



## Nonpublic School Profile:

### Phillips Programs

**Overall School Type(s):** Day School

School Contact Information <sup>1</sup>	
<b>Mailing Address:</b> 7010 Braddock Road, Annandale, VA 22003	<b>Total Number Service Sites:</b> 3
<b>Phone Number:</b> (703) 941-8810	<b>Certificate of Approval (COA) Status:</b> Full
<b>Website:</b> <a href="http://www.PhillipsPrograms.org">www.PhillipsPrograms.org</a>	<b>COA Expiration Date:</b> 10/26/2018
<b>CEO:</b> Piper Phillips Caswell	<b>Date of Last OSSE Monitoring Visit:</b> 12/13-12/14/2016

Overall Disability Categories Served <sup>2</sup>			
Autism	X	Multiple Disabilities	X
Deaf-Blindness		Orthopedic Impairment	X
Deafness	X	Other Health Impairment	X
Developmental Delay	X	Specific Learning Disability	X
Emotional Disturbance	X	Speech or Language Impairment	X
Hearing Impairment	X	Traumatic Brain Injury	X
Intellectual Disability	X	Visual Impairment	X

#### CAMPUS/PROGRAM CONTACT INFORMATION

##### Phillips School – Annandale Campus

Campus Contact Information	
<b>Mailing Address:</b> 7010 Braddock Road, Annandale, VA 22003	<b>School Type:</b> Day School
<b>Phone Number:</b> (703) 941-8810	<b>Is the facility public transportation accessible:</b> No
<b>Campus Leader:</b> Piper Phillips Caswell, <b>Title:</b> President and CEO	<b>Distance (in miles) of facility from Washington, DC:</b> 12 miles
<b>Campus Website:</b> <a href="http://www.phillipsprograms.org">www.phillipsprograms.org</a>	

Campus Disability Categories Served			
Autism	X	Multiple Disabilities	X
Deaf-Blindness		Orthopedic Impairment	
Deafness		Other Health Impairment	X
Developmental Delay		Specific Learning Disability	X
Emotional Disturbance	X	Speech or Language Impairment	
Hearing Impairment		Traumatic Brain Injury	X

<sup>1</sup> Data sources include 2016 Annual Certificate of Compliance Program Information Forms and nonpublic schools' most recent COA. The data reported reflects information available as of Sept. 30, 2016 unless otherwise indicated.

<sup>2</sup> Table reflects aggregate information from all campuses.



Intellectual Disability	X	Visual Impairment	
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Campus Program Offerings <sup>3</sup>	
See program description attached	
School Year (# of school days): 180	Extended School Year (# of school days): 23
Instructional hours per day: 6.5	Maximum Student Capacity: 218
<b>Current Enrollment:</b> <ul style="list-style-type: none"> <li>Number of DC Students: 32</li> <li>Number of Non-DC Students: 149</li> </ul>	<b>Genders Served:</b> <ul style="list-style-type: none"> <li>Males</li> <li>Females</li> <li>Co-ed (male and female students)</li> </ul>

Campus Education Program	
<b>Grades Served:</b> <ul style="list-style-type: none"> <li>1-12</li> </ul>	<b>Ages Currently Served:</b> 6-21
<b>Graduation Tracks Offered:</b> <ul style="list-style-type: none"> <li>Diploma</li> <li>Certificate of Completion</li> </ul>	

Campus Behavior Management	
<b>Positive Behavior Support Program/Strategy Used:</b> Positive Behavior Support including antecedent programming, differential reinforcement, modeling, and behavior skills training.	<b>Behavior Tracking System Used:</b> Students use a behavior level system and use daily point sheets to track data
<b>Does this campus implement seclusion interventions?<sup>4</sup></b> Yes	<b>Does this campus implement physical restraint interventions?<sup>5</sup></b> Yes
<b>Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.)</b> <ul style="list-style-type: none"> <li>Individual and group counseling (depends on individualized education program (IEP) service page) and crisis counseling as needed</li> <li>Social skills and communication therapy</li> <li>Sensory Processing therapies</li> </ul>	

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted <sup>6</sup>
General Education Teachers	0	0
Special Education-Certified Teachers	18	0
Dually-Certified Teachers (e.g., special education & science)	0	0

<sup>3</sup> Information was self-reported by the nonpublic school. Information does not constitute an endorsement by the OSSE of any products or services offered or views expressed, nor does the OSSE control its accuracy, relevance, timeliness or completeness.

