

# Accotink Academy

2019-2020

## PARENT/STUDENT HANDBOOK



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## Accotink Academy 2019-2020 School Calendar

August 26-August 30	In-Service for all staff members
September 3	School Begins
September 11	Half Day for Students-- Staff Development
September 25	Half Day for Students-- Staff Development
October 9	Half Day for Students-- Staff Development
October 14	Columbus Day Holiday
October 23	Half Day for Students-- Staff Development
November 1	1 <sup>st</sup> Grading Period Ends
November 4 and 5	Teacher Workdays/Student Holidays
November 6	Half Day for Students-- Staff Development
November 20	Half Day for Students-- Staff Development
November 27	Early Dismissal -Half Day for Students and Staff
November 28 and 29	Thanksgiving Holidays
December 4	Half Day for Students-- Staff Development
December 18	Half Day for Students-- Staff Development
December 20	Early Dismissal -Half Day for Students and Staff
December 23-January 1, 2020	Winter Vacation
January 15	Half Day for Students-- Staff Development
January 20	Martin Luther King Jr.'s Birthday Holiday
January 24	2 <sup>nd</sup> Grading Period Ends
January 27	Teacher Workday/Student Holiday
January 29	Half Day for Students-- Staff Development
February 12	Half Day for Students-- Staff Development
February 17	President's Day Holiday
February 26	Half Day for Students-- Staff Development
March 11	Half Day for Students-- Staff Development
March 25	Half Day for Students-- Staff Development
April 3	3 <sup>rd</sup> Quarter Period Ends Early Dismissal Staff and Students
April 6-10	Spring Vacation
April 22	Half Day for Student—Staff Development
May 6	Half Day for Students-- Staff Development
May 20	Half Day for Students-- Staff Development
May 22	Early Dismissal -Half Day for Students and Staff
May 25	Memorial Day Holiday
June 3	Half Day for Students-- Staff Development
June 15	Graduation-Half Day for Students and Staff
June 16	Weather Make-up day if needed **
June 17	Weather Make-up day if needed **
June 18	Weather Make-up day if needed **
June 19	Weather Make-up day if needed **

**\*\*Date of last day of school is subject to change depending on unanticipated events**

## **WELCOME**

Welcome to all who are returning to Accotink Academy, as well as those of you who are new to our School.

## **ORGANIZATIONAL STRUCTURE OF ACCOTINK ACADEMY**

### **Accotink Academy, Inc. – Corporate Officers**

- Mark McConnell, Chief Operating Officer
- Matthew McConnell, Secretary, Corporate Counsel
- William Graves, Accountant, Executive Board Member

### **Accotink Academy, Inc. – Administrative Staff**

- Mark McConnell, COO
- Matthew McConnell, Esq.
- William Graves, CPA
- Dr. Ann Warnke, Director of Education
- Dianne Crawford, Upper Team Leader Teacher Specialist/Special Educator
- Dr. Jessica Jupiter, Clinical Director
- Beth Ziegler, Speech/Language Department Co-Director
- Janet O'Donnell, Speech/Language Department Co-Director
- Christy Quinter, Occupational Therapy Director
- James Corley, Director of Admissions
- Rita Minter, Office Administrator
- Julie Ogando, Behavior Supervisor

## **CHAIN OF COMMAND**

The Director of Education is responsible for the hour to hour supervision of Accotink Academy. If she is absent, the responsibility goes to the Upper Team/ Vocational Team Leader.

## **HISTORY/PURPOSE**

Accotink Academy is a special need, language-based literacy-rich PreK-12 (age 5-21) therapeutic setting serving children with emotional disabilities, developmental disabilities (including receptive and expressive language disorders), and specific learning disabilities in reading, mathematics and written expression. This unique therapeutic program combines the best teaching practices supported by current research on brain function, language acquisition and reading.

The program was established in 1964 for children who were diagnosed as having specific learning disabilities. Due to the increasing complexity of the children being served, Accotink Academy expanded its program to address not only specific learning disabilities but also the psychosocial needs of its students. The program is designed to increase academic skills and foster behavioral change.

The program is structured to promote the student's skill in living successfully within his or her environment. This is accomplished by providing activities that develop problem solving skills, individual and social responsibility, and self-reliance. The staff systematically employs behavior management principles to bring structure and predictability into the classroom and school environment. The structure includes specific routines, rules, rewards, and consequences for behavior.

## **MISSION STATEMENT**

It is our mission to help our students reach their potential, both educationally and emotionally, as well as enabling them to become increasingly more adaptive and self-directed so they can return to a less restrictive environment with the confidence that allows them to become productive members of society.

## **PROGRAM AND DESCRIPTION OVERVIEW**

Accotink Academy instruction is individualized, and instructional materials and methodology are equated with the learning styles and developmental needs of the students. The instruction employs a diversity of materials and techniques.

On-going evaluation is an integral part of the instructional program. For all students, the academic day includes not only an emphasis on students' identified areas of academic need, but incorporates specific subject areas such as Science, Social Studies, Math, Reading, Language Arts, Art, Career Awareness, Vocational Preparation, and On-the -Job Training. Close contact is maintained with the placement specialists in the student's home district to ensure that the student receives proper credit for coursework.

Classes are small, with a 3:1 student to teacher ratio. All classrooms have one lead teacher and one or more Teacher Assistants. Students are supported in their learning and educational functioning by the service staff from Speech/Language, Occupational Therapy, Art Therapy, and Clinical Psychology, as identified in their IEPs. Transition services are offered by the Vocational Education Department for students' ages 14 years and above. Support Service areas are described below. A multidisciplinary team approach is utilized to ensure that all of the student's needs are appropriately addressed.

A school-wide Behavior Management/Level System is used to reinforce the appropriate academic and behavioral functioning of Accotink Academy students. The Behavioral Intervention Center (BIC) is available for students who are experiencing difficulties following school behavioral expectations. Staff are trained and/or certified as Registered Behavior Technicians under the supervision of Board Certified Specialist.

Positive Action, an evidenced-based intervention support system that promotes an interest in learning and cooperation among students. Positive Action has been established for 30 years and has been helping schools create a positive learning environment. This program will be utilized with every student on a daily basis.

Accotink Academy has two Computer Labs as well as classroom computers with IBM-compatible multimedia system. Computers are networked and Internet capable. These computer systems provide an alternative learning medium allowing students to acquire, practice and improve computer and career skills, and enhance learning experience through multi-sensory educational websites. An extensive software selection in Science, Reading, Math, Language Arts and Critical Thinking is available to teachers to reinforce students' daily classroom activities.

Curriculum materials and equipment are available for teachers to offer a multi-sensory approach to teaching. Smart boards or projectors are utilized in most classrooms. Our school library is available for both student research and enjoyment. Sports equipment is available for gym sessions and recess/breaks.



Accotink Academy utilizes a collaborative model of pairing Speech/Language Therapists and Master Teachers as well as content-certified Teacher/Special Educators to provide the highest level of therapeutic intervention in a rich, challenging, engaging and safe environment. We have Clinical Psychologist, Social Workers, Speech and Language Therapists, Counseling Staff, Occupational Therapists and Art Therapists.

In addition to our highly therapeutic academic programs, we have broadened our career technical program to include Music Production, Barbering, Cosmetology and Small Engine Repair. Certifications can be granted in several of the above offerings.

Accotink Academy's mission is to optimize our students' potential, educationally and emotionally and to enable them to become increasingly adaptive and self-directed so they can return to a less restrictive environment with the confidence that allows them to become high achievers, proficient readers, critical thinkers and productive citizens. Staff and administration work closely with parents in a collaborative manner in order to achieve high standards. All educational approaches support the development of the whole child through a balance of investigative and project-based, hands-on instruction.

#### **ACCOTINK ACADEMY OBJECTIVES**

- Develop an individualized education or instruction plan for every student that addresses his/her specific strengths and weaknesses and ensures that every student is meeting graduation requirements for his/her home school district.
- Ensure that teaching methods and strategies are appropriately adjusted to meet the learning styles of each student (e.g. "hands-on," multi-sensory approach, guided discovery, experiential learning, etc.)
- Meet the academic, social, recreational, vocational, emotional, and behavioral needs of all of our students, in addition to any special needs for speech/language, occupational therapy and/or psychological services, and ensuring
- Encourage families to take an active role in school activities to ensure that we are working together to enhance every student's development as an independent, responsible, and successful member of our learning community.
- Prepare students each year to transition to the next step in their lives, whether that step involves returning to Accotink Academy to complete high school, enrolling full or part-time in a public high school or other private school, starting a part-time job, going to college or a vocational training institution, enlisting in the military, or entering the work world as independent adults.
- Help each student learn to take responsibility for his/her own education, choices, and life direction, understanding that our choices today have immediate and perhaps far-reaching consequences and rewards.

- Provide the least restrictive environment possible for every student.
- Provide a professional, well-trained teaching, service, and management staff.
- Provide a well-equipped educational environment with all necessary resources.

### **SPECIAL PROGRAMS AND ACTIVITIES**

- Accotink offers PSAT and SAT tutoring and testing with accommodations available on site.
- Basketball, Volleyball and Softball teams play other private schools in the surrounding area.
- Clubs on a variety of interests to engage students and promote social interaction.
- Driver's Education classes on site.
- Vocational training in Small Engine Repair, Horticulture, Music Production, Art, and Barbering – including test preparation and administration leading to certification.

### **STAFF INPUT INTO OPERATIONS**

The Director of Education is responsible for ensuring that all staff members' input is being received and utilized. Regularly scheduled staff meetings are held to discuss students' behavioral, social, and learning needs and operations updates. Other meetings address curriculum and professional development. The Team Leaders and Department Heads meet weekly and bring issues to the Director's meetings. This process ensures that all staff members have ample input into decision making.

### **PARENT/GUARDIAN INPUT INTO OPERATIONS**

Accotink Academy provides Parents/Guardians with a number of opportunities to provide input and feedback about our programs and services. We provide open houses and Teacher-Parent/Guardian Conferences during which parents/guardians are encouraged to bring up important issues affecting the school. Parents/Guardians are also encouraged to communicate regularly with their child's service providers and teachers. Any suggestions or concerns communicated to teachers can be brought to weekly staff meetings. When Parents/Guardians have a complaint or serious concern about school operations, they are encouraged to set up a meeting to talk with the Director of Education. Parents/Guardians are invited to observe any class in session at any time with prior arrangement with the Director of Education.

### **STUDENT INPUT INTO OPERATIONS**

Students also have opportunities to provide feedback about their experience at our school. Students communicate concerns and ideas to their teachers, the administrative staff, and service providers. These ideas can be shared with the entire staff. Students are often asked to give their opinions as to field trips or extracurricular activities. Their input is valued and taken into account.

### **ACCOTINK ACADEMY SERVICES AND PERSON(S) WITH DESIGNATED RESPONSIBILITY**

Accotink Academy offers a full array of services to our students. Supervision by the Department Head ensures the quality and effectiveness of services provided. Each service provider must have the required certification, training and experience to provide the service.

All staff members also receive appropriate professional supervision for the services they provide to students. The services provided and the person(s) designated as responsible for providing each service are listed below:

- Academic & Special Education Services: Director and Faculty
- Intake and Admissions: Director, Director of Admissions and Clinical Director
- Student, Personnel and Facility Records: Director and Office Administrator
- Medical/Pharmaceutical Services: Clinic Aide
- Food and Nutrition: Director
- Public Health/Safety/Sanitation Services: Building Manager
- Transportation Services: Transportation/Building Manager
- Recreational and Extracurricular Activities: Clinical Director, School Teams and PE Teachers
- Behavior Management: Director, Clinical Director and Behavior Counselors
- Transition Services: Transition Coordinator
- Social Development: Clinical Staff/Behavioral Counselors
- Speech and Language Services: Speech/Language Department
- Quality Assurance Services: Senior Management Consultant and Director/Building Manager
- Occupational Therapy Services: Occupational Therapy Department

### **MULTIDISCIPLINARY TEAM APPROACH TO CASE MANAGEMENT AND OPERATIONS**

At Accotink Academy, we utilize a multidisciplinary team (MDT) approach in order to best address the multiple needs of our students. The MDT approach is also required by federal and state legislation for working with special education students, especially when meeting as an IEP multidisciplinary team. In the MDT approach, each team member's input is highly valued. All team members have a responsibility to provide input from their area of expertise and their knowledge of the students or programs involved as we develop the appropriate solutions to organizational problems or to designing each student's overall educational program. The MDT team is comprised of any staff members who come into direct and consistent contact with a particular student.

