

Student Handbook & Code of Conduct

LANGUAGE & LITERACY ACADEMY FOR LEARNING, INC.
ADMINISTRATIVE PROCEDURE MANUAL

SUBJECT: Absenteeism

INITIAL DATE: 06/18

PAGE: 1 OF 1

PROCEDURE:

1. Because of the delicate nature of some of our student's health, it is expected that they may have a greater incidence of absenteeism than other students due to illness. However, if their medical state is too fragile to reap the benefits of an intensive classroom environment, then an alternative educational setting will be considered which would better meet the students' needs.
2. Families must contact the school nurse to make her aware of the child's reason for missing school. We encourage families to use her as a resource and partner toward keeping your child healthy and in a well state for learning.
3. Students, who's absence rate is greater than 30% a semester, will be contacted by the administration to review the student's needs and the possibility of an alternative educational setting.

LANGUAGE & LITERACY ACADEMY FOR LEARNING, INC.
ADMINISTRATIVE PROCEDURE MANUAL

SUBJECT: Academic/Attendance/Discipline Records

INITIAL DATE: 06/18

PAGE: 1 OF 1

PROCEDURE:

The Genesis System is used to store and extract student academic, attendance, and discipline records. A hard copy is kept in the fireproof cabinet in the student's cumulative folder.

LANGUAGE & LITERACY ACADEMY FOR LEARNING, INC.
ADMINISTRATIVE PROCEDURE MANUAL

SUBJECT: Discipline Policy

INITIAL DATE: 06/18

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PROCEDURE:

We expect our students to conduct themselves appropriately and to adhere to all school policies, practices and rules set forth by the School Board and explained in the Parent/Student Handbook.

1. Our staff is committed to a positive approach in both discipline and guidance.
2. Our staff will use kind firmness and make suggestions, more often than giving commands.
3. Our staff will clearly define the limits we want the student to follow, along with being consistent in enforcing set limits.
4. Our staff will clearly define the limits we want the student to follow, along with being consistent in enforcing set limits.
5. When disciplining, our staff will discuss what the child has done and why it is wrong, at the same time letting the child know we still care about him/her but disapprove of them actions.
6. "Time out" will be used sparingly, as many of our students use it to withdraw from tasks. The teacher will attempt to resolve minor problems with the student. A "Notice to Parents" can be sent home. If the behavior persists, the teacher will confer with the Principal or Assistant Principal and the questionable behavior will be discussed.
7. If a student continues to have difficulty, a parent will be contacted and asked to remove the child from the classroom.
8. AT NO TIME FOR ANY REASON IS SPANKING ALLOWED BY ANY STAFF MEMBER.
9. If a student willfully destroys school property, toys or classroom materials, parents will be asked to pay for repairs and/or replacement of said items.
10. Continuous lack of compliance will result in the suspension of the student from our school.
- 11.

LANGUAGE & LITERACY ACADEMY FOR LEARNING, INC.

ADMINISTRATIVE PROCEDURE MANUAL

SUBJECT: Discrimination

INITIAL DATE: 06/18

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PROCEDURE:

Language & Literacy Academy for Learning will not make a distinction on the grounds of race, color, or national origin in the treatment of students, the use of equipment and other facilities, and the assignment of personnel to provide services.

LANGUAGE & LITERACY ACADEMY FOR LEARNING, INC.

ADMINISTRATIVE PROCEDURE MANUAL

SUBJECT: Field Trips

INITIAL DATE: 06/18

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PROCEDURE:

All field trips taken by the staff and children at Language & Literacy Academy for Learning must be approved by the administrative staff at least 30 days in advance.

A permission form must be received from each child, signed by their parent/guardian, before the day of the trip, if the child is to participate. The form shall have the date, location, type of transportation and time of the field trip.

If supplies are required for the field trip, it will be stated on the permission form.

The staff will be required to take the first aid kits and emergency cards on each student who will be leaving the premises of Language & Literacy Academy for Learning.