<sup>4</sup> A nonpublic special education school or program shall not use any form of seclusion on a District of Columbia student unless it is an emergency, as defined in section A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (5 DCMR §A-2819.1)

<sup>5</sup> Physical Restraints - The use of physical restraints is prohibited in all nonpublic special education schools and programs except in emergency circumstances, which are defined as circumstances that meet the following criteria: (a) The use of the restraint is included in the student's Individualized education program (IEP) to address specific behaviors under defined circumstances, and the use by appropriate staff is therefore consistent with the student's IEP; or (b) The intervention is necessary to protect the student or other person from imminent, serious physical harm, and other less intrusive, nonphysical interventions have failed or been determined inappropriate. (5 DCMR §A-2816.1)

<sup>6</sup> Nonpublic school staff include both full-time employed staff as well as contracted staff not considered employees of the facility.

Content Certified Teachers	0	0
Total Number of Teachers	19	0

Related Service Provider Certifications/Licenses		
	Staff	Contracted
Speech Language Pathologist (SLP)	4	0
Physical Therapist (PT)	0	1
Occupational Therapist (OT)	3	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	3	0
Counselor/Psychologist	5	0
Psychiatrist/Medical Doctor	0	1
Nurse	0	0
Medication Technician	13	0

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	133	0
1:1 Aides	0	1
Teaching Assistants	21	0
Transition Specialists/Coordinators (e.g., school staff who support with transition to post-secondary education, vocational training, employment, and transitioning students to less restrictive educational setting)	4	0
Interns	0	0

Campus Reported Incidents <sup>7</sup>			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	131.5	72	68
Total number of in-school suspensions	208	372	298
Total number of physical restraints	71	63	65
Total number of seclusions	87	60	106

**CAMPUS/PROGRAM CONTACT INFORMATION**  
Phillips School- Fairfax Campus

Campus Contact Information	
<b>Mailing Address:</b> 11230 Waples Mills Road, Suite 100, Fairfax, VA 22030	<b>School Type:</b> Day School
<b>Phone Number:</b> (703) 591-1146	<b>Is the facility public transportation accessible:</b> No
<b>Campus Leader:</b> Piper Phillips Caswell, <b>Title:</b> President and CEO	<b>Distance (in miles) of facility from Washington, DC:</b> 21.2 miles
<b>Campus Website:</b> <a href="http://www.phillipsprograms.org">www.phillipsprograms.org</a>	

<sup>7</sup> The incident data included in this profile pursuant to DC Code § 38–2561.16(a)(5)) reflects DC student incidents only.

Campus Disability Categories Served			
Autism	X	Multiple Disabilities	X
Deaf-Blindness		Orthopedic Impairment	X
Deafness		Other Health Impairment	X
Developmental Delay	X	Specific Learning Disability	X
Emotional Disturbance	X	Speech or Language Impairment	X
Hearing Impairment	X	Traumatic Brain Injury	
Intellectual Disability	X	Visual Impairment	X

Campus Program Offerings <sup>8</sup>	
See attachment.	
School Year (# of school days): 180	Extended School Year (# of school days): 24
Instructional hours per day: 6	Maximum Student Capacity: 99
<b>Current Enrollment:</b> <ul style="list-style-type: none"> <li>Number of DC Students: 3</li> <li>Number of Non-DC Students: 25</li> </ul>	<b>Genders Served:</b> <ul style="list-style-type: none"> <li>Males</li> <li>Females</li> <li>Co-ed (male and female students)</li> </ul>

Campus Education Program	
<b>Grades Served:</b> <ul style="list-style-type: none"> <li>Kindergarten-12</li> </ul>	<b>Ages Currently Served:</b> 5-22
<b>Graduation Tracks Offered:</b> <ul style="list-style-type: none"> <li>Diploma</li> </ul>	