Members of the MDT take information from the team into account when developing goals for each academic area and for each service area. If MDT members have information to share about a student's progress, or suggestions/concerns about how special education and/or support services are being provided this information is shared in appropriate contexts such as face-to-face meetings between team members, MDT preparation meetings, weekly staff meetings, case conferences, and/or in direct communications with the Director. An MDT can be convened at the request of any parent or staff member concerned about a student.

### **STAFF TRAINING**

Accotink Academy strongly encourages its employees to continue their education and to keep current on specific changes in the special education field. We require staff working toward a license or endorsement to take the courses mandated by the Virginia Department of Education in order to maintain employment.

In-Service training is an integral part of the program at Accotink Academy. Emergency procedures, universal precautions, emergency medical procedures and behavior management policies are discussed during our back to school in-service and are available in written form. Additional training is provided for staff requiring behavior management techniques, restraint/seclusion, CPR and medical procedures. All

teaching and support staff are also to attend staff training sessions conducted throughout the school year. Staff members who attend outside conferences are encouraged to present an in-service training to the rest of the Accotink Academy staff.

## **ADMISSIONS**

Accotink Academy accepts students referred by school districts or Local Educational Agencies (LEAs) in the District of Columbia and Virginia. Accotink Academy provides education and therapeutic services to students with specific learning disabilities, emotional disturbance, speech and language disabilities, autism, intellectual disability, other health impaired and multiple disabilities.

Accotink Academy provides education and therapeutic service to students who require a full time special education placement, which may require the support of counseling, speech and language, and/or occupational therapy. Classroom groupings are determined by a student's age, grade, exceptionality and behavior.

Accotink Academy is unable to provide educational and therapeutic services for students who are younger than the age of 5 and older than 22 or display serious physical outbursts and altercations resulting in continuous physical interventional procedures to manage dangerous or out of control behavior.

The Director of Admissions will receive all records on prospective students. He/She will ensure that the packets contain the following information:

- Information on current school placement and functioning within the setting.
- Most recent Psychological, Clinical, and Psycho-Educational Evaluations or Reports.
- Psychiatric Evaluation – if available (mandatory for students previously in residential or hospital setting)
- Most recent IEP, BIP and/or FBA
- Transcripts to include courses, credits earned and letter grade

Files determined as appropriate for our current setting will be scheduled for In-take Interviews. A Parent/Guardian is to accompany the student on his/her scheduled appointment. Accotink Academy will provide transportation, if necessary, to accommodate those families who cannot secure transportation on their own.

Each scheduled interviewee meets with the In-take Team members. The Accotink Academy In-Take Team consists of a staff member from each of the following disciplines:

- Administration
- Admissions
- Clinical Services
- Speech/Language Pathology
- Occupational Therapy
- Team Leader/Teaching Staff

In addition, Parents/Guardians meet with the Director of Clinical Service. Following the interview process, the In-take Team meets to discuss each applicant, with a goal of selecting students who appear

most likely to benefit from the program offered at Accotink Academy. The applicant will be invited to spend a school day at Accotink Academy as part of the In-take process.

The In-take Team meets weekly to discuss the week's prospective students and decide to accept, reject or invite the students to make an additional day visit. Decisions will be made by the consensus of the Team. The Director of Admissions will communicate to the Parent/Guardian the team's decision.

Parents/Guardians will be mailed a letter with the team's decision. When appropriate, if the student is not accepted, the letter will include suggestions of alternative placements.

**Prior to the student's first day of attendance, the Parent/Guardian MUST provide a signed Enrollment Form along with current physical with TB testing and immunization records.** A HIPPA/Informed Consent Form for clinical services is signed after the student arrives. Students must have a physical every year. The school's clinic aide will send a reminder when a student's physical is due. Student who participates in sports must have an updated physical before the sports season starts.

Students may start school as soon as the LEA has agreed to provide funding and has arranged transportation.

**When there is a change to a student's basic information – address, phone number, email, Parent's work number, emergency contact, social worker, lawyer, etc. – please call the school immediately at 703-451-8041 to provide the new information.**

## **RESIDENCY REQUIREMENTS**

Parents/Guardians of DCPS students MUST verify residency before their student begins enrollment. This residency verification is required by October 5<sup>th</sup> of each school year.

## **INDIVIDUALIZED EDUCATION PROGRAM (IEPs) / INDIVIDUALIZED PROGRAM PLANS (IIPs)**

Students who are referred to Accotink Academy are between the ages of 5-22 and have already been identified as needing special education. Each student, publicly funded should have an IEP from the LEA, Private Pay students have IIPs, identifying goals and any services recommended for the student. Accotink Academy staff, Parent/Guardian, and the LEA representative assess the student's current needs and modify (if needed) the IEP at the student's 30-day review. As a continuing practice student's needs are assessed; formally, informally, and through observation quarterly and annually. The Parent/Guardian may request an IEP/IIP review at any time during the school year.

An IEP/IIP meeting is held annually to plan for the student's educational and support service needs for the following year. Invitees to the meeting are any of the following which apply to the particular student:

- Parent/Guardian
- Classroom Teacher
- Individual Therapist
- Speech/Language Pathologist
- Occupational Therapist
- Art Therapist
- LEA Representative

- Student (if he/she is at least 16 years old)
- Administrator/Educational Coordinator
- Transition/Vocational Education Specialist
- Others whom the Parent/Guardian wishes to include

Accotink Academy makes every effort to assist the Parent/Guardian in attending their child's IEP/IIP meeting. Written letters of invitation are sent to the Parent/Guardian via USPS mail. Follow up is done by a phone call and email to determine if the Parent/Guardian is available for the given date. If not, Accotink Academy and the student's LEA will work with the Parent/Guardian to arrive at an agreeable date and time to hold the IEP/IIP meeting. If the Parent/Guardian are unable to attend, other methods such as conference calls, will be offered to ensure Parent/Guardian participation. Transportation services are also offered in an attempt for the Parent/Guardian to take part in the meeting.

The IEP/IIP is primarily focused on areas of strength and weakness that are impacted by learning, speech and language, organizational and/or emotional disabilities. Specific goals in the areas of Reading, Written Language, Math, Study Skills, Speech and Language, Occupational Therapy, Transition/Practical Life and Social/Emotional/Behavioral Functioning are completed for each student. The IEP/IIP includes the following components:

- A statement of student's present levels of educational performance
- A statement of long-term goals
- A statement of the specific services to be provided to the students
- A service schedule including the projected dates of initiation, frequency, and anticipated duration of the service
- A list of classroom and testing accommodations
- Appropriate objective criteria and evaluation procedures to be reviewed at least quarterly to determine whether the short-term instructional objectives are being achieved
- A transitional plan for students of 14 years of age and older

In addition to the above, the IEP/IIP contains a list of the specific accommodations needed to address the disabilities and preferred learning styles of each student.

The LEA representatives are involved in the IEP process and any unusual or changes involving students and from their schools. They may monitor classes and consult with staff during the school year to assure that their students' special educational needs are being met. Accotink Academy works with the LEA throughout the school year to monitor student progress. Parents/Guardians may consult with both Accotink Academy and their home district LEA regarding any concerns about their student's progress. Parental Rights booklets are provided by the LEA.

#### **REINTEGRATION PLAN TO RETURN TO A LESS RESTRICTIVE ENVIRONMENT**

The IEP/IIP process determines the level of placement (i.e. the least restrictive environment). At Accotink Academy, all efforts are made to return the student to the least restrictive learning environment when the student is consistently demonstrating classroom ready behavior.

During the course of a student's enrollment at Accotink Academy, behavioral progress is systematically monitored via the Point System and Behavior Intervention Center logs. Students who show consistent improvements and maintain high levels on the Behavior Management/Level System are considered for

transition to a less restrictive environment when the student is consistently demonstrating classroom ready behavior.

A crucial question in making this determination is how dependent the student is on the Level System and therapeutic structure of the educational program to perform appropriate and positive behavior.

Additional factors considered include the student's understanding of his/her strengths and weaknesses and that student's ability to appropriately self-advocate and handle frustration appropriately. For students who are not showing meaningful progress on the Level System, many individualized plans are implemented to promote appropriate classroom behavior and subsequent advancement within the Level System. Such interventions include split point sheets, more frequent or tailored reinforcement, schedule changes and increased academic/behavioral support. In addition, student may have individually designed point-systems. Individualized behavior plans and Behavior Intervention Plan (BIPs) are implemented with care as they provide more intensive intervention and represent a higher level of restrictiveness for the student. Guiding these interventions are both formal and informal Functional Behavior Assessments. Clinicians at Accotink Academy analyze and explore the underlying function/need of the problematic behavior through in-class observation, collaboration with teachers and parents and direct dialogue with students.

In addition to the above, student progress is monitored on a regular basis and at the student's annual IEP, to determine if the designated level and/or service continues to be appropriate for student in order to facilitate a successful reintegration, the LEA provides information and referrals, and assists students in visiting perspective placements. The student's psychologist provides support during transition.

A discharge report will be completed after the student leaves Accotink Academy. The report will be maintained in the student's file.

## **STUDENT RECORDS**

Accotink Academy maintains student records, covering the duration of the student's education at Accotink Academy in accordance with the Virginia Board of Education directives outlined in the document, "Management of the Student's Scholastic Records in the Public Schools of Virginia." All records are confidential and can be accessed only by authorized individuals. Student files are kept in locked file cabinets in the staff work room. Records are confidentially maintained for a minimum of 5 years.

Basic psychological, medical and educational information will be scanned into the student's file and maintained in the school's archive files. Parents/Guardians and students will be alerted to the destruction of paperwork. All information will be confidentially discarded by shredding.

In the event Accotink Academy should close, Parents/Guardians and students will be notified of the closure and offered their files. Remaining files will be sent to the student's LEA. All residential information will be confidentially discarded by shredding.

Student files will be reviewed bi-annually to ensure each student's file contains all essential parts of the student's IEP, including present level of performance, long-/short-term objectives, specific services, projected dates of services, evaluate procedures, least restrictive environment criteria and placement, transition (where age appropriate).

## **CURRICULUM AND ACADEMICS**

Accotink Academy offers a program based on curriculums that are SOL and Common Core based. Our program is designed for students who will work toward a High School Diploma from their LEA, and for those pursuing a Certificate of Completion of their schooling. To earn a diploma, students must successfully complete course requirements, perform the required community service hours, and pass Statewide Assessment Testing as required by their LEA.

For students in grades 1 through 3, Reading, Math, Writing and Spelling are the focus of their instructional program. Students also receive Art, Music and Physical Education classes.

Students in grades 4 through 6, English, Math, Social Studies/History and Science are the focus of the instructional program. Students also receive Art, Music and Physical Education classes.

Students in Middle School (grades 7 and 8) are provided with 140 clock hours of instruction in the subjects of English, Math, Social Science/History and Science. Students also receive Art, Music, and Physical Education classes.

High School students are provided a course of study that leads to graduation and post-secondary education, training, employment and independent living, as appropriate. Courses in English, Math, Science, History and Personal Finance are offered. Music, Art, and Physical Education, as well as electives are also part of the High School program of studies.

A modified Family Life Education program is conducted through Health and Science classes on both the Elementary and High School levels. Parental permission will be requested for any class introducing more specific topics related to Human Growth and Development.

Accotink Academy does not offer an Individual Student Alternative Education Plan. We do not offer virtual courses or GED preparation at our campus. These may be arranged for your student, if necessary, through their LEA.

## **REPORTING PROGRESS**

Academic progress is measured by grades obtained on Quarterly Report Cards and by progress on goals specified in IEP/IIPs, which are assessed quarterly. The grading procedure takes into account the student's IEP/IIP specifications with respect to academic functioning levels in Math, Reading, and Writing. Also taken into account are the criteria for successful performance on specific short-term objectives, the student's effort, the student's competency in achieving course goals and objectives.

Report Cards (Quarterly Reports) are completed at the end of each quarter. These reports are sent to Parents/Guardians and the student's LEAs. Report Cards are filed in the student's cumulative file.

In addition, Progress Reports are written on a quarterly basis. These reports indicate student progress, program effectiveness and transition (when applicable). These reports are sent to the student's Parents/Guardians and their LEAs. Progress Reports are filed in the student's cumulative file.

A formal, comprehensive written progress report will be developed for each student at the end of the 4<sup>th</sup> Quarter. The report will provide detailed progress from each academic area, transition and support



service. This report will also discuss student's current placement needs. The finalized reports will be sent to the student's Parents/Guardians and their LEAs.