The Language & Literacy Academy for Learning staff and administration will be responsible for arranging field trip transportation. If parents are transporting, each parent must be an approved volunteer and their vehicle must be approved (meet Polk County School Board requirements) for transporting students. The number of children allowed in each vehicle is based upon the number of seatbelts available in each auto. Each driver must provide a copy of their driver's license and insurance card.

Each vehicle must be equipped with a cell phone. Medication and instructions should accompany the staff if a child requires an administration while on the field trip.

LANGUAGE & LITERACY ACADEMY FOR LEARNING, INC.

ADMINISTRATIVE PROCEDURE MANUAL

SUBJECT: Grievance Policy

INITIAL DATE: 06/18

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PROCEDURE:

1. Parent input is always welcome.
2. Comments about Language & Literacy Academy for Learning, good or bad, are valued.
3. Direct any concerns to the classroom Teacher or school Assistant Principal.
4. If you feel that concerns are not being addressed in a timely manner, you may set up an appointment to meet with the Principal. This meeting will take place within 48 hours, if possible.
5. If, after meeting with the administrators, you feel that your concern has still not been addressed to your satisfaction you may meet with the Language & Literacy Academy for Learning Board.
6. The Language & Literacy Academy for Learning Board has the final say on behalf of how the school plans to address concerns.
7. If you are still unsatisfied, you have the right to appeal to the Polk County School's office of the General Council/Superintendent.

LANGUAGE & LITERACY ACADEMY FOR LEARNING, INC.

ADMINISTRATIVE PROCEDURE MANUAL

SUBJECT: Illness of Students

INITIAL DATE: 06/18

PAGE: 1 OF 1

PROCEDURE:

It is the policy of Language & Literacy Academy for Learning that students shall be kept at home if they are ill. Ill is defined as a fever of 101 or higher, vomiting, diarrhea, and/or rash.

All students will have an emergency card on file in the school office that will list the names and phone numbers of individuals to contact should a student need to leave school for any reason.

Should a child become ill while at school, the staff shall notify an administrator that the student is sick, and that the family and/or emergency contact are to be notified to come and take the student home.

If a student presents with a rash or fever, which may indicate that they are contagious, the family or designated individuals shall be notified, and the student may need to go home and remain home at least one additional day. Should such a situation occur, the student will need to remain at home until they are no longer contagious as determined by a physician or the equivalent.

LANGUAGE & LITERACY ACADEMY FOR LEARNING, INC.
ADMINISTRATIVE PROCEDURE MANUAL

SUBJECT: Immunizations & Physicals

INITIAL DATE: 06/18

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PROCEDURE:

1. All students must have all their vaccinations up to date before the start of school.
2. All students must provide the school with documentation of a health examination.
3. All students must present documentation of renewal immunizations and physicals upon expirations, or they may not attend school.
4. Required Forms include:
 - a. State of Florida School Entry Health Exam, DH3040 - yellow form
 - b. Florida Certification of Immunization, DH680 - blue form
5. These forms can be obtained through the student's primary care physician. Florida and Polk County laws require all children entering preschool through the grades. have proof of the necessary immunization at the various age levels. These include:
6. Students who do not present the proper documentation before the start of school may not attend.

DTP

Polio

HIB

MMR

Hepatitis B (PS2- up)

Varivax/Varicella

LANGUAGE & LITERACY ACADEMY FOR LEARNING, INC.
ADMINISTRATIVE PROCEDURE MANUAL

SUBJECT: Medication Policy

INITIAL DATE: 06/18

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PROCEDURE:

1. Language & Literacy of Academy for Learning is prohibited by law from dispensing medication that is not in its original prescription bottle with current name, dated doctor, and dosage administration schedule clearly indicated. This includes all over the counter medicines, vitamins, ointments and sun block.
2. Before medication is administered, the school **MUST** have medication authorization forms signed by the student's physician.
3. The school **MUST** have at least one week's supply of any medication administered routinely by the staff.
4. Any treatment that will be administered during the student's time at the school (either by school staff or private nurse) **MUST** also be indicated on the medical authorization form signed by the student's prescribing physician. This includes g-tube feedings, suctioning, breathing treatments, etc.
5. The medical authorization form is necessary even if someone other than school staff is administering the medication or treatment.
6. Medication will be stored in the Administrative Office, out of the public's sight at room temperature. If there are any other medication storage requirements, Administration should be contacted.
7. It is the responsibility of the family to provide any equipment or supplies needed to perform medical treatment.
8. All medications must be brought to school by the parent. Students are not allowed to bring medication to school.