Campus Behavior Management	
<b>Positive Behavior Support Program/Strategy Used:</b> Behavioral contracting; reinforcements; Positive Behavior Interventions and Supports (PBIS)	<b>Behavior Tracking System Used:</b> Daily point sheets, Class Charts Behavior Software
<b>Does this campus implement seclusion interventions?</b> <sup>9</sup> Yes	<b>Does this campus implement physical restraint interventions?</b> <sup>10</sup> Yes
<b>Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.)</b> <ul style="list-style-type: none"> <li>Lindamood-Bell Learning Processes</li> <li>Sensory diet</li> <li>Equine Therapy</li> <li>Speech and language therapy, occupational therapy</li> <li>Behavior Support Services (Counseling and PBIS)</li> </ul>	

<sup>8</sup> Information was self-reported by the nonpublic school. Information does not constitute an endorsement by the OSSE of any products or services offered or views expressed, nor does the OSSE control its accuracy, relevance, timeliness or completeness.

<sup>9</sup> A nonpublic special education school or program shall not use any form of seclusion on a District of Columbia student unless it is an emergency, as defined in section A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (5 DCMR §A-2819.1)

<sup>10</sup> Physical Restraints - The use of physical restraints is prohibited in all nonpublic special education schools and programs except in emergency circumstances, which are defined as circumstances that meet the following criteria: (a) The use of the restraint is included in the student's Individualized education program (IEP) to address specific behaviors under defined circumstances, and the use by appropriate staff is therefore consistent with the student's IEP; or (b) The intervention is necessary to protect the student or other person from imminent, serious physical harm, and other less intrusive, nonphysical interventions have failed or been determined inappropriate. (5 DCMR §A-2816.1)

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted <sup>11</sup>
General Education Teachers	0	0
Special Education-Certified Teachers	0	0
Dually-Certified Teachers (e.g., special education & science)	2	0
Content Certified Teachers	0	0
Total Number of Teachers	5	0

Related Service Provider Certifications/Licenses		
	Staff	Contracted
Speech Language Pathologist (SLP)	1	1
Physical Therapist (PT)	0	0
Occupational Therapist (OT)	0	1
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	0	0
Counselor/Psychologist	2	0
Psychiatrist/Medical Doctor	0	0
Nurse	0	0
Medication Technician	4	0

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	3	0
1:1 Aides	2	0
Teaching Assistants	6	0
Transition Specialists/Coordinators (e.g., school staff who support with transition to post-secondary education, vocational training, employment, and transitioning students to less restrictive educational setting)	2	0
Interns	0	0

Campus Reported Incidents <sup>12</sup>			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	N/A	N/A	3
Total number of in-school suspensions	N/A	N/A	6
Total number of physical restraints	N/A	N/A	12
Total number of seclusions	N/A	N/A	5

**CAMPUS/PROGRAM CONTACT INFORMATION**  
Phillips School- Laurel Campus

Campus Contact Information	
<b>Mailing Address:</b> 8920 Whiskey Bottom Road, Laurel, MD 20723	<b>School Type:</b> Day School

<sup>11</sup> Nonpublic school staff include both full-time employed staff as well as contracted staff not considered employees of the facility.

<sup>12</sup> The incident data included in this profile pursuant to DC Code § 38-2561.16(a)(5)) reflects DC student incidents only.



<b>Phone Number:</b> (301) 470-1620	<b>Is the facility public transportation accessible:</b> No
<b>Campus Leader:</b> Piper Phillips Caswell, <b>Title:</b> President and CEO	<b>Distance (in miles) of facility from Washington, DC:</b> 22 miles
<b>Campus Website:</b> <a href="http://www.phillipsprograms.org">www.phillipsprograms.org</a>	