**Grading Scale:**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	64-66
F	0-63

**Grades 1-4 Grading Scale:**

O	Outstanding
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory
I	Incomplete

**STATEWIDE TESTING**

Virginia students are administered the Standards of Learning Assessments (SOLs) in grades 3, 5, 8 and for specific High School courses. The testing window for Virginia Public School students is scheduled several times during the school year (including several windows for re-takes); these include Fall, late Winter, and early Spring.

District of Columbia students are administered the Partnership for Assessment of Readiness for College and Careers (PARCC). This test is given to students in grades 3 to 8 and identified grades/subjects in High School as determined by OSSE.

Accotink Academy works in conjunction with the student's school district to ensure students are taking the statewide tests they require as determined by grade level, course work and IEP. All statewide testing is administered at Accotink Academy.

Throughout the assessments, students are provided with all testing accommodations listed on their IEPs

**VOCATIONAL EDUCATION AND TRANSITION SERVICES**

Accotink Academy's Transition Program is designed to provide students with job sampling and work experiences that will help them develop and improve skill competence, self-esteem, and employment potential for their future. In addition, the department develops a coordinated goal-oriented program that assists students with their life planning after graduation from Accotink Academy.

Accotink Academy adheres to the *Fair Labor Standards Act* of the U.S. Department of Labor. In our training program, students receive an hourly stipend from Accotink Academy. Students may volunteer at school to meet their 100-hour community service requirement (DCPS only) for graduation. Volunteer opportunities are not paid.

The transition process starts when a student is 14 or turns 14 during the IEP year. Our Transition Coordinator administers assessments to indicate the student's learning style, life skills aptitude and career interests. Once the assessments are completed, a Transition Plan is then created in collaboration with the IEP and implemented through classroom accommodations. Career and Job Coaches are assigned to further implement the Transition Plan by creating opportunities for On-the-Job Training through our community-based business partnerships. During their senior year, the students meet weekly on a 1:1 basis with a Career Coach to prepare for post-secondary education whether it is college, trade school or entry to workforce. Assistance is provided with college applications and tours as well as job search and retention skills. Each of our students is referred to outside agencies such as RSA and VDARS to ensure progressive wrap around service teaming of Accotink Academy to procure a successful future.

- **Elective/Vocational**

Being prepared for life after High School is by no means an afterthought for Accotink Academy. After much consideration for our students, we have come to the realization that an opportunity isn't something you have to catch but something you should be prepared for. We offer an array of Vocational Training as well as certification classes. Our credit earning electives consists of: Financial Planning, Music Production, Small Engines Repair, and Barbering.

Students may test for Certification in CPR, AED, and First Aid, and Small Engines Repair and Financial Literacy (WISE assessment)

Along with these offerings we have created partnerships with:

- **Barbering:** Bennett Career Institute (DC), Bladensburg Barbering School (MD), and Gramm Web Academy (VA).

- **Instruction Offerings – Partial Credit**

When Accotink Academy awards a credit less than a whole unit, the increment awarded is no greater than the fractional part of the total (as set forth by the Virginia Department of Education).

The partial credit is determined by dividing the fraction into the minimum of 140 clock hours of instruction (the standard for one unit). In addition to the 140 clock hours of instruction required for a standard unit of credit, Accotink Academy follow 8-VAC20-131-110 Standard and Verified Units of Credits. In order to receive  $\frac{1}{2}$  credit, the student must achieve a minimum of 70 hours of classroom instruction.

In the case of a transferring student with a fractional unit of credit, the smallest being  $\frac{1}{4}$ , Accotink Academy would follow the minimum number of hours ( $140 \text{ divided by } \frac{1}{4}$ ) = 35 hours and require the student to account for  $\frac{3}{4}$  credit; i.e., 105 instructional hours.

○ **Awarding Exit Documents to Students with Disabilities**

Each student, upon completion of their studies, including students with disabilities who meet the requirements, shall be eligible to receive:

- DCPS students*
1. The High School Diploma; or
  2. High School Certificate prior to age 22; or
  3. High School Certificate at age 22

Each student, including a student with a disability, who meets the requirements, shall be eligible to receive a High School Diploma upon satisfactory completion of the course work required for the diploma, as set forth in the Board Rules.

○ **Standard Diploma**

Students enrolled in 9<sup>th</sup> grade for the first time in school year 2007-2008 and thereafter must earn 20 credits (or Carnegie units)

<b>Subject</b>	<b>Credits/Carnegie Units</b>
English	4.0
Mathematics (to include Algebra 1, Geometry, Algebra 2)	4.0
Science (must include three lab sciences)	4.0
Social Studies (must include World History 1 and 2, US History, US Government, DC History)	4.0
World Language	2.0
Art	0.5
Music	0.5
Health and Physical Education	1.5
Electives	3.5
<b>TOTAL CREDITS</b>	<b>24.0</b>

All students must complete 100 hours of community services to receive a High School Diploma. Some DC Charter Schools may require additional hours.

○ **Certificate of Individualized Education Program /Certificate of IEP**

Requirements for Certificate of IEP Completion

A Certificate of IEP Completion is earned by students with disabilities who have mastered their IEP goals, completed High School coursework, but have not completed the requirements for a Standard High School Diploma. To earn a Certificate of IEP Completion, students must earn 24.0 credits as follows:

<b>Certificate of IEP Completion Core Subject Area Courses and Electives</b>	<b>Credits</b>
English	4.0
Concepts of Mathematics	4.0
Concepts of Science	4.0
Concepts of Social Studies	4.0
Learning Labs	3.0

Electives	2.5
Health and Physical Education	0.5
Transition Coursework	2.0
<b>TOTAL</b>	<b>24.0 credits</b>

The IEP team must decide and approve that pursuing a Certificate of IEP Completion is the best course of study irrespective of earned credits. The following guidelines must be used to identify whether a student is appropriate for the Certificate of IEP Completion.

**A student MAY BE a candidate to pursue a Certificate of IEP Completion if:**

- The student took the Multi-State Alternate Assessment (MSAA) exam in 8<sup>th</sup> grade or will take the National Center and State Collaborative (NCSC) exam in the future, or
- The student has a significant cognitive disability within the following range ( $\leq 55-60$ )\* as documented by IQ and Adaptive Scored which impact the student’s ability to meet the requirements for earning a Standard High School Diploma

**A student IS NOT a candidate to pursue a Certificate of IEP Completion if:**

- The student is 20 years old or younger and is 5 credits or less away from earning a DCPS Standard High School Diploma
- The student has satisfactorily completed all coursework required to earn a diploma, but does not have 100 hours of community services, or
- It has been documented that the student has earned credits toward a DCPS Standard High School Diploma, and has the ability to earn additional credits to complete the remaining Standard High School Diploma requirements by age 22, or
- The student has fewer than 5 credits after being introduced to DCPS graduation requirements for a minimum of 3 consecutive years, and has not had the opportunity to participate in the following interventions:
  - Tier 2 or 3 Reading Interventions
  - Attendance plans
  - Behavioral supports or a Behavior Intervention Plan (BIP)
  - Instruction using Credit Recovery resources

**Implications**

Depending on whether the student and their IEP team select the Standard High School Diploma or the Certificate of IEP Completion, a student may require more than 4 years in high school. “A child with a disability found by the Local Education Agency (LEA) to be eligible for special education and related services shall remain eligible through the end of the semester he or she turns twenty-two,” [District of Columbia Municipal Regulations 5-E D.C.M.R. § 3002.1(b)].

**In DCPS, IEP teams must always pursue, or assess the feasibility of, the Standard High School Diploma before considering the Certificate of IEP Completion.** Ultimately, the student’s preferences, abilities, and plans for post-secondary options, as well as how the student communicates this information, should be the most influential factors in deciding whether to pursue a Standard High School Diploma or a Certificate of IEP Completion. The IEP team members must also rely on quantitative factors and information recorded in the student’s IEP as guidance. Quantitative factors considered may include but not be limited to:

- Standardized assessments
- Informal academic assessments created by the school
- Benchmark assessments
- Behavioral assessments
- Any other information yielding data that informs instruction

This information must be tempered with the student’s preferences, abilities, and plans to comprehensively provide and appropriate educational course of study for the student.

**Virginia Students Entering 9<sup>th</sup> Grade for the first time 2013-2014 and beyond:**

- ❖ Standard credit is earned when a student passes a course.
- ❖ Verified credit is earned when a student passes a course and the associated end-or course SOL test

**9<sup>th</sup> grade 2016-2017 and 2017-2018**

**Standard Diploma – minimum requirements 22 standard credits, 6 of which must be verified credits.**

Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics	3	1
Lab Science	3	1
History and Social Studies	4	1
Health and Physical Education	2	
World Language, Fine Arts and Technical Ed.	2	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test		1
<b>TOTAL CREDITS</b>	<b>22</b>	<b>6</b>
<b>Virtual Coursework</b>		
<b>CPR, AED, First Aid Training</b>		
<b>Industry Certification</b>		

**9<sup>th</sup> grade 2016-2017 and 2017-2018**

**Advanced Studies Diploma – 26 standard credits 9 of which must be verified credits.**

Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics	4	2
Lab Science	4	2

History and Social Studies	4	2
World Language	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Ed.	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test		1
<b>TOTAL CREDITS</b>	<b>26</b>	<b>9</b>
<b>Virtual Coursework</b>		
<b>CPR, AED, First Aid Training</b>		
<b>Industry Certification</b>		

Applied Studies Diploma – This diploma is for students with disabilities who complete the requirements of the Individualized Education Plan (IEP) and do not meet the requirements for other diplomas. If the IEP team decides that a student will stop pursuing a standard diploma, an analysis of the student’s skills will be conducted to formulate a plan of study. Before making this decision, the IEP team will look at the student’s present levels of performance, post-secondary goals, time remaining in school and their level of external support.

In establishing course and credit requirements for a High School Diploma, each jurisdiction/LEA shall provide for the selection of integrated learning courses meeting the Standards of Learning or Common Core standards to satisfy graduation credit requirements.

Each jurisdiction/LEA will establish the requirements for each of their exit documents.

No student shall receive a High School Diploma unless the student has first completed all requirements for the diploma.

### **EXTENDED SCHOOL YEAR (SUMMER SCHOOL) SERVICES**

Extended School Year (ESY) Services are designed to: prevent regression in basic skills; reinforce gains in academic, social, vocational, and behavioral areas; and, provide both funded and Private Pay students with opportunities to explore extracurricular, community service, or work-related activities. ESY is provided to students whose IEP team determined that the benefits the child gains during the regular school year will be significantly jeopardized if the student does not receive ESY services.

### **RELATED SERVICES**

- **Art Therapy**

Art Therapy is a specialized form of psychotherapy facilitated by a registered Clinical Art Therapist. Through both verbal and non-verbal means, an Art Therapist encourages individuals to use the creative process for the expression and exploration of concerns, thoughts, and feelings. Although this can occur directly, students at Accotink Academy more frequently utilize the safety of symbolism and metaphor. Unconscious or emotionally charged material is accessed in a way that is often less threatening to the student than verbal means alone. Intense, destructive, or maladaptive thoughts and feelings can be expressed appropriately and productively through the creative process.

Art-making itself provides countless opportunities for emotionally sensitive students to practice adaptive coping skills, such as tolerating frustration, delaying gratification, and controlling impulses. An Art Therapist assists translating successes in the Art Therapy office to academic and home environments. Art Therapy often gives the student a sense of mastery over who they are and what they will become. It is available individually, as well as in a group setting.

The Art Therapists assist Psychologists in classroom consultation, case management, and crisis intervention. The Art Therapist will provide these services exclusively if the Art Therapist is the primary therapist.

○ **Speech/Language Therapy**

The role of the Speech/Language Pathologist at Accotink Academy is to evaluate, recommend, plan, and deliver the appropriate service for any students identified as needing speech and language intervention. Service delivery is a dynamic concept and changes as the needs of the student change. Services may be provided to students in the following service delivery models: individual services, classroom-based services, small group options, monitoring and collaborative consultation.

○ **Occupational Therapy**

The mission of the Occupational Therapy Department is to improve or restore optimum levels of function for students at Accotink Academy within the school environment, home environment, and in the community. Therapeutic intervention is provided individually and in group sessions. In individual intervention, the student receives therapy in a one-to-one situation to focus on his or her deficit areas. The areas of specialty, which the Occupational Therapist provides service for include: gross-motor skill development, fine-motor skill development, visual-perceptual skills, visual-motor skills, sensory processing, cognitive skills, social skills, psychosocial skills, self-care, general activities of daily living, and play and leisure skills. Group intervention focuses on transferring individual skills to the group setting. The Occupational Therapy group sessions include sensory motor/activity-based group, social skill building/task-based group, and basic living skills group.