LANGUAGE & LITERACY ACADEMY FOR LEARNING, INC.

ADMINISTRATIVE PROCEDURE MANUAL

SUBJECT: Student Discipline Procedures

INITIAL DATE: 06/18

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PROCEDURE:

- A: **Written Referral:** Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued.
- B. **Student Notification:** The student will be placed on notice of the violation by the principal or designee and afforded an opportunity to explain.
- C. **Initial Conference:** An initial conference shall be conducted by the principal or designee at each level of discipline.
 - 1. **Charges and Evidence:** The principal or designee shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.
 - 2. **Parental Assistance:** A good faith effort shall be made by the principal or designee to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct as defined under part VI, Serious Breached of Conduct in the Code of Student Conduct.
- D. **Parent Notification:**
 - 1. **By Telephone:** The principal or designee shall make a good faith effort to notify the parent by telephone of the student's misconduct and the proposed disciplinary action.
 - 2. **By Written Notice:** Regardless of whether there has been communication with the student's parent by telephone, the principal or designee shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reasons thereof. For Levels 1 - 3 the notice may be forwarded to the parent via the student; however, for Levels 4 - 8 the parent shall be notified by written notice via United States regular mail.

Progressive Discipline:

When deciding what disciplinary action should be taken, the principal or designee shall consider the student's age, exceptionality, previous conduct, probability of a recurring violation, intent, attitude, and severity of the offense and, whenever possible, shall impose disciplinary action in a progressive manner.

- A. Levels 1 - 6: the principal or designee has authority to impose disciplinary action beginning at Levels 1 - 6.

- B. Levels 7 - 8: The principal or designee may recommend the following levels of discipline for those offenses deemed by the principal or designee to seriously disrupt the educational process:
1. Level 7 - Alternative Education Assignment: A staffing committee will meet and discuss alternative educational placement(s) and make recommendations for transfer of services. Any student who violates the Code of Student Conduct while attending the Alternative Education Placement may be subject to more severe disciplinary actions it.
 2. Level 8 - Expulsion: A recommendation to expel a student from Language & Literacy Academy for Learning, Inc. is subject to the approval of the Staffing Committee, who upon granting approval, would then present a recommendation to the School Board for final approval.
- C. Referral to Law Enforcement: The principal has the responsibility to immediately notify the appropriate law enforcement agency when any student under his/her jurisdiction violates the law. The principal shall notify the Director of Student Discipline if police are called to the school campus and must attempt to notify the parent of the involved student and document such attempts to notify the parent.

LANGUAGE & LITERACY ACADEMY FOR LEARNING, INC.

ADMINISTRATIVE PROCEDURE MANUAL

SUBJECT: Student Progression Plan

INITIAL DATE: 06/18

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PROCEDURE:

The students are staffed into the program through the ESE (Exceptional Student Education) department of Polk County Schools. Once admitted into the program, the students are tested at the beginning and end of each school year to monitor their progress in speech and/or language skills.

Each student receives a quarterly report while enrolled in the school, which addresses the goals established in their individual education plan. These reports are shared with each family member of each student.

Since each student is enrolled in an ESE program, an IEP (Individualized Education Plan) or FSP (Family Support Plan) is developed and reviewed annually. The IEP team determines the students continued eligibility for ESE services. Should a student be in need of continued ESE services new goals will be written at this time. If a student meets all IEP goals and test results show speech and/or language skills to be within normal limits, a student will be dismissed from the school.

Students are eligible to remain at Language & Literacy Academy until the completion of 8th grade. Prior to a student leaving the Language & Literacy Academy for Learning, a transition IEP meeting is held with the IEP/ESE team