Campus Disability Categories Served			
<b>Autism</b>	X	<b>Multiple Disabilities</b>	X
<b>Deaf-Blindness</b>		<b>Orthopedic Impairment</b>	
<b>Deafness</b>		<b>Other Health Impairment</b>	X
<b>Developmental Delay</b>		<b>Specific Learning Disability</b>	X
<b>Emotional Disturbance</b>	X	<b>Speech or Language Impairment</b>	
<b>Hearing Impairment</b>		<b>Traumatic Brain Injury</b>	
<b>Intellectual Disability</b>	X	<b>Visual Impairment</b>	

Campus Program Offerings <sup>13</sup>	
See attachment.	
<b>School Year (# of school days):</b> 180	<b>Extended School Year (# of school days):</b> 23
<b>Instructional hours per day:</b> 0	<b>Maximum Student Capacity:</b> 150
<b>Current Enrollment:</b> <ul style="list-style-type: none"> <li>Number of DC Students: 14</li> <li>Number of Non-DC Students: 36</li> </ul>	<b>Genders Served:</b> <ul style="list-style-type: none"> <li>Males</li> <li>Females</li> <li>Co-ed (male and female students)</li> </ul>

Campus Education Program	
<b>Grades Served:</b> <ul style="list-style-type: none"> <li>3-12</li> </ul>	<b>Ages Currently Served:</b> 8-21
<b>Graduation Tracks Offered:</b> <ul style="list-style-type: none"> <li>Diploma</li> <li>Certificate of Completion</li> </ul>	

Campus Behavior Management	
<b>Positive Behavior Support Program/Strategy Used:</b> School-wide behavior system	<b>Behavior Tracking System Used:</b> PHILLIPS behavior system
<b>Does this campus implement seclusion interventions?</b> <sup>14</sup> Yes	<b>Does this campus implement physical restraint interventions?</b> <sup>15</sup> Yes

<sup>13</sup> Information was self-reported by the nonpublic school. Information does not constitute an endorsement by the OSSE of any products or services offered or views expressed, nor does the OSSE control its accuracy, relevance, timeliness or completeness.

<sup>14</sup> A nonpublic special education school or program shall not use any form of seclusion on a District of Columbia student unless it is an emergency, as defined in section A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (5 DCMR §A-2819.1)

<sup>15</sup> Physical Restraints - The use of physical restraints is prohibited in all nonpublic special education schools and programs except in emergency circumstances, which are defined as circumstances that meet the following criteria: (a) The use of the restraint is included in the student's Individualized education program (IEP) to address specific behaviors under defined circumstances, and the use by appropriate staff is therefore consistent with the student's IEP; or (b) The intervention is necessary to protect the student or other person from imminent, serious physical harm, and other less intrusive, nonphysical interventions have failed or been determined inappropriate. (5 DCMR §A-2816.1)

**Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.)**

- Crisis intervention program is RIGHT RESPONSE
- Reading interventions include Orton-Gillingham and Lexia

**Campus Staff Demographics- Teacher Certification**

	Staff	Contracted <sup>16</sup>
General Education Teachers	0	0
Special Education-Certified Teachers	7	0
Dually-Certified Teachers (e.g., special education & science)	2	0
Content Certified Teachers	0	0
Total Number of Teachers	9	0

**Related Service Provider Certifications/Licenses**

	Staff	Contracted
Speech Language Pathologist (SLP)	0	1
Physical Therapist (PT)	0	0
Occupational Therapist (OT)	0	1
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	3	0
Counselor/Psychologist	1	0
Psychiatrist/Medical Doctor	0	0
Nurse	0	0
Medication Technician	1	0

**Additional Nonpublic School Staff**

	Staff	Contracted
Staff responsible for addressing behavioral difficulties	4	0
1:1 Aides	5	3
Teaching Assistants	6	0
Transition Specialists/Coordinators (e.g., school staff who support with transition to post-secondary education, vocational training, employment, and transitioning students to less restrictive educational setting)	3	0
Interns	0	0

**Campus Reported Incidents<sup>17</sup>**

	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	N/A	N/A	20
Total number of in-school suspensions	N/A	N/A	0
Total number of physical restraints	N/A	N/A	12
Total number of seclusions	N/A	N/A	13

<sup>16</sup> Nonpublic school staff include both full-time employed staff as well as contracted staff not considered employees of the facility.