○ **Clinical Services**

The mission of the Clinical Services Department at Accotink Academy is to promote the social, emotional and behavioral health of the students. This is accomplished through the following modalities:

- Individual Therapy – students are provided with weekly individual therapy to address behavioral and emotional difficulties that interfere with optimal classroom performance and availability for learning.
- Group Therapy – students receive group therapy intervention to assist them in the development of appropriate and adaptive interpersonal skills, active problem-solving, and conflict resolution.
- Classroom Consultation – therapists serve as members of the multidisciplinary team. In this capacity, therapists may observe classroom behavior and dynamics and plan interventions to address classroom concerns.
- Case Management – therapists serve as the contact person at the school for all clinical issues and communicate with Parents/Guardians, outside service providers, and

agencies to make recommendations and promote continuity of care across student environments.

- Crisis Intervention – therapists provide primary intervention with students when crisis arise.

The mission of the Behavior Intervention Center (BIC) is to provide a safe, contained area for students who are not following behavioral expectations in the school environment. Specifically, the BIC provides time-out from the reinforcing properties of the classroom and school communities for various disruptive behaviors including behavioral outbursts, verbal abuse, threatening, and other unsafe behaviors, i.e. – physical aggression and location violations. BIC staff members are experienced in the various behavioral expectations, violations, and their consequences. They also possess a working knowledge of the components of successful behavior management/modification and are therefore able to diffuse potentially volatile situations, contain escalations, and promote calming and regrouping for swift re-entry into the classroom. BIC staff are trained and certified in Handle with Care method of physical management of behavior.

- **Referrals for outside service**

Psychological, Speech and Language, and Occupational Therapy services are provided to students on site at Accotink Academy. If a student requires additional Psychological Counseling (e.g. – Family Counseling), Psychiatric Counseling, Speech/Language Therapy, Audiological services, Physical or Occupational Therapy services or Vocation/Transition services requests are made for these services through the student's LEA. Upon approval of the LEA, Accotink Academy can contract with specific providers to meet the student's needs.

Accotink Academy is teaming up with Amazing Love Health Services (ALHS). Amazing Love specializes in providing mental, emotional and health services for the citizens of the District of Columbia. ALHS can assist individuals who need to apply for health insurance.

- **Tuition**

Most students at Accotink Academy are funded by the placing LEAs. For students who are privately funded, the Counseling, Speech/Language, and Occupational Therapy services are billed separately except for the first month's tuition, which is payable at the time of enrollment at Accotink Academy, all tuition payments are to be made by the 5<sup>th</sup> (fifth) day of each month.

## **MANAGEMENT OF FACILITIES**

Built in 1964, Accotink Academy's original building was replaced with our current state of the art educational campus built in 2006. In the 40 years it has existed, over 5,000 children have passed through its doors.

Accotink Academy's new facility of 55,000 sq. ft. includes 3 levels of classrooms, a regulation size gymnasium, therapeutic and vocational offices and a beautiful campus setting in Springfield, Virginia. Since Accotink Academy is close to Metro and all major thoroughfares, it is accessible to all students in the Washington DC Metropolitan area.

Building A consists of 23 Classrooms, Administrative Offices, Psychology, Speech/Language, Art Therapy, and Occupational Therapy offices as well as the Vocational Education area, Library, Gymnasium, School



Store, Staff Resource Room, the Behavior Intervention Center and a Computer Lab. Additional classrooms are located in Building B. The track and playing field areas at West Springfield High School (just across Tuttle Road) are used for some physical education activities.

Accotink Academy is in compliance with the Uniform Statewide Building Code (13VAC5-63) and complies with all state and local public health, safety and sanitation regulations including maintaining the required fire safety equipment, keeping records of fire safety inspections, and engaging in regular evacuation drills and tornado and earthquakes drills with the entire student body. We also have an established written procedure for handling potential emergencies including fire, severe weather, loss of utilities, missing persons, and severe injury as well as a procedure to address infectious diseases. Consumers, Parents/Guardians, students and staff may receive a copy of these written policies and procedures upon request. The Director is responsible for overseeing compliance with all public health, safety, and sanitation regulations/occupancy codes. The Director is the designated person responsible for maintaining reasonable standards of housekeeping and maintenance. Accotink Academy maintains a physical plant that is accessible barrier free, safe and clean.

## OPERATIONAL PROCEDURES AND PRACTICES

### ○ **Non-Discrimination Statement**

Accotink Academy is an equal opportunity school. All activities are conducted in a manner to assure equal opportunity for all. We value the diversity of our staff and base their continued employment on the merits of the employee's fitness for the position and the skills brought to that position regardless of race, color, religion, creed, sexual orientation, gender, age, national origin or disability.

### ○ **Accotink Academy School Calendar**

Accotink Academy's School Calendar is located in the front of this handbook. Our school is in session for 180-183 educational days. Holidays, Early Dismissal and Teacher Workdays are listed. There are three additional days built into the month of June. These days are listed as Teacher Workdays, but they will be added to the academic calendar in case days need to be made up due to snow or emergencies.

Our school is located in Fairfax County, Virginia and operates under the same guidelines as Fairfax County Public Schools (FCPS) for snow days and snow make-up days. **Please note that the number of snow make-up days may be increased due to the different jurisdictional contracts.** If FCPS is closed due to inclement weather or an emergency, our school will also be closed. Please refer to your local radio or television station, as well as the FCPS website for school closings.

### ○ **Inclement Weather and Closings**

Listen to TV channels 4, 7, 8, and 9 for information regarding whether school will be opening late on days of inclement weather. **We will follow the schedule of Fairfax County Public Schools (FCPS) unless you are notified otherwise.** Check to be sure your local school district is open. If DCPS is closed for inclement weather, they may not transport students if Accotink Academy is open. Check with the Transportation Department if you are unsure.

Other situations, including but not limited to, electrical power failure, lack of water, lack of heat or air conditioning, hazardous road conditions or other situation which may endanger the safety or health of students and employees may result in school being closed.

○ **School Hours**

The school is open from 8:00AM – 4:00PM with student classes running from 8:20AM – 2:50PM Monday through Friday. Buses are unloaded at 8:10AM.

○ **Student Drop-off and Pick-up**

Parents/Guardians, please remember that we cannot provide supervision for students before 8:00AM. Please do not drop off students before that time. Students who are going to be picked up may wait for Parents in the Front Office of the school after 2:50PM. We ask that all students be picked up **NO LATER THAN 3:00PM**.

○ **Early Dismissal**

Students are not permitted to leave the school building or grounds without official written permission from staff and/or Parents/Guardians. Students may be officially released to their Parents/Guardians from school. A Parent/Guardian must pick up and sign out his/her child at the Front Office. All notes for early dismissal should be brought to the Front Office or emailed at [attendance@accotink.com](mailto:attendance@accotink.com) before school begins.

○ **Visitors**

All visitors must come to the Front Office and sign the Visitor's Sign-in Sheet and obtain a Visitors Pass from the Receptionist. A staff member from the Front Office will either escort the visitor to the desired classroom or will call a staff member to come to the Front Office to meet with and/or escort the visitor to the desired location. Visitors must return to the Front Office and sign out on the sign-in sheet when leaving. Parents/Guardians and Public School Representatives are welcome to visit; however, visitors are encouraged to contact the Director prior to their visit.

○ **Attendance Policy and Procedures: Absences, Late Arrivals-Early Departures**

In order for any student to benefit from the educational opportunities we provide, they must attend school **consistently** because we believe strongly in the importance of regular attendance. Our Administration is diligent about enforcing our attendance policy.

Parents/Guardians are required to call **703-451-8041** or email [attendance@accotink.com](mailto:attendance@accotink.com) to notify the school when their child will be absent. A short message should be left on the recorder if calls are made outside of regular business hours or if all lines are busy at the time of your call. **If the school is not notified of a student's excused absence, a staff member will call Parents/Guardians.**

Parents/Guardians are also asked to call the District or County Transportation Department to let them know about the absence.

Students who are brought to school late or picked up early from school are required to be signed in or out in the Front Office. **To protect the student's safety, we must require that Parents/Guardians come into the office personally to do this.**

- **Excused Absence:** The Parent/Guardian has sent a note to let the school know that the student will be absent or has called or emailed by 9:00AM to say that the student will not be attending school that day. Absences can be excused due to:
  - Illnesses or hospitalization
  - Court appearances
  - Religious holiday
  - Death of an immediate family member
  - Medical appointments

Whenever possible, please schedule routine appointments so that students do not miss school. If the student has been absent for any of the above reasons, documentation must be provided.

- **Unexcused Absence:** The Accotink Academy attendance policy states that an absence is unexcused unless a Parent/Guardian calls or sends a note to excuse it. Absences CANNOT be excused for:
  - Missing the bus or cab
  - Inclement weather
  - Oversleeping
  - Being too tired
  - Being up late the night before

When a student is unexcused, the Parent/Guardian will be contacted for an explanation. The student will receive a 10% participation drop in all classes for the day which will affect the overall average for the week and may prevent participation in Friday afternoon activities. Make-up work will also need to be completed in order for student to attend Friday afternoon clubs/activities.

- ❖ After a student has five (5) unexcused absences, a letter is written to the Parent/Guardian advising them of the number of absences and the consequences if the student's attendance does not improve. A copy will be provided to the student's multidisciplinary team.
- ❖ Once a student has received either a total of ten (10) unexcused absences or seven (7) consecutive unexcused absences, a letter is written to the Parent/Guardian to invite them to a meeting to discuss the preparation of an attendance contract for the student and discuss solutions to improve attendance.
- ❖ After fifteen (15) unexcused absences a Truancy Report will be filed for DCPS students.

➤ **Tardiness**

Tardiness seriously disrupts and causes delays that take away from instructional time. Student must arrive by 8:20AM or they will be considered tardy. Parents/Guardians transporting a student that arrives after 8:20AM must escort the student to the Front Office and sign the student in. There are progressive consequences for tardiness to school. A meeting with the student, Parent/Guardian and our staff is required after the student has been late 5 times.

An excessive number of late arrivals and/or early dismissals from school are also addressed with a meeting between the student, his/her Parents/Guardians and the Director. If Parents/Guardians bring their child to school late or pick him/her up early, they are to sign the child in or out in the Front Office. To protect a child's safety, we require that the Parent/Guardian come into the Front Office personally to do this.

➤ **Absences Due to Hospitalization**

Parents/Guardians are asked to inform Accotink Academy immediately upon a student's admission to a psychiatric and medical hospital, and these absences will be considered excused absences. When a student is hospitalized for psychiatric reasons, the Parent/Guardian must send Accotink Academy a copy of the hospital release form and authorization to obtain records and consult with hospital treatment staff.

➤ **Missed School Work Due to Student Absence**

Students must make up work missed when they were absent or tardy.

- For an **excused absence**, the student is allowed to complete work within a period of time set by the teacher.
- For an **unexcused absence**, the student will make up missed work during break times and as additional homework.
- For **skipping school**, the student will receive an automatic "unsuccessful day," and must make up all work during breaks as extra homework. The student's LEA will be notified.

## **LOST AND FOUND**

Unclaimed items left in the building or in classrooms, vans or buses are kept in a container in the Front Office. Students should go to the Front Office to retrieve their items.

## **SCHOOL SUPPLIES AND TEXTBOOKS**

All students are required to provide their own pencils, pens, notebooks and loose-leaf paper. Textbooks and laptops are issued to each student without charge. Each student is responsible for the care of all items issued to them.

## **MEDICAL AND PHARMACEUTICAL SERVICES**

The Clinic Aide is designated as the primary person responsible for medical and pharmaceutical services. Each student must have a report of a current Physical Examination and record of immunizations for admission to Accotink Academy.

Accotink Academy ensures that necessary medical and pharmaceutical care is safely provided by implementing the following policies and procedures:

- **Obtaining written parental permission for Emergency Medical Care**

At Accotink Academy, the Clinic Aide is responsible for obtaining parental permission for emergency medical care and maintaining these permission forms in a binder kept in the Front Office and Clinic for easy access in the event of an emergency. Copies of parental permission for emergency medical care are always carried on field trips and other outings away from the campus.

- **Over-the-Counter medicine policy**

The Parent/Guardian may bring in Tylenol or other over-the-counter (OTC) medicine in its original container for administering for ten (10) calendar days. To place OTC meds for longer than 10 days, a doctor must complete and sign the Authorization for the Administration of Prescription Medication Form.

