student will be sent home if their respiratory illness prevents them from participating in class, is likely to infect other students, is associated with a fever of 100 degrees or more, if the student has persistent cough or if the student appears to have an infected throat.
2. Other symptoms which might warrant parental/guardian collection of their student include: earaches and/or ear drainage, unusual listlessness, seizures, red or watery eyes, unexplained rashes or sores, difficulty in breathing, vomiting, headaches, croupy coughs, lack of bowel or bladder control, etc. or any other health symptoms that preclude the student's participation in the typical school day activities.
3. If a student develops a contagious illness, The Phillips Academy should be notified at once. Parents must notify The Phillips Academy if the student has measles, rubella, chicken pox, head lice, impetigo, scabies, ringworm, conjunctivitis ("pink eye"), or any other contagious disease.
4. Students with fevers must be free of fever for 24 hours prior to returning to school. The Phillips Academy staff may check your student's temperature if it appears warranted.

5. Students with communicable diseases listed in item 3 above must see a doctor and may not return to The Phillips Academy until the doctor certifies they (i) are no longer contagious and (ii) are cleared to return to school.

The Phillips Academy realizes that making arrangements for the care of a sick child is not always convenient, but it is in the best interests of your student, the other students and the staff to adopt this policy to maintain the health of The Phillips Academy's educational environment.

Medications: Parents of students who need medication must provide written direction authorizing The Phillips Academy staff to follow a physician's written instruction to administer any prescription or non-prescription medication and must complete The Phillips Academy's standard authorization form. The Phillips Academy staff will only administer medication out of its original container; parents must notify The Phillips Academy office if they send medicine to school with the student. Ideally, parents should hand-deliver sealed containers of medication to the school office.



POLICY/PROCEDURE TITLE:

Parental/Guardian Consent for Doctor-Prescribed Medication

Rev: 2016

The purpose of this policy/procedure is to: Provide authorization for The Phillips Academy personnel to dispense Doctor-prescribed medication to students.

Student Name: _____

1. Please have an adult (family member, friend, bus driver) deliver the medication and all associated paperwork (dispensing instructions, permission slips, cautionary advice), to The Phillips Academy in a timely manner. The medication should be in the container provided by the dispensing pharmacy; the container should be placed in an envelope and the flap of the envelope sealed.
2. After the date for discontinuance of medication specified by the physician, any changes must be authorized in writing and provided in a timely manner to The Phillips Academy.
3. All Parental Consent forms must be renewed each school year if (i) continuation of the medication is necessary or (ii) any new or changed prescription medications are ordered by the treating physician(s).
4. Any medication shall be dispensed to the student in accordance with the dosage and at the frequency specified by the treating physician.
5. The Phillips Academy must be notified in writing and with proper documentation from the prescribing physician of any medication changes during the school year. I request that a person designated by the Executive Director administer the medication as directed by the student's treating physician.

I agree to save and hold the school, its officers, directors, employees or agents harmless from all liability, suits or claims, of whatever nature or kind, which might arise as a result of administering the medication in accordance with this request. I agree to hold the school, its officers, directors, employees or agents harmless from all liability, suits or claims, of whatever nature or kind, which might arise as a result of my child refusing to take his or her medication when offered by school staff.

Name of Medication(s)	Method of Administration	Dosage	Time
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Parent Signature: _____ Dated: _____



POLICY/PROCEDURE TITLE: Parental /Guardian Right to Access Records Rev: 2016

The purpose of this policy/procedure is to:

Summarize parental/guardian's rights to access student records as well as The Phillips Academy's responsibilities regarding student records.

Parents/guardians have a right to inspect and review any of their child's records. The Phillips Academy must comply with a parent/guardian request to do so (1) without unnecessary delay, (2) before an IEP meeting or hearing, (3) within five days of the request. The Phillips Academy will not charge to search or collect the information in the student's file. Parents/guardians have a right to (1) have someone at your child's school explain or interpret any item in the child's records, (2) receive copies of the records if this is the only way to ensure that they may be reviewed and inspected, (3) have a representative inspect and review the records, (4) access to and confidentiality of public records which include: public agencies that educate students with disabilities in state hospitals or developmental centers and in youth and adult facilities.

The Phillips Academy is responsible for protecting the confidentiality of your child's education records by (1) permitting parents/guardians to see only that information which relates to your child when records contain information on more than one child, or (2) keeping a record of parties (except access by parents and authorized employees of the participating agency) obtaining access to educational records including the name, date of access and purpose.