<sup>17</sup> The incident data included in this profile pursuant to DC Code § 38-2561.16(a)(5)) reflects DC student incidents only.



## FREQUENTLY ASKED QUESTIONS (FAQS)

### **I don't see the school name or address of the nonpublic school my child attends. Why not?**

There are two possible answers to this question:

1. The nonpublic school may not be on our certificate of approval (COA) list, meaning the school is not currently certified by OSSE. Schools on OSSE's approved COA list are eligible to receive educationally placed students through the individualized education program (IEP) process. If your child's school is not listed here, then more than likely your child was placed through a different District agency or through a Hearing Officer Determination.
2. The profiles are aggregates for the schools as a whole. Many of the nonpublic schools have multiple locations (sometimes referred to as campuses) with varying programs. We have only included the main address in the profile. The reason for this is that when OSSE collected student data from each of the COA-approved nonpublic schools, we asked for aggregate data for all of their locations/campuses. However, if you would like to see a list of the schools and campuses currently approved by OSSE with addresses, disabilities and grades served, please refer to OSSE's approved nonpublic school list found [here](#) on our website. You can also visit the [website](#) for the nonpublic school for more extensive information.

### **The capacity of the nonpublic school seems higher than what I have seen at the school. Why is that?**

The capacity number included in the profile reflects the school's reported maximum capacity. At any given time, the actual enrollment at the school may be lower than the school's maximum capacity.

### **What is included in the Program Offerings section?**

Nonpublic schools were given the opportunity to provide a brief narrative description on their program offerings. For more extensive information on nonpublic schools' program offerings please visit their respective websites. Please note that OSSE included program descriptions to provide parents and IEP teams with information to aid in planning for students' educational program. OSSE does not endorse the specific claims made by nonpublic school programs in their program descriptions.

### **What's included in the Reported Incidents section?**

This is a self-reported section of the Nonpublic Profile. The nonpublic schools submitted information to OSSE on student aggregate data regarding behavior incidents.

### **What is the different between "DC Students" vs. "All Students"?**

Almost all of the schools listed on OSSE's Approved Nonpublic School List accept students from other jurisdictions. When looking at the program capacity, it is important to remember this.





## DEFINITIONS

**Instructional Hours Per Day** - Per District of Columbia Municipal Regulations a nonpublic school is required to provide a minimum of 6 hours of instruction per day for a minimum of 180 days, totaling 1,080 instructional hours.

**Physical Restraint** - The use of bodily force to limit a student's freedom of movement. The use of physical restraints is prohibited in all nonpublic special education schools and programs except in emergency circumstances, which are defined as circumstances that meet the following criteria: (a) The use of the restraint is included in the student's IEP to address specific behaviors under defined circumstances, and the use by appropriate staff is therefore consistent with the student's IEP; or (b) The intervention is necessary to protect the student or other person from imminent, serious physical harm; and other less intrusive, nonphysical interventions have failed or been determined inappropriate. (5 DCMR §A-2816.1)

**Seclusion** - The involuntary confinement of a student alone in a room or area from which he or she is physically prevented from leaving, or from which a student believes he or she may not leave, whether or not in a locked area. A nonpublic special education school or program shall not use any form of seclusion on a District of Columbia student unless it is an emergency, as defined in section 5 DCMR §A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (5 DCMR §A-2819.1)

**Student:Teacher Ratio** - Number of students per teacher. Some schools may have provided their student:staff ratio that included a teacher and non-instructional staff (e.g., instructional aide, teaching assistant, behavior staff, 1:1 support staff, etc.).

For general questions, please contact Dr. Edgar Stewart, supervisory monitoring specialist, at (202) 741-0259 or [Edgar.Stewart@dc.gov](mailto:Edgar.Stewart@dc.gov).