- **Prescription Drugs**

**Please be advised: Accotink is only permitted to administer medications within a certain timeframe. The medication can be administered 30 minutes prior or 30 minutes after the prescribed time. For example, if the prescribed time is 9:00AM; we can administer the medication between 8:30-9:30AM Inclement weather, traffic condition and tardiness may affect morning medication administration. There is no exception to this policy.**

To be administered at school, a medical professional must fill out the Authorization for the Administration of Prescription Medication Form with dosage and a time slot for administering. All medications must be in original container. Students are not allowed to bring medication to school. Staff members/parents picking up and delivering medication (from Parent/Guardian, home or pharmacy) must have a Parent or Guardian written permission on file. Please see the Clinic Aide for a copy of this authorization form. The person picking up and delivering the medication must count the medication in front of the Clinic Aide. Medication must be immediately taken to the Clinic Aide for security purposes.

- An individual medication administration record shall be maintained for each medication a student receives and shall include the student's name, date the medication is to begin, drug name and schedule for administration, strength, route, identification of the individual who administered the medication and the date the medication was discontinued or changed.

- **Maintaining current health records of students, including immunization history, record of allergies, and records of TB tests and physicals**

Each student health record at Accotink Academy includes notations of the student's health status, including complaints, injuries and treatments. A new physical must be completed each year for DCPS students; Virginia requires a physical every 3 years.

However, students who wish to participate in sports during a school year must have their physicals on or before May 10<sup>th</sup> of the current year (i.e. – 5/10/18 for the 2018-2019SY).

- **Obtaining releases to communicate with other Health Care Providers involved with each student**

At Accotink Academy we work together with outside health care professionals to ensure that medical issues are addressed appropriately. In general, our Clinical Psychologists will initiate the request for information with outside professionals; however, occasionally it may be the Director.

- **Informing all staff of each student's medical status (allergies, medication, unusual physical conditions, etc.) and changes in health or medical progress**

It is generally the Clinical service provider's responsibility to inform the multidisciplinary team of this information. However, service providers (i.e. – Psychologists, Occupational Therapists, Speech/Language Therapists) may also receive information on the student's health status on a regular basis and are responsible for sharing this information with the multidisciplinary team. The Clinic Aide, who is responsible for administering prescription medications to students, may also receive and share information regarding student's health status.

- **Communication regarding any medication changes**

Any teacher, service provider, or administrative staff who receives information that a student is changing or starting a new medication must bring this information to the multidisciplinary team so that all parties are aware and can document any positive or negative changes in the student's behavior, mood, or performance in school.

- **Following an established procedure for making referrals for medical treatment that is not provided at Accotink Academy**

When a staff member believes that a student needs a referral for a medical consult, the issue is brought up directly with the student's Parent/Guardian or can be discussed with the Director at a MDT meeting, and the Clinical Psychologist then contacts the Parent/Guardian.

- **Ensuring that first aid supplies are available and accessible in a known location at all times; that prescription drugs are kept in a locked compartment or area; and that access to prescription drugs is limited to those individuals as identified with the responsibility to dispense such medication**

At Accotink Academy, a first aid supply kit is available in the clinic. Prescription drugs are kept in a locked cabinet in the clinic with access limited to the Director and the Clinic Aide (or their designee when they are not available) who has the responsibility of dispensing such medications. Accotink Academy maintains a current, complete roster of all students receiving any medication, indicating a description, procedures for administration and possible side effects. Complete records of any medication dispersal are maintained for each student.

### **IMMINENT RISK OF HARM TO SELF OR OTHERS**

Injury to their self or other student, then the following steps will be taken. This behavior may include injury to self with object, threat to kill or harm another student and the intent to locate this individual in order to do so despite intervention from staff, attempted injury with object (repeatedly cutting oneself with a sharp object, tying belts or clothing around one's neck), verbalizing that they will kill or harm their self when they get home. Contact the student's therapist or if unable to be reached the art therapist, followed by the clinical director to provide a detailed account of the concerns. The therapist will conduct a risk assessment and collaborate with the team including BIC staff, the educational director, and other members of the student's immediate team. If the risk assessment indicates that further action is needed due to the continuation of these behaviors or statements and/or staff members believe that further intervention is necessary, the parent/guardian and LEA will be informed that Accotink staff will contact emergency services and/or a local mental health facility. If the student presents with immediate risk, then he or she will be transported immediately by staff or emergency services, and the parent and LEA will be informed as soon as possible. After consulting with agencies including the local mental health facility, it is determined that the behavior does not require an immediate emergency assessment, but he or she continues to present an immediate risk of harm to self or others, then the parent/guardian will be informed and encouraged to take these steps. If the parent/guardian refuses, the student will not be allowed to be transported independently or by county transportation and the parent or parent designee will be required to pick up the student.

### **TRANSPORTATION ISSUES/SERVICES**

Accotink Academy ensure that all transportation provided for or used by our students shall comply with local, state and federal laws regarding vehicle safety and maintenance, licensure of vehicles, licenses of drivers, child passenger safety, vehicle liability insurance and consideration of safety measures of disabled students.

- Written policies and procedures that address passenger management, management of emergencies, vehicle maintenance and safety, and driver qualifications are maintained by Accotink Academy.
- The Transportation Department at Accotink Academy oversees transportation services for school vehicles and for DCPS transportation.
- Ensuring that transportation policies and procedures are in compliance with all state laws for licensing such vehicles and drivers and that all current state laws regarding school transportation are available to those individuals responsible for managing transportation services, by Accotink Academy.
- Informing Parents/Guardians of all procedures regarding transportation of students and obtaining parental permission for all transportation services, including special field trips and other school outings. The Director must approve all field trips and transportation arrangements. The Director, or her designee, ensures that parental permission has been obtained and placed on file for all transportation services and other school outings.

- We ask that Parents/Guardians do not drop off their students before 8:00AM or pick them up after 3:00PM as we do not have the ability to monitor their safety before and after regular school hours.

Accotink Academy will transport students in vehicles to off-ground activities such as trips to local parks, educational field trips, vocational training and community service opportunities.

As a result of serious disciplinary actions, illness, or injury, students may be transported home or to an agreed upon supervised destination, which may include a hospital emergency room.

### **OFF CAMPUS ACTIVITIES**

Students will, at times, go off campus for educational field trips, school sports team activities or community job training. At all times the students are supervised by staff. There will be staff certified in MAT and CPR accompanying the students. Staff must take the Student Enrollment Forms. Off campus activities must be approved by the Team Leader and/or Director. All off-site activities must receive Parent/Guardian approval.

Generally, a van or bus will be available for use in transporting students to approved activities. It is a privilege for students to receive transportation to and from school-related activities. Students maintain this privilege by acting in a mature and responsible manner and by cooperating with the driver. The foremost concern is the safety of the students. The following policies must be followed:

- No food or drink in school vehicles
- Students will follow staff directions
- If at any time the driver of the vehicle feels that actions of the students are inappropriate and/or unsafe, he/she should pull over until the behavior is corrected. If necessary, the trip may be cancelled, and the group returned to school. Vehicle privileges may be suspended for those involved.
- Students will treat vehicles and school property appropriately.

### **MORNING ARRIVAL ROUTINE**

In order to maintain a safe learning environment, all students must report to the Front Office area immediately upon arrival to complete security procedures. These procedures include a metal detector scan, and belongings examined for any inappropriate and unsafe articles. The security procedures are conducted by trained staff and member of our BIC. A non-invasive pat down is also conducted by a staff member of the same sex as the student.

If a student arrives late to school, the student should first report to the Front Office, sign in and wait for a staff member from the BIC for security procedure.

**Students are not allowed to leave the Front Office area until they complete the security procedures.**

### **FINAL BELL/DISMISSAL ROUTINE**

Students who are picked up by a Parent/Guardian or other designated person will be sent to the office to wait until the Parent/Guardian arrives.



Students transported in taxi cabs or county vehicles will wait for their name to be called at dismissal. They will be escorted to their vehicle by designated staff.

Students riding a bus home will wait for their bus to be called. Bus numbers will be announced on the intercom. Students will be dismissed to the buses only when their number is called.

### **LOCKERS**

Student will be required to sign the Locker Assignment Agreement before being issued a locker. If the agreement is not signed, no locker will be issued. All lockers are subject to search and seizure protocol as described in this handbook. Accotink Academy nor any of its staff will assume liability for any personal belongings of any student due to no locker assignment.

### **DAMAGE TO PROPERTY**

In the event of deliberate destruction of materials and equipment or damage to the school building or school bus by a student, Parent/Guardians will be held responsible for the cost of replacement or repairs. The student may also have other consequences, such as community service or suspension. Please discuss this with your child and help us to instill in him/her a sense of responsibility toward the property of other students as well as school property.

### **FOOD & NUTRITION SERVICES**

The Director is designated as having responsibility for food and nutrition services at Accotink Academy. All food safety and sanitation procedures are followed in accordance with State and Federal regulations. Accotink Academy offers a specific diet when prescribed by a physician or requested by the student or Parent/Guardian because of the student's established religion.

- Providing scheduled times to eat (i.e. – break times, lunch).
- Informing all students and their Parents/Guardians about the menu for lunch at Accotink Academy. Accotink Academy ensures a diet that consists of nutritionally balanced meals and includes an adequate variety and quantity of food for the age of students and meets the minimum requirements of the U.S. Dietary Guidelines.
- Providing a School Store where snacks may be purchased.
- Providing food for students who want breakfast.
- Providing appliances to ensure the proper storage and preparation of food for lunches, including a refrigerator and several microwave ovens available to all staff and students.
- Accotink Academy consults with a registered Dietician to ensure that meals provided meet nutritional guidelines.

### **CELL PHONES, CD PLAYERS AND OTHER ELECTRONICS**

- Students are not allowed to use cell phones during the school day. All cell phones must be turned in to the Front Office upon arrival; the student can retrieve them at dismissal.
- When electronic devices are required accommodations as determined by the student's IEP team, they are permitted and monitored by the teacher.

## RESPONSIBLE USE POLICY

### ○ **Purpose**

The Purpose of this policy is to set forth the guidelines and expectations for the responsible use of technology by students, staff and teachers in order to provide a safe, appropriate and effective learning environment for all at Accotink Academy.

In order to achieve this purpose, we understand that both the individuals using technology and the Accotink Academy have certain responsibilities.

### ○ **For the Individuals Using Technology**

- We expect the exercise of personal integrity and responsibility.
- We expect students to master certain social-emotional skills in order to maintain ethical use of such technology.
- We expect students to avoid computer activities which interfere with the learning process.

### ○ **For the School**

- Our goals are: (a) to provide access to educational tools, resources, and communication  
(b) to encourage innovation and collaboration and  
(c) to support the implementation of each student's Individualized Education Plan (IEP) and Standards of Learning (SOL)
- Our policies are intended to promote the most effective, safe, productive and instructionally sound uses of these tools.

### ○ **Expectations and Rules**

Responsible use of Accotink Academy's technology resources is ethical, respectful, academically honest and supportive of the school's mission. Some activities are expressly prohibited by law; other activities are inappropriate as defined by the Administration of the school. The following rules are intended to clarify expectations for conduct, but should not be construed as all-inclusive, as we cannot outline every possible permutation of student behavior with technology. We require students to use technology in accordance with general expectations for appropriate student behavior as outlined in this document and the honor code.

Violating any portion of this agreement may result in disciplinary review, including possible suspension or expulsion from Accotink Academy and/or legal action. Accotink Academy will cooperate fully with law enforcement officials in any investigation related to any potentially illegal activities conducted through our network. The school reserves the right to apply disciplinary consequences for computer-related activities conducted off-campus if such activity adversely affects the safety or well-being of students or other members of our community or constitutes behavior embarrassing to the school.

○ **Online Behavior**

- I understand that as a member of the Accotink Academy community, my actions could reflect on the school. In all of my online communication, I will be respectful and polite. This includes, but is not limited to: email, chat, instant-messaging, texting, gaming and social networking sites.
- If I am uncertain whether a specific computer activity is permitted or appropriate, I will ask a Teacher, Parent/Guardian or the Technology Department before engaging in that activity.
- I understand that I may not have any contact with staff members outside of school on any social media platform (Twitter, Facebook, Instagram, etc.). If a staff member does contact you on social media DO NOT respond. Do notify your Parent/Guardian, Teacher, School Psychologist, or Administration.