The Phillips Academy may presume that the parent/guardian making the request has the authority to inspect and review the child's records unless The Phillips Academy has been informed that such person does not have this right (for example because of legal action such as custody).

If the parent/guardian believes that any statements in the child's records are erroneous, misleading or violates the privacy or other rights of the child, the parent/guardian may ask The Phillips Academy to change them. The Phillips Academy must either change such statements in a reasonable period of time or formally refuse to do so. If The Phillips Academy refuses, school officials must inform the parent/guardian of its refusal and advise same of their right to a hearing on the matter. Parents/guardians are referred to additional

extensive language on the school district IEP forms for additional rights they may have regarding parental rights, or to refer to the CASE handbook entitled "Special Education Rights and Responsibilities."

Parents/guardians are requested to acknowledge that they have received and read a copy of this notice. This notice may be signed by a parent, legal guardian, or other authorized custodial agent.

Signature

Date

Relationship to Student

Please Print Your Name



POLICY/PROCEDURE TITLE: Permission for Field Trips

Rev: 2016

The purpose of this policy/procedure is to: Ensure that parents are clear regarding the roles and responsibilities of students, families, and school personnel on field trips

Throughout the regular and extended school year, teachers will be taking their students on education and recreational field trips that relate to the curricular areas being studied. These trips not only extend learning outside the classroom, but are special social times for the classes as well. All field trips are well planned, approved and appropriately supervised by our staff with occasional support from parent volunteers.

We request written permission from you, in order for your child to participate in any class field trips during the school year, including extended year sessions. Rather than ask you to give written permission each time a field trip is to be undertaken, we ask that you give your written permission for any field trips planned for the school year. Please understand that all field trips are optional and attendance by your child is not required; an alternative activity at school will be provided if your child elects not to participate.

Prior to each trip, teachers will send appropriate reminders including destination, focus of the trip, as well as information regarding meals or money needed for the trip. All field trips will begin and end at school unless other prior arrangements have been made. Transportation will be provided by school van or private vehicle.

All students who participate in field trips are responsible for their conduct to the driver and to the teachers or adult sponsors at all times. Student participation in field trips may be contingent on their having attained and/or maintained points or levels according to the system in place within their classroom.

Your signature below acknowledges Education Code Section 35330, which provides that all persons making a field trip or excursion shall be deemed to have waived all claims against the school or State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion, and you therefore acknowledge that as a condition of your child participating in such activity, you waive any and claims against Children's Learning Center for injury, accident, illness or death occurring during or by reason of the participation in said activity.

In the event that I cannot be reached in an emergency, I hereby give permission to the physician selected by the school staff to secure proper treatment for my child.

Please sign the field trip permission form below and return it to your child's classroom teacher or to the school secretary. We hope that by granting permission, your child can participate fully in all of our important off-campus learning experiences.

Parent/Guardian Signature

Date



POLICY/PROCEDURE TITLE: Photo and Video Permission

Rev: 2016

The purpose of this policy/procedure is to: Provide authorization for The Phillips Academy personnel to take and display digital images of students

All students at The Phillips Academy will occasionally be photographed or audio/video taped in conjunction with routine activities for school use only, such as bulletin boards, classroom scrapbooks, observation of classroom dynamics or internal training. Your signature below gives permission for this.

Yes, I give permission for my student _____'s photo, audio and/or video recording to be used for internal use only. Occasionally, situations arise where your student may be included in photographs or audio/videotaping for other purposes such as newsletters, news articles, brochures, CLC internet web pages etc.

Check EACH circle below if you give your permission for a photo/video/audio of your student to be used for any of the purposes listed:

- ☐ Event sponsored by an outside group
- ☐ The Phillips Academy Newsletter
- ☐ The Phillips Academy Brochure/Promotional materials
- ☐ The Phillips Academy website Photos/Video Clips
- ☐ Newspaper articles about events sponsored by The Phillips Academy
- ☐ The Phillips Academy school performances to share with parents
- ☐ The Phillips Academy yearbook

*How would you like your student identified? (Circle One)

Full Name

First Name

No Name

Parent/Guardian Signature

Date



POLICY/PROCEDURE TITLE: Progress Reports

Rev: 2016

The purpose of this policy/procedure is to: Provide a mechanism for The Phillips Academy to assess student progress and share information with parents/guardians and districts.