## **PROGRAM DESCRIPTION**

PHILLIPS Programs for Children and Families is a private, nonprofit organization serving over 500 children and their families in the Washington metropolitan area. For more than 40 years, we have helped children where others could not — to prepare them to become independent, productive young adults. PHILLIPS School ~ Laurel is governed and operated by PHILLIPS Programs. PHILLIPS Programs includes PHILLIPS School ~Annandale, PHILLIPS Building Futures ~ Fairfax, PHILLIPS Building Futures ~ Loudoun, and PHILLIPS Family Partners. A Board of Trustees governs PHILLIPS Programs. Responsibility for daily operations resides with the President and CEO, Piper Phillips-Caswell. Like each of the programs, PHILLIPS School ~ Laurel has a Program Director who oversees the general operation of the school and is responsible for overseeing the Education program.

PHILLIPS School ~ Laurel is a nonprofit full day special education school for students in grades 3 – 12 and/or ages 8 through 22 whose primary handicapping conditions of emotional disability, multiple disability, autism (high-functioning), learning disability, and/or intellectual disability have prevented them from functioning effectively in a less restrictive environment. Our elementary and middle school students are all enrolled in self-contained classrooms. PHILLIPS high school students are working towards either a high school diploma or certificate of completion based on the IEP team's decision. The goal for all students is to modify their behavior and improve their academic skills so they can return successfully to a less restrictive environment. PHILLIPS School ~ Laurel can serve 162 students of either gender in a 10-month program. An Extended School Year (ESY) program is offered to all students who meet the criteria.

PHILLIPS School ~ Laurel is located at 8920 Whiskey Bottom Road, Laurel, Maryland 20723. The phone number is 301-470-1620. The school is housed in a brick building on nine acres of beautifully landscaped land in the North Laurel community of Howard County. In addition to classrooms and offices, the facility houses a gymnasium, an art room, a technology laboratory and an efficiency apartment for teaching daily living skills. Students come from several counties in Central Maryland, as well as Baltimore City, the District of Columbia, and DC Charter Schools.

A speech and language pathologist, licensed social workers, licensed counselors, and an occupational therapist provide related services to students. The Individualized Educational Plan determines what services each student receives. The PHILLIPS School ~ Laurel's academic curriculum is based on a combination of curriculum guides used by the Local School Systems that we serve that are aligned with Common Core standards. The PHILLIPS School ~ Laurel's curriculum is implemented by certified teachers and assistant teachers. Instruction takes place in small group or individual settings. Phillips' high school offers the full range of high school credit courses mandated by the State of Maryland for earning a high school diploma. These include Math, Science, History, English, PE, Health, and Technology. In addition students can earn credits in either a Foreign Language (Spanish) or Career Research and Development completers. Elective credits are offered in Art, Spanish, Reading, Resource, and Work Experience courses. The school also offers training and classes geared toward helping students transition into the world of work. Community-based work experiences are an integral part of the high school program. These services are provided by the transitions/career specialist.

All students receive transitional services to prepare for post-secondary opportunities that may include a vocational assessment. Educational options, career preparation, and independent living skills are addressed. College/technical school visits and counseling is provided to assist students in choosing the appropriate program and school.

PHILLIPS School ~ Laurel uses a behavioral approach within a therapeutic milieu to help all students achieve academic, emotional, and behavioral improvement. The Behavior Department supports the classroom staff in designing and implementing a positive behavior system that recognizes and rewards students for demonstrating appropriate behavior.

**Our Mission:** PHILLIPS serves the needs of individuals with emotional and behavioral problems and their families through education, family support services, community education and advocacy.

**Our Philosophy:** Each child we serve is unique, and so is the combination of services we provide. Depending on the child's needs, as well as input from parents, educators, agencies or other involved parties, we offer:

- **Special Education Day Schools:** Serving students with special needs from elementary grades through high school in two nationally-acclaimed facilities in Annandale, VA and Laurel, MD
- **PHILLIPS Family Partners:** Helping families grow together by offering home and community-based counseling, behavior consultation, family support and advocacy services.
- **PHILLIPS Building Futures:** Providing intensive career services programming and academics while students learn the building trades at our onsite facilities in Fairfax and Loudoun Counties.

**Our Goal:** Is to help all student reach their potential by providing a quality Therapeutic Educational Program to meet each child's need.

**Our Values:**

**Integrity:** We do what we say we will do. We tell the truth. We act thoughtfully based on the child/client's interest, not on the organization's.