○ **Privacy**

- I will not share any of my passwords with anyone or use anyone else's passwords. If I become aware of another individual's password, I will inform that person or a member of the technology staff.
- I will be ethical and respect the privacy of others throughout the Accotink Academy network an internet and will not share or access others' folders, files or data without authorization.
- I understand that Accotink Academy has the right to look at any data, email, logs or files that exist on the network or on individual computers without the prior consent of system users. In addition, Accotink Academy reserves the right to view or remove any files on the network without prior notice to users.
- I will not share or post online personally identifying information about any members of the Accotink Academy community without permission (addresses, phone numbers, email addresses, photos, videos, etc.)
- I will not make and/or post photo, audio or video recordings of another student, teacher or Accotink Academy event without permission.

○ **Use of School Technology Resources**

- I will not play games, instant-message or access music, or music videos or movies at school, unless it is part of the curriculum.
- I will use the Accotink Academy network space only for school-related activities.

- I will not use my Accotink Academy email account to send out mass unsolicited messages or to forward chain letters, joke collections or other objectionable materials.
- I will not use Accotink Academy technology resource for commercial activity or to seek monetary gain.
- I will not deliberately perform any act which will negatively impact the operation of anyone's computers, printers or networks.
- I will not use file-sharing or music downloading software such as Bittorrent or Limewire while on the Accotink Academy network.
- I will make an effort to keep my computer free from viruses and other destructive materials. If my computer is accidentally infected, I will seek help from the Technology Department.
- I will not store, transfer, or use software settings for hacking, eavesdropping, network administration/monitoring or network security circumvention.
- I will not install or boot to non-approved operating systems on Accotink Academy computers.

○ **Email Accounts for Students**

Accotink Academy will setup email accounts for all students to use in class with our Office365 programs. Email use will be restricted to teachers, staff and Parents/Guardians. Office 365 accounts consists of Microsoft Word, Excel, PowerPoint and OneNote. All of these programs can be used by the students at home as well as school for school assignments by signing into their email account.

○ **Cyber Bullying**

Cyber Bullying is when the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person.

- I will not intentionally hurt or embarrass another person or group with my technology use as described above.
- I will notify a Counselor, Teacher, or Technology Department staff member immediately if I become aware of any behavior that may hurt or embarrass another person or group through the use of technology.

○ **Obscene or Inappropriate Materials**

- I will not search for (or download) any material that is offensive, lewd, or pornographic. (Offensive material is pro-violence, hateful, discriminatory, or anti-social).
- If I mistakenly access inappropriate information, I will notify a teacher or staff member immediately.

○ **Copyright and Plagiarism**

- I will properly cite any resources that I use in my school-work.
- I will not plagiarize from any resources. (Plagiarism is taking someone else's writing, images or idea and presenting it as your own).
- Except for "educational fair use" as defined by a teacher, I will not copy, save, or redistribute copyrighted material (files, music, software, etc.) Users should assume material is copyrighted unless it is stated clearly to the contrary.

○ **Personally Owned Computer Equipment and Devices**

- Equipment not approved by the Technology Department shall not be allowed to connect to the Accotink Academy network. This includes, but is not limited to: cell phones, iPods, and non-Accotink Academy laptops/tablets. (Some provisions may be made for limited internet access to these devices depending on bandwidth available, but they will not be connected to the Accotink Academy internal network).
- Connecting to other networks while on campus is prohibited. This includes using cell phones to connect Accotink Academy laptops/tablets to the Internet.

○ **Limitation of Liability**

Accotink Academy takes precautions to restrict access to objectionable materials online, but it is not possible to have full control over access to resources and materials on the internet. Accotink Academy reserves the right to block content that negatively impacts the academic performance of students. Accotink Academy cannot guarantee that network services will be without error. The school will not be responsible for any lost data or interrupted service caused by malfunction, negligence, or omission. Accotink Academy is not responsible for the accuracy or quality of information obtained through the network. Accotink Academy will not be responsible for financial obligations arising from unauthorized use of the network.

***Please note: Any concerns regarding student or faculty use of technology may be confidentially reported to the Technology Coordinator or Director, in addition to the resources mentioned above.***

## **SCHOOL SEARCHES AND SURVEILLANCE CAMERAS**

The staff may conduct random searches to ensure continued safety of the students and staff at Accotink Academy. Searches may also be conducted if there is any reason to suspect the presence of dangerous

or unlawful items (i.e. – weapons, drugs, alcohol, drug paraphernalia, beepers, etc.) or stolen property. Searches can include backpacks, desks, storage areas, books, handbags, and pockets of clothing.

In order to maintain a safe learning environment, all students must report immediately to the Front Office upon arrival to complete a security procedure each day. This procedure includes a metal detector scan and having their belongings examined for any inappropriate and unsafe articles. A non-invasive pat down is also conducted by a staff member of the same sex as the student.

Accotink Academy does not conduct strip searches or body cavity searches.

Video cameras are placed throughout the inside and outside of the school building. The cameras are used for the protection of students and staff members alike.

### **EXITED/DISCHARGED STUDENTS**

Meetings with Parent/Guardian and the student's LEA will be conducted for students who are not receiving educational benefit from Accotink Academy's program. Accotink Academy is committed to working with students in an effort for them to succeed in their academic and behavioral areas. However, if after many intervention strategies are attempted and a student continually requires physical interventional procedures to manage dangerous or out of control behavior or are unwilling to follow the school's Behavior Management System, a change in placement will be recommended.

A discharge summary report is developed for each student exiting Accotink Academy. The summary is placed in the student's main file.

Each year Accotink Academy completes the VAISEF Outcome Survey reports. These reports indicate the number of students that exited the program for the year, the reason for the exit and the student's outcome after leaving the school/these outcomes are used to provide Accotink Academy with the information we need to improve our program to meet our student's needs.

Accotink Academy attempts to contact exited students to ensure that they make a good transition to their next step in life. We want to be sure that graduated students have the transcripts, reference letters and referrals to other post-graduation resources. We also want to be sure the students who return to public school or a less restrictive setting have the information and support they need to ensure a smooth transition.

Information from previous students that call into the school is recorded in the student's archived file. The Transition Department coordinates this follow-up documentation. This information provided by exited students provides Accotink Academy with valuable information about our school's success in preparing our students to make a good transition when they leave Accotink Academy.

### **PARENT-SCHOOL COMMUNICATION POLICY**

At Accotink Academy, effective and positive communication between the school and Parents/Guardians is considered vital. We believe that developing a Parent-Teacher partnership with open communication is essential to a child's learning – and both Parents/Guardians and Teachers are responsible for making this happen.

Parents/Guardians are often a child's first teacher and want the best for their child. As education professionals, we are a part of your team, helping to educate your child. Information and communication are at the heart of this mutual support.

- **Phone Calls**

Parents/Guardians are encouraged to contact a Teacher, Clinical Staff or the Director by phone or email if they have any concerns or questions about their child's classroom experience.

At the beginning of school, the Classroom Teachers call Parents/Guardians to establish a comfortable tone of communication between themselves and the Parent/Guardian. That initial phone call enables the Teacher and Parent/Guardian to discuss the opening weeks of school to determine the child's comfort level, and to a new grade or school. Telephone conversations between Parents/Guardians and Teachers continue, as needed, throughout the school year. Teachers shall call the Parents/Guardians on a routine basis to report positive and negative observations. These conversations are balanced and documented.

## **PARENT/TEACHER ACTIVITIES**

- **Parent-Teacher Conferences**

Parents/Guardians are encouraged to share any pertinent information that they think might be helpful for the teacher in his/her work with the child. Parents/Guardians may request a conference at any time to discuss their child's academic, behavioral or emotional progress.

Teachers may also ask Parents/Guardians for an additional conference when there is a concern or issue to discuss. We believe that working in a close partnership with Parents/Guardians is one of the most effective ways to support student progress. IEP meetings are held as needed. Parents/Guardians can request an IEP meeting at any time.

- **Written Reports**

Reports cards are sent home quarterly. Each individualized report includes grades for each academic subject and a narrative documenting progress on each IEP goal. LEA based quarterly progress reports, indicating IEP goal progress, are also completed on a quarterly basis. A final yearly report is written at the end of the school year. This report provides a narrative report of IEP, academic and therapy goals.

- **Back-To-School Night**

Back-To-School Night is held during the first quarter. Our evening is typically two hours long and Parents/Guardians will spend the time listening to their child's teachers describe the curricular programs. After attending an all school meeting, Parents/Guardians travel from class to class following his/her child's daily schedule to all of the classrooms.

## **STUDENT CODE OF CONDUCT**

- Students show respect towards staff, students, and self at all times.

- Students use appropriate language. Profane or foul language is not permitted. Threatening or harassing language is not permitted. Inappropriate drug talk is not permitted (i.e. – drug slang, discussions glamorizing the use or sale of drugs, etc.)
- Students do not argue with staff about the decisions made in the course of doing their jobs.
- Tapes, literature, or magazine containing profanity or indecent language are not permitted.
- Threatening behavior is not permitted. Students will not tease, hit, kick, or otherwise engage in aggressive physical contact. Students may not “pretend” or “play” guns, karate, or any forms of violence.
- Students will not engage in any dangerous behavior while being transported to school activities in school vehicles. Students will respect the bus driver or staff member driving the vehicle. Students will follow all other rules of student conduct outlined while being transported.
- Possession of a weapon is not permitted. No items that could be used for or mistaken for a weapon are permitted at the school. This includes clothing, jewelry, accessories, and belts with spikes, bar rings, toy guns, etc.
- Possession of, use of, or selling drugs or alcohol is not permitted.
- Firecrackers, or any flammable objects (including lighters) are strictly forbidden on school property.
- Smoking or chewing tobacco products is not permitted on school or bus property or during school supervised activities. Spitting is not allowed (by law in Fairfax County, VA).
- Students are not permitted to gamble or place bets.
- Students are not permitted to buy, sell, or borrow property from fellow classmates unless given express permission by a staff member.
- Students are required to wear appropriate clothing to school.
- Students may not carry cell phones during school. Cell phones must be turned off and left at the Front Office or left at home. Students who do not turn in their devices will have disciplinary consequences as explained in the PBIS system.



- Students must always remain on school grounds unless accompanied by a staff member or having attained the right of Senior Lunch Out supported by permission from the Parent/Guardian.
- On school outings or during P.E., students will remain with their supervised group at all times.
- Students are responsible for bringing pen/pencil/paper, etc. as required for specific classes. Students should be seated and prepared for class work at the start of class. Students are required to complete class work and homework in order to maintain good standing status at the school.
- Students are responsible for their own personal property. Students should not bring valuable items or money to school. Students are responsible for replacing broken equipment, destruction to the building or destruction or loss of books and materials.
- Students are responsible for the destruction of their own, other students, staff and school property when initiating the act of physical aggression.
- Students are not permitted to make any phone calls during the school day without permission of a staff member.
- If a student comes to school or leaves school in a vehicle other than the regular transportation due to appointments, the adult who drives the student must come to the Front Office. The adult must sign the student in late or sign him/her out early. The adult must have prior approval from the Parent/Guardian in the form of a written letter or as noted on the student's Emergency Information.
- Students will follow all safety directions and will not talk during any safety drill or emergency evacuation unless given permission to do so by supervising staff members.

***PLEASE SEE ADDITIONAL IN-DEPTH INFORMATION IN THE ATTACHED 2018-2019 BEHAVIOR  
MANAGEMENT/LEVEL SYSTEM***

**SCHOOL DRESS CODE**

Students are expected to comply with the school dress code, which includes uniforms. Students who are not appropriately dressed will be required to wear other clothing provided by the school for them or will be sent home. Refusal will result in a BCC send. The dress code is as follows:

**School Uniforms** – Students are permitted to wear any combination of the following:

- Polo shirts any solid color
- Upper Team Students: Pants or shorts in any solid color. Jeans without holes or shreds may be worn.

- Lower/Middle Team Students: Pants or short in khaki or navy blue color
- Upper Team Students: Girls may also wear solid color skirts, skorts or jumpers.
- Lower/Middle Team Students: Girls may also wear khaki or navy blue color skirts, skorts or jumpers
- Skirts, dresses, and skorts must be long enough that they are no more than 2 inches above the knee.
- Students may wear hair accessories and headbands to keep hair off their faces.
  - Headbands must be worn above the hairline
  - Headbands may not be more than 2 inches wide

Cold weather attire for indoors will be limited to the following:

- Long sleeve thermal undershirts in any solid color may be worn underneath the polo shirt.
- Any solid color pullover sweaters or sweatshirts.
- Any solid color cardigan sweaters.
- Any solid color sweater vest.