The Phillips Academy seeks to assess the progress of all students and to share that information with parents, school districts, and other relevant individuals.

1. Written progress reports shall be prepared four times each year, on a schedule determined by the master contracts (October 30th, January 30th, April 30th, July 30th).
2. All reports must be submitted to Executive Director or the Education Coordinator at least three working days prior to the due date. It is the teacher's responsibility to input the data for the Progress Report.
3. The Executive Director or the Education Coordinator will review and approve or revise the progress reports with the teachers as necessary.
4. Each progress report will be sent to the student's school district, with a copy to the parent/guardian by the School Secretary/Administrative Assistant. Documentation will include a dated stamp of the retained progress report (Mailed to Parent/Guardian; Mailed to District) and a signed check sheet maintained by the School Secretary in the main office.
5. Measurement of Progress Toward IEP Goals for academic goals occurs through the use of graded classroom work, tests, and curriculum based assessments that occur throughout the progress report period. Additional probes, work samples, and assessments may occur prior to the progress reporting period to gain additional and current data. Behavioral goals are assessed on a daily basis through the use of daily point sheets, which include the student's behavioral IEP goals. At the end of the progress report period, a tally, average, or percent of the frequency of the student's behavior provides a measure of the student's progress toward achieving that goal. Some low frequency behaviors or behaviors that occur during less structured times are assessed by teacher observations conducted during the two weeks prior to the end of the progress report period. Data are recorded on the appropriate progress report forms.



POLICY/PROCEDURE TITLE: Review of Student Progress

Rev: 2016

The purpose of this policy/procedure is to:

To establish guidelines for evaluating the effectiveness of The Phillips Academy's interventions when students' are not making sufficient progress or exhibit unsafe behaviors as well as the appropriateness of continued placement at The Phillips Academy.

It is the policy of The Phillips Academy to explore all positive interventions that might increase the likelihood a student will succeed in achieving his or her IEP goals so long as the interventions are consonant with the behavioral and data-based philosophy of the school and are within the expertise of the staff. Should a student be identified as not making sufficient progress in attaining his or her goals or should his or her behavior be of a magnitude that the student's safety and the safety of other students and staff may be at risk the following procedures will be instituted.

Procedures:

Indicators of Need for Special Programmatic Attention:

1. Lack of progress in the level system
2. Lack of progress in developing positive replacement behaviors
3. Incomplete academic work
4. Repeated consequences for the same behavioral mistake
5. Repeated loss of level
6. Negative behaviors of increasing intensity

For behaviors that fall in categories 1 -3 above any or all of the following may occur:

1. A clinical meeting with all relevant clinical staff will be held
2. A new functional assessment will be conducted
3. An interview of student will be conducted
4. Parents will be consulted to brainstorm different interventions that might be more successful.
5. A new behavior plan will be generated
6. Parental/Guardian input will be solicited

For behaviors that fall in categories 3-5 above any or all of the following will occur:

1. The administrative staff will be alerted that a student is in crisis.
2. Parents will be invited to a specially scheduled clinical meeting. Concern over the nature of the behavior and the level of intervention required will be expressed.
3. Interim plan will be reviewed.
4. A new functional assessment will be conducted.
5. A new behavior plan will be established.
6. Student will be interviewed
7. Criteria for improvement will be determined. Other support options for the family will be explored.
8. If sufficient improvement is not seen and if the administrative team recommends it, the need for more and/or different services including a possible change of placement will be explored.

Procedures regarding in and out of school suspension and requirements for change of placement including emergency IEP's will be followed for behaviors that pose an immediate risk to the safety of students and staff.



POLICY/PROCEDURE TITLE: Staff/Student Contact Outside of School Hours Rev: 2016

The purpose of this policy/procedure is to:

To provide guidelines for determining the risks and benefits of staff contact with students outside of the school setting

Contact between The Phillips Academy staff and students after school hours is an individual agreement between the staff member, the student and the parents and out of the purview of The Phillips Academy. The Phillips Academy administration neither supports nor discourages such contact. If it is not a school-sponsored activity, The Phillips Academy cannot assume any responsibility or liability. School-sponsored activities that occur outside of school hours (e.g. school field trips, camping trips, etc.) are part of our regular educational program and are approved by The Phillips Academy administration. As it is often difficult to determine appropriate boundaries with The Phillips Academy students, it is important to weigh the risks and benefits of staff/student contact outside of school hours.