**Compassion:** We welcome and accept others. We empathize with others. We listen to and respect others.

**Commitment:** We aim to be the best. We persevere against the odds. We do what it takes.

**Safety:** We are vigilant in promoting the physical and emotional safety of all. We help people feel secure in our environment. We are responsible for preventing and correcting safety issues.

**Individualization:** We respect the perspective of the child and family. We build the program to fit the child and family. We highlight strengths and embrace the potential of the child.

**Effectiveness:** We aim for continuous improvement. We learn from our mistakes, as well as our successes. We make changes based on objective data.

**Community:** We include each other in decision-making and problem solving. We support and are accountable to each other. We have fun together.

## PROGRAM DESCRIPTION

PHILLIPS Programs for Children and Families is a private, nonprofit organization serving over 500 children and their families in the Washington metropolitan area. For more than 40 years, we have helped children where others could not — to prepare to become independent, productive young adults. PHILLIPS School ~ Laurel is governed and operated by PHILLIPS Programs. PHILLIPS Programs includes PHILLIPS School ~ Annandale, PHILLIPS Building Futures ~ Fairfax, PHILLIPS Building Futures ~ Loudoun, PHILLIPS Family Partners. A Board of Trustees governs PHILLIPS Programs. Responsibility for daily operations resides with the President and CEO, Piper Phillips-Caswell. Like each of the programs, PHILLIPS School ~ Laurel has a Program Director who oversees the general operation of the school and is responsible for overseeing the Education program.

PHILLIPS School ~ Annandale is a nonprofit full day special education school for students in grades 3 – 12 and/or ages 8 through 22 whose primary handicapping conditions of emotional disability, multiple disability, autism (high-functioning), learning disability, and/or intellectual disability have prevented them from functioning effectively in a less restrictive environment. Our elementary and middle school students are all enrolled in graded classrooms. PHILLIPS high school students are working towards either a high school diploma or certificate of completion based on the IEP team's decision. The goal for all students is to modify their behavior and improve their academic skills so they can return successfully to a less restrictive environment. PHILLIPS School ~ Annandale can serve 162 students of either gender in a 10-month program. An Extended School Year (ESY) program is offered to all students who meet the criteria.

PHILLIPS School ~ Annandale is located at 7010 Braddock Rd, Annandale VA 22003. The phone number is 703-941-8810. In addition to classrooms and offices, the facility houses a gymnasium, an art room, a technology laboratory and an efficiency apartment for teaching daily living skills. Students come from several counties in Virginia, Maryland, the District of Columbia, and DC Charter Schools.

A Speech and language pathologist, licensed social workers, licensed counselors, and an occupational therapist provide related services to students. The Individualized Educational Plan determines what services each student receives. The PHILLIPS School ~ Annandale's academic curriculum is based on a combination of curriculum guides used by the Local School Systems that we serve that are aligned with Common Core standards and VA SOLs. The PHILLIPS School ~ Annandale's curriculum is implemented by certified teachers and assistant teachers. Instruction takes place in small group or individual settings. Phillips' high school offers the full range of high school credit courses mandated by the State of Virginia, Maryland, or the District of Columbia for earning a high school diploma. These include Math, Science, History, English, PE, Health, and Technology. In addition students can earn credits in either a Foreign Language (Spanish) or Career Research and Development completers. Elective credits are offered in Art, Spanish, Reading, Resource, SAT prep, and Computer related and Work Experience cluster courses. The school also offers training and classes geared toward helping students transition into the world of work. Community-based work experiences are an integral part of the high school program. These services are provided by the transitions/career specialist.

All students receive transitional services to prepare for post-secondary opportunities that may include a vocational assessment. Educational options, career preparation, and independent living skills are addressed. College/technical schools visits and counseling is provided to assist students in choosing the appropriate program and school.

PHILLIPS School ~ Annandale uses a behavioral approach within a therapeutic milieu to help all students achieve academic, emotional, and behavioral improvement. The Behavior department supports the classroom staff in designing and implementing a positive behavior system that recognizes and rewards students for demonstrating appropriate behavior.