Students are **NOT** permitted to wear:

- Polo shirts with logos larger than 2 quarters
- Undergarments that can be seen underneath the uniform shirt and create distraction.
- “Sagged” pants so that underwear is exposed.
- Belts that pose a safety issue including metal studs or large belt buckles. These will be considered uniform violations and must be removed in order for the student to remain in the school community.
- Socks or tights with any inappropriate words or imagery on them.
- Jewelry that poses a safety risk. (Medallion necklaces, large hooped earrings).
- Platform shoes, open-toed shoes, shoes with a heel higher than 1.5 inches, flip flops, shower shoes or shoes with cleats.
- Bandanas
- Hats or head coverings of any kind.
- Sweatbands, unless during an athletic activity.
- Scarves or headbands across the forehead.
- Hair accessories with inappropriate words or imagery.

## **PROTECTION OF THE RIGHTS OF STUDENTS AND FAMILIES**

Accotink Academy ensures the protection of the rights of students and families in the following areas:

### **PROTECTION OF RIGHTS GRANTED BY FEDERAL AND STATE GOVERNMENT PERTAINING TO EDUCATION**

Accotink Academy ensure that all regulations regarding the confidentiality and proper maintenance of educational records are followed, as well as any laws and licensing requirements pertaining to the proper operation of a private school in the Commonwealth of Virginia. Parents/Guardians and students are provided with a document listing their rights and responsibilities under federal and state law upon request as well as at the time of annual IEP meetings. Accotink Academy maintains student records covering the duration of the student’s education at the school in accordance with the Virginia Board of Education directives outlined in the document, “Management of the Student’s Scholastic Records in the Public School of Virginia.” All records are confidential and can be accessed only by authorized individuals. In

order for any educational records to be sent outside the facility, the Parent/Guardian must sign a release. LEAs and other school officials from the student's county/district/state have access to all student records.

### **THE RIGHT TO HAVE COMPLAINTS ADDRESSED**

Accotink Academy has a formal complaint resolution process. Parents/Guardians and student are informed that they can ask that a complaint form be completed by the staff person to whom they are making the complaint, or the Parent/Guardian or student can complete a written complaint form and submit it to our Director. Complaints or concerns are addressed during weekly staff meetings or on-site Management Team meetings at the school. We work together with staff, Parents/Guardians and students to bring about satisfactory resolutions to all complaints and concerns presented.

### **COMPLAINT RESOLUTION PROCEDURES**

Accotink Academy complies with the Virginia Department of Education (VDOE) complaint resolution procedures outlined in 8VAC 20-671-160, and the Office of the State Superintendent of Education (OSSE). A complaint may be filed with the VDOE or OSSE by any individual or organization and shall address any action that occurred not more than one year prior to the date of the complaint. The complaint must provide a statement of disagreement and an investigation will determine whether the school is in compliance with that regulation.

In the event that a Parent/Guardian/student is in disagreement/unhappy with the classroom teacher, support services or treatment that their student is receiving at Accotink Academy, they are encouraged to make an appointment to discuss matters of concern so that no time is lost or a child's progress hindered. The first response should be to discuss it with your child's teacher. Should the Parent/Guardian not feel that his/her concerns have been resolved, the Director is always available as the next source, as well as the Clinical Director.

In the event that a resolution cannot be achieved by the Classroom Teacher, Service Provider, or Director, the Parent/Guardian can make a confidential complaint to the Office of the State Superintendent of Education (OSSE) at 810 First Street, N.E., 9<sup>th</sup> Floor, Washington, D.C. 20002; and/or DCPS Progress Monitor; and/or the Office for Private Day Schools for Students with Disabilities, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218.

### **FREEDOM AND PROTECTION FROM MISTREATMENT, ABUSE AND NEGLECT**

Child abuse and neglect is defined in the Code of Virginia (Section 63. 1-248.2) as when a person responsible for the care of a child (1) causes or threatens to cause a non-accidental physical or mental injury; (2) neglects or refuses to provide adequate food, clothing, shelter, emotional nurturing or health care; (3) abandons the child; (4) neglects or refuses to provide adequate supervision in relation to a child's age and level of development; or (5) commits or allows to be committed any illegal sexual acts upon a child; including incest, rape, indecent exposure, prostitution, or allows a child to be used in any sexually explicit visual material. In addition, at Accotink Academy we define mistreatment of a child or student as any disrespectful, belittling or provocative language or gestures directed at the student.

Accotink Academy has several safeguards to protect students from mistreatment, abuse or neglect. Accotink Academy reports all incidents of suspected abuse or neglect to Child Protective Services (CPS), as required by law. The procedure for making such a report is as follows: the staff member receiving

information about suspected abuse or neglect informs that Clinical Director. The Clinical Director convenes an emergency meeting to determine the best course of action to ensure the student's well-being.

We provide training to all staff regarding the proper treatment and supervision of students in order to ensure that students are protected from abuse and neglect at our school. All complaints or concerns about how staff handle situations involving the supervision and discipline of students at Accotink Academy are carefully reviewed and responded to. The procedure for reporting a complaint or concern about staff mistreatment/abuse/neglect of a student is the same as outlined in the above section. We facilitate communication between staff members, Parents/Guardians, and students when there is a problem and try to resolve any misunderstandings. Any staff member who mistreats a student is subject to serious disciplinary measures. Any complaint of abuse or neglect against a staff member that meets reporting guidelines is reported immediately to Child Protective Services. Further, the student's LEA, OSSE or the State Department of Human Services licensing division are notified of an employee's incident or complaint within 24 hours or the next work day.

At Accotink Academy, we provide serious consequences to students for bullying or harassing behavior either in person or via electronics. We provide the supervision necessary to ensure that students are safe on field trips, in physical education classes, and in and out of the classroom. We also provide conflict resolution services and innovative behavior management services to protect the safety of all of our students.

#### **THE RIGHT TO AN ALCOHOL-FREE, DRUG-FREE, AND TOBACCO-FREE ENVIRONMENT**

Accotink Academy ensures that an alcohol-free, drug-free and tobacco-free environment is provided to our students and staff by (1) prohibiting staff from consuming intoxicating and/or hallucinogenic agents while on duty or while officially "on-call" at the facility; (2) by imposing severe consequences on students who are found with alcohol, drugs, or tobacco products on school grounds or at school-sponsored activities; and (3) by notifying all visitors of our alcohol-free, drug-free, and tobacco-free environment.

#### **RIGHTS OF STUDENTS TO DUE PROCESS AND REVIEW OF DISCIPLINARY PROCEDURES**

- Students will not be mistreated or abused in any way.
- If behavior warrants disciplinary action, the Clinical Director in conjunction with the Director and/or the Clinical Psychologists and involved staff member(s) will determine the appropriate consequences.
- A student may, with the aid of Parent/Guardian, review disciplinary actions with the Administrative staff.
- Students are entitled to due process when other than routine disciplinary actions are involved.
- Parents/Guardians are notified as quickly as possible by telephone and in writing about the reasons for and the length of the suspension.

- Written notification of any Out-of-School Suspension will also be forwarded to the student's LEA and be placed in the student's permanent cumulative folder.
- Whenever an individual is repeatedly disciplined, a Parent/Guardian Conference will be required involving Parents/Guardians. Classroom teachers, Psychologist, LEA, and the Director or her designee.
- Lunch, designated snacks, and bathroom privileges will not be taken from students for any reason.

### **ORIENTATION PROCESS**

During the admissions interview, Parents/Guardians are oriented to the relevant practices and procedures of the school by receiving written descriptions of general policies, school calendar, financial information, emergency procedures, Parent/Guardian involvement program, and behavior management procedures. This information is primarily contained in the Parent/Student Handbook that is given to all students and their families. Parents/Guardians will receive additional information by way of phone calls, other written communications and/or notices throughout the year. Parents/Guardians are given a calendar of school events. Parents/Guardians can visit the school's website to obtain up-to-date information about upcoming activities.

### **FAMILY SERVICES AT ACCOTINK ACADEMY**

Family services offered at Accotink Academy include the following:

- Comprehensive pre-admission and admission services to Parents/Guardians and alternate placement recommendations in the event that admission is denied to a specific student.
- Accotink Academy provides Parents/Guardians and students with a well-planned orientation to practices and procedures of the facility, including written descriptions of our general policy, school calendar, staff list, procedures for contacting appropriate school personnel, financial information, visitation procedures, emergency procedures, Parent/Guardian involvement program, and behavior management procedures.
- Accotink Academy ensures that Parents/Guardians receive a Progress Report on the student each quarter from all applicable services areas for purposes of evaluating the student's program, progress and transition or discharge plans. These reports are placed in each student's file.
- Parents/Guardians are invited to attend Accotink Academy's Back-To-School Night held around the third week of September.
- Parents are invited to attend a Parent-Teacher Conference with appropriate clinical and educational staff to discuss progress toward service and educational goals. These conferences can be held at any time at the Parent's request.

Accotink Academy develops a plan for meeting the needs of families for counseling, training, information and/or family involvement in student activities. They are included in multidisciplinary meetings at the

school when needed to facilitate their child's success in our program. Accotink Academy's staff work to consistently communicate with Parents/Guardians, school placement representatives, and students about what is needed in terms of educational and counseling services, and he/she ensures that Accotink Academy's family programs address these needs.

### **RECREATIONAL SERVICES AT ACCOTINK ACADEMY**

Accotink Academy offers many opportunities to engage in recreational, sports and extracurricular activities including educational field trips, trips to local parks, Friday clubs, special activities on holidays, and extended activity periods to engage in structured and unstructured activities (including video and computer games, basketball, and art projects, etc.) Accotink Academy has substantial materials and equipment on-site to meet the recreational needs of our student population. We also utilize community resources (i.e. – community recreation centers, parks, roller skating and bowling facilities) to provide our students with opportunities to engage in diverse leisure activities, social development opportunities, and normalization experiences in the community.

### **THE SOCIAL ENVIRONMENT**

Accotink Academy provides the least restrictive environment possible for our students with numerous opportunities to engage in social interactions with adults and peers in natural setting. On "Lunch-Out" Fridays, students in good standing can go to a local restaurant or store with a staff member. On other occasions students participate in activities that involve the whole student body, giving them a sense of community and a chance to interact with other students. We also utilize community resources on a regular basis, with students making trips to the public library, using community parks and recreation facilities, taking public transportation to area museums, and participating in community service activities.

### **QUALITY ASSURANCE SERVICES**

At Accotink Academy, the Advisory Committee is responsible for quality control. This Committee consists of the COO, the Director, the Department Heads and Team Leaders. It is the responsibility of the Advisory Committee to develop a process of program review so that Accotink Academy can ensure the highest standards of education services delivery as well as the highest level of consistency between our stated objectives and actual implementation of academic programs and services. At Accotink Academy, we work to accomplish these goals in the following ways:

- By ensuring state-of-the art teaching in every classroom.
- By ensuring that all VAISEF standards for accreditation are carried out throughout the school.
- By ensuring that all IEP goals and objectives are realized in every classroom.
- By ensuring that the approved curriculum is consistently implemented throughout the school.
- By providing comprehensive staff training in such topics as specialized teaching strategies, understanding learning disabilities, and improving behavior management techniques in the classroom.

- By ensuring that teachers, special educators and service providers have the necessary education and background, training and experience to be effective with our students.
- By ensuring that the policies, procedures, and practices of Accotink Academy are consistently carried out throughout the school.
- By ensuring accountability of all staff and students.
- By encouraging regular communication and coordination between the behavior management staff, teachers, service personnel and administrative staff.
- By implementing our system of oversight and coordination of all program, service, and environmental components by the Director at the school.
- By ensuring that service strategies and objectives are reflected in individual student objectives, instructional approaches utilized, physical organization of the environment, use of materials, and management of student behavior.
- By maintaining complete and accurate records of students and following all Department of Education, state and federal guidelines with respect to the maintenance of confidential educational records.
- By providing regular supervision, observation and evaluation of teachers and support staff
- By establishing specific procedures through which students, Parents/Guardians, and staff can have input into operations, the development of policies and procedures, and the direction of the school.
- By maintaining regular communication with outside professionals, advocates, and Parents/Guardians.
- By following a clear compliant resolution process at our school that leads to the effective and satisfactory resolution of concerns for all parties.
- By following a systematic process of developing and revising all policies and procedures and ensuring that changes are provided in written form to consumers, staff, Parents/Guardians and students.
- By planning and implementing quality assurance studies that are data-based and focused on analyzing the effectiveness and utilization of different program and service components.