One of the most important risks is that it is sometimes confusing to students to have one type of relationship with a staff member at school and another type of relationship with him or her outside of school. Students sometimes become angry if they do not receive the same amount or type of attention from the staff member at school where it is necessary for the staff member to share his/her attention with all students. Students sometimes develop unrealistic expectations regarding how much time the staff member should spend with them. They become hurt or disappointed when the staff member cannot fulfill those expectations or when there is a change in the staff member's life circumstances such that s/he has less time available than previously or cannot continue the contact at all. Students may also become too dependent or attached to the staff member and become jealous of the staff member's family relationships (with a partner, with their own students, etc.).

Another risk is that students sometimes come to school and "brag" about the time they spent with the staff member outside of school, which may make other students feel badly. In addition, not all staff is equally skilled in managing the students' behaviors or may not be able to do so as well if they do not have the backup support of the rest of the school team. Finally, the contact can sometimes weaken the program that is in effect for the student at school. For example, students may be working for a Friday field trip, but their behavior is such that they may not earn it. If they are able to go out with a staff member after school or on the weekend anyway, it may reduce their motivation to work for the Friday field trip.

A benefit of contact between staff and students outside of school is the extra support it provides for the student. For students who are making a special effort to improve their work or behavior at school, time with a staff person can be very rewarding. Parents may also find the relationship helpful if the staff member can support the socio-emotional and behavioral skills the student is learning in school. These special relationships have also been helpful in getting students who are reluctant to attend school to attend more regularly.

It is The Phillips Academy's recommendation that you consult with the Executive/Clinical Director, the teacher and the student's on-site therapist when considering outside contact to evaluate the likely impact of that contact on the student's well being and success in the program. Consultation, however, is not to be interpreted as CLC approval for such contact. Further, staff should be aware that they assume full responsibility/liability for anything that may occur or allegedly occur during their contact with the student. If the out of school relationship negatively affects the student's behavior in school or the student's emotional wellbeing, The Phillips Academy does have the right to intervene and to regulate the interactions between the staff and students at the school and to advise the parent accordingly.

The Phillips Academy also recommends that staff clearly establish the parameters of the relationship with the family. That is, one should specify what activities staff will engage in with the student, where these activities will take place (The Phillips Academy strongly discourages classroom staff from taking students to their homes), who may be present at these activities (other Phillips Academy students, non Phillips Academy students, one's own students, other adults, etc.) to ensure that the experience will be a positive one for the student. Staff are not qualified by The Phillips Academy to run clinical/social groups of any sort and employment by The Phillips Academy is not a recommendation for the competency of the staff person in an after school hours capacity.



POLICIES AND PROCEDURES TITLE: Student Transportation Policy Rev: 2016

The purpose of this policy/procedure is to: ensure the safety of students when they are being transported to and from school and school sponsored activities.

Students' right to ride the bus or be transported depends on their safe behavior and observance of transportation rules. Students are required to behave on the bus/van in a manner consistent with the established standards of the classroom, and their behavior on the bus/van may be monitored with the use of bus notes, citations, and level system consequences. Students are to comply with the driver's directions.

The following rules apply for safe travel behavior:

1. Students must sit and stay in their assigned seats.
2. Students must not in any way bother, tease, or annoy other riders.
3. Students must keep all body parts to themselves.
4. Students may exit the bus at their stop only (unless an emergency situation exists).
5. Students may not engage in profanity.
6. Students must be courteous to other drivers on the road.
7. Students must keep all possessions to themselves and not discard any trash or objects on the bus/van or through the windows.
8. Students must respect the possessions of others.
9. Students must keep their hands and heads inside the bus/van.
10. Students may not eat or drink on the bus/van.
11. Students may not distract the driver.
12. Students must respect property.

Students must sign their acknowledgement of the above transportation rules.



POLICY/PROCEDURE TITLE: Suspension and Change of Placement

Rev: 2016

The purpose of this policy/procedure is to:

Limit school suspensions to only the most serious student violations and to maintain students on-site rather than barring them from campus.

REASONS FOR SUSPENSIONS

A student may be suspended for any of the reasons indicated in Title 5 which apply to handicapped students, specifically if the student violated subdivisions (a), (b), (c), (d), or (e) of Section 48900.