- By planning institutional growth and development activities and projects that will lead to improvements in our delivery of quality educational programming both in the short- and long-term.

## **EMERGENCY PROCEDURES**

Our top priority is the safety our students and staff. Always be alert and aware of what is going on around you. In the event of severe weather, acts of terrorism or any area wide-emergency, Accotink Academy will coordinate with all local authorities involved. In the event of loss of utilities, fire, severe injury or any situation specific to Accotink Academy, all Parents/Guardians will be contacted.

Be aware of strangers and of strange cars with drivers not associated with the school. Report suspicious people and cars to the office immediately. NEVER RELEASE a student to anyone unless you have determined that the person is allowed to take the child. Always check with Administrators first. Students should never get into a car unless the release has been cleared through the office.

## **EMERGENCY COLOR CODE SYSTEM**

These are announced through our paging system:

- Code BLUE When a Code Blue alert is issued, staff and students should remain where they are. This code typically indicates an emergency situation such as the Police or Ambulance being called, or a physical altercation or restraint.
- Code RED This code is utilized for very severe circumstances. When a Code Red alert is issued, staff and students are to remain where they are and office and classroom doors are to be locked. Staff and students should also stay away from all windows.
- Code YELLOW A Code Yellow alert is issued when a student is out of location of missing on school grounds. The Code Yellow is announced followed by the student's name. If a staff member sees the student, Behavior Intervention Center should be notified immediately.
- Code GOLD A Code Gold indicates that all staff certified in Handle with Care (authorized restraint training) should report to the designated area announced with the code.
- Code ORANGE A Code Orange indicates that BIC staff is needed immediately.
- Code GREY A Code Grey indicates that there is a tornado in the area. Staff should assist students in following the tornado preparation protocol.
- Code GREEN A Code Green is issued whenever the emergency situation indicated by the codes above has been resolved and school functioning has returned to normal.



○ **High Winds or Severe Weather**

1. Monitor National Weather Service weather radio and/or television stations that broadcast Emergency Alert System messaging.
2. Notify appropriate staff members of the potential severe weather.
3. If there is a heavy weather warning, a “Code Grey” will be announced.
4. Gather up any students and staff you see, and get them into shelter. Be sure to account for ALL students and ALL staff. We will take attendance and relocate everyone when it is safe.
5. Move out of areas with windows into interior hallways, bathrooms, basement of Bldg. A, and the crossover between Bldg. A and Bldg. B. Ideally, staff members will provide direction to safe areas; however, individual employees may need to make decisions.
6. Service Providers and Office Staff should spread out to help with student supervision.
7. Clinic Aide will check for any injuries.

Remember, YOU may have to make the decision to move staff and students near you in an emergency situation. Keep everyone together and keep calm. Report the incident to the Front Office and any necessary emergency personnel as soon as you can.

Other possible places to go to move students and staff out of dangerous areas:

- Into the nearest room when the danger is more immediate
- To the basement area
- Through the basketball court area to the back of the Fire Department
- To McConnell’s back yard
- To West Springfield High School
- To Messiah Church on Rolling Road (across from the Post Office)

○ **Shelter In-Place Plans**

- Move all persons to the lowest level of the building to a safer environment.
- Take attendance of staff and students.
- Maintain calm while making plans to divide staff and students into groups, assign staff, and distribute supplies.

All staff and students will move in single file, safely and silently. You should alert Administrative or other staff to locate any of your students who might be off campus or outdoors beyond hearing of announcements.

Teachers must take along: Student Information Books (containing student schedules indicating service providers and times, location of students each period, Student Enrollment Forms).

Clinic Aide will take pre-positioned medications for students. The Building Supervisor will be responsible for food, water, radio and flashlight.

Service staff should take along any of the above that they have, especially Student Information Sheets. Employees are responsible for the students who are with them and should assist with supervision of all students in the area. Whenever possible, staff should re-unite students with their homeroom teacher.

Always maintain a calm and soothing voice and attitude; let students know we are going to take care of them. Involve students in activities to keep them busy.

Conduct planning conversations out of hearing range of students. Discourage use of radios within hearing range of students. Keep staff and students indoors until threat is assessed; keep panic and rumors to a minimum.

Best advice for all situations – **BE ALERT, BE STRONG, AND THINK ON YOUR FEET.**

○ **Emergency Procedures for Power Outage**

**1. Gas Line Break**

1. Evacuate the building immediately. Announcement will be made by the Front Office to exit the building. Staff and students will follow the exit routes utilized during fire drill procedures.
2. Call 911 to report gas leak and that premises have been evacuated. The Safety Coordinator will also call the Gas Company emergency line.
3. Safety Coordinator will turn off main gas shut off valve.
4. No one will re-enter the building until fire or utility officials declare it is safe.

**2. Electrical Power Failure**

1. Evacuate building if danger of fire. Staff and students will follow the exit routes utilized during fire drill procedures.
2. Safety Coordinator will notify the Fire Department (if needed) and power company.
3. Code Blue will be called.
4. Emergency lighting will be activated.
5. Support staff should help in the classrooms as needed.
6. Keep instructing or select alternative activity.

**3. Phone Service Disruption – Entire School**

1. Safety Coordinator will call the IT Department to report problem.
2. Safety Coordinator will call the phone company if the IT Department is unable to correct the problem.
3. Walkie-talkies will be disturbed to staff throughout the school for communication.

○ **Bus or Other Accidents**

Bus or vehicle accidents that occur while a school district's vehicles are transporting students to and from Accotink Academy are handled by the transportation personnel following the guidelines of their school district policies for reporting the incident to Parents/Guardians, supervisors, emergency personnel, etc. In cases of injuries or deaths, Accotink Academy will provide personnel for emotional support and/or crisis management as needed.

If the bus or vehicle crash occurs during the school day, with an Accotink Academy employee driving, the driver or supervising adult calls 911. An able adult will then contact Accotink Academy with the information. Accotink Academy will notify Parents/Guardians and school districts of the

incident and provide updates as they occur. In cases of injuries or deaths, Accotink Academy will provide personnel for emotional support and/or crisis management as needed.

○ **Death/Serious Injury of a Student or Staff Member**

1. Director/designee will verify information concerning death or serious injury.
2. Director/designee will call an emergency meeting to notify staff.
3. Students will be called to homerooms and provided needed information by staff/administrators and counseling staff.
4. Emotional support and crisis management will be provided.

○ **Bomb Threats**

**4. Telephoned Bomb Threats**

The person answering the phone will:

1. Direct someone else to also listen in to the call.
2. Take notes – record callers words verbatim.
3. Attempt to find out as much as you can regarding the caller and explosive.
4. Listen for background noise/sounds.
5. Report the call immediately to the Director/designee.
6. Director/designee will make call for evacuation of building.
7. Director/designee will call 911.
8. Follow direction of emergency personnel.
9. Re-entry to building will be determined by emergency personnel.

**5. Threat received via email and websites**

The person receiving the threat will:

1. Save the message.
2. Report the message to the Director/designee.
3. Director/designee will make the call for evacuation of building
4. Director/designee will call 911.
5. Follow directions of emergency personnel.
6. Re-entry to building will be determined by emergency personnel.

○ **Gun, Knife or Other Weapons Threat**

- If aware of a weapon on school grounds
  1. The Director/designee calls 911 to notify Police of situation.
  2. If the weapon is located on an individual he/she will be isolated.
  3. If weapon is in locker or classroom, access to those areas will be prevented.
  4. Follow guidelines from Police as far as conducting weapon search.
  5. If weapon is found during search, it is immediately handed over to Police.
- If a person displays a firearm, begins SHOOTING or shots are heard:
  1. The Director/designee will assess the situation.
  2. Lockdown procedures will be initiated.

3. The Director/designee will call 911 to request emergency services and provide as much information about the situation as possible.
4. Follow directions or emergency personnel.
5. First aid will be provided.
6. Parents/Guardians of victims will be notified of incident and location of child.
7. Upon direction of emergency personnel, off-site evacuation will be organized, if needed.
8. Provide liaison for family members of anyone injured.
9. At the end of the situation, conduct a debriefing and provide crisis counseling, as needed.

○ **Hazardous Materials Spill**

In the event of a hazardous material incident inside/outside of the school building:

1. Students and staff will be moved away from immediate area.
2. Director/designee will call 911 and provide information regarding the spill/materials.
3. Building will be evacuated, if needed, or directed by 911 personnel.
4. Follow command of the emergency response personnel regarding the steps to be taken regarding evacuation, shelter-in-place, and ventilation system.
5. Building will be re-entered upon direction of emergency response personnel.

○ **Fire/Explosion and/or Smoke Drill Procedures**

Accotink Academy will conduct a Fire Drill once a week during the first month of school. One unannounced monthly drill will be conducted each month subsequently. The drills will be documented by school staff upon completion of the exercise. Documentation will be on file.

1. Respond to the fire drill alarm immediately. Students will exit the building quietly.
2. In a real incident, the Director or designee will call 911 with information about the emergency.
3. Teachers and service providers are responsible for all students in their charge when the fire alarm sounds.
4. Teachers will take the attendance sheet and daily schedules of each student.
5. Proceed to the designated evacuation area. BIC and Support Staff will assist in taking attendance.
6. The Director/designee will meet with responding fire and Police personnel.
7. Directions will be followed as issued by emergency personnel.
8. No re-entry to the building until directed by emergency personnel.

○ **Tornado**

Accotink Academy will conduct one (1) Tornado Drill each school year during the month of March. The drill will be documented by school staff upon completion of the exercise. Documentation will be on file.

1. If a tornado warning is issued, a Code Grey will be announced.
2. Staff will gather any students and staff within sight and guide them into shelter in a designated area. Designated areas include interior hallways, basement of Bldg. A and the crossover between Bldg. A and Bldg. B.

3. Service Providers and Office Staff will spread out to help with student supervision.
4. A Code Green will be issued indicating the emergency has passed and school functioning can return to normal. Students will be escorted to their homerooms.
5. Teachers will take attendance.

○ **Earthquakes**

Accotink Academy will conduct one (1) Earthquake Drill each school year. The drill will be documented by school staff upon completion of the exercise. Documentation will be on file. In the event that ground begins shaking or a loud explosion is heard or felt the students will take cover.

- Students in a room with tables and/or desks will:
  1. Take cover under a nearby desk or table. Students under the table or desk should cover as much of their body as possible.
  2. Cover their eyes by leaning against their arms.
  3. Hold on to the legs of the table or desk. Remain in position until a Code Green is issued.

Students will be escorted to their homerooms. Teachers will take attendance.

- Students outside of rooms with tables or chairs will:
  1. Drop to the floor along an interior wall.
  2. Sit on their knees, leaning over with face down for protection. Hands should be intertwined behind the neck. Remain in position until a Code Green is issued.

Students will be escorted back to their homerooms. Teachers will take attendance.

○ **Intruder**

Accotink Academy will conduct two (2) Intruder Drills per school year. The drills will be documented by school staff upon completion of the exercise. Documentation will be on file.

1. Respond to Code Red by reporting to assigned lockdown location as soon as possible.
2. Teachers/Staff will quickly check area outside of designated location to locate any students and/or staff before closing blinds and locking doors.
3. All persons in the rooms must stay away from doors and windows. No one is to leave the room.
4. All persons must keep hands visible if law enforcement enters the room.
5. Doors will be unlocked when predetermined all clear signal (usually Code Green) is given.
6. Students and staff will be instructed where to go upon the all clear.

○ **Missing or Abducted Students**

- In the event of a missing student:
  1. Verify student is missing.
  2. A Code Yellow will be issued stating the student's name.
  3. BIC staff will conduct a search of the student.

4. If necessary, BIC will interview other students to gather information about the missing student.
  5. Police will be called for assistance as needed.
  6. Code Green will be issued upon location of the student.
- In the event of an abduction/kidnapping of student:
    1. Verify that the child has been abducted.
    2. The Director/designee will call 911 and provide any gathered information regarding the abduction.
    3. The Director/designee will contact Parent/Guardian.
    4. If appropriate, BIC will secure the building.
    5. Provide Police with student information (vital statistics, restraining orders, etc.)
    6. Follow directions of Police.
    7. Arrange crisis counseling, if necessary.
  - **Terrorism**
    1. Monitor the situation to determine evacuation, secure the building or student release, if necessary.
    2. Keep staff informed of situation.
    3. Consult with emergency personnel, as needed.
    4. Stay calm and address student needs.
    5. Monitor student behaviors and reactions and make referrals to the appropriate staff.
    6. Follow Universal Response Procedures, if warranted.