In-school Suspensions:

1. A student can be suspended by a teacher, the Executive/Clinical Director or a designee of the Executive/Clinical Director.
2. A classroom suspension should not exceed one day, although a student may remain out of the classroom longer than that if s/he continues to behave in a unsafe manner. If a teacher suspends a student, the Executive/Clinical Director or his/her designee should be notified immediately.
3. The Executive/Clinical Director or his/her designee or the teacher will confer with the student prior to the implementation of the suspension. The student will be informed of the reason for the suspension and the disciplinary actions.
4. The teacher, the Executive/Clinical Director, or his/her designee will notify the parent/guardian.
5. If the student or parent/guardian disagree with the disciplinary action, a clinical meeting will be held to resolve differences and determine an appropriate plan.

In-home Suspensions:

1. In-home suspensions will be imposed only if other means of conduct correction have been unsuccessful, including in-school suspension.
2. If a student receives an in-home suspension more than once during the school year, an IEP may be requested to explore the appropriateness of the student's placement at The Phillips Academy.

3. If the student receives an in-home suspension, The Phillips Academy will follow the regulations stipulated in Section 48911, subdivisions (a), (b), (c), (d), (e), or (f) of Title 5. The school district must be notified and an IEP scheduled.

Change of Placement:

In the event of an extreme behavior or a series of unsafe behaviors, an IEP will be called to discuss the appropriateness of the student's placement at The Phillips Academy. A student may not be permitted to return to school until the IEP meeting is held and only if and when staff feels that the student's behavior can be safely managed. This would constitute a suspension until considerations for placement can be addressed. The Phillips Academy may also determine that a 20 day written notice regarding the termination of placement is warranted. This notice is issued to the district and to the family.



POLICY/PROCEDURE TITLE: Transition Planning for High School Students **Rev:** 2016

The purpose of this policy/procedure is to:

To establish procedures for transition planning for all high school students

The IEP team determines whether a student will receive a certificate of completion or a high school diploma. Transition plans are generated for students who are or will be 16 before their next IEP meeting. Transition plan goals are noted on the appropriate section of the IEP implementation plan and are implemented and reported on at the annual IEP meeting. (IEP implementation plans are completed for each student and stored in their classroom binder for easy reference). Transition goals are developed in the three key areas of Education and Training, Job Training and Employment, and Independent Living and are linked with their IEP goals.

Transition Plans

Diploma track students:

Students who are receiving a high school diploma participate in the following activities to facilitate a smooth transition to adult living upon graduate from high school.

- Students complete a vocational interest inventory and study different career paths
- Students participate in the development of transition related IEP goals
- Students visit various community college campuses, review course catalogues, and receive information regarding support services at the community college
- Students develop a career portfolio which include career searches, resume development, applications, etc
- Students are required to enroll in a Transition Elective, Spring semester every year
- Students have the opportunity to obtain employment through workability provided by their school districts or to volunteer in community based jobs under the supervision of the job coach.
- Students engage in community service
- Students become familiar with public transportation
- Students receive assistance in obtaining work permits and identification cards from the DMV
- Students may receive assistance in obtaining a driver's license
- Students work on budgeting and personal finance
- Students learn self-management and self-advocacy skills

Students receiving a certificate of completion:

Students in the vocational high school classroom participate in a functional curriculum to build their academic skills in reading and math and to acquire a range of life skills to facilitate independent living. Transition plans focus on the students particular needs and include goals related to reading skills for the world of work, for pleasure and for functional purposes (signs, recipes); working with money and budgeting, navigation and transportation skills, social skills and recreational skills.

- Students complete a vocational interest inventory
- Students develop a career portfolio which include career searches, resume development, applications, etc
- Students participate in various on-campus vocational activities (run the school café, prepare and serve special school lunches, take lunch orders and distribute district provided school lunches)
- Students transition to 18-22 year old programs provided by their school district of residence participate in transition activities to familiarize them with these adult programs and to help them choose the most appropriate ones.
- Students have the opportunity to obtain employment through workability provided by their school districts or to volunteer in community based jobs under the supervision of the job coach.
- Students engage in community service
- Students become familiar with public transportation
- Students receive assistance in obtaining work permits and identification cards from the DMV
- Transition to a young adult program for students 18-22 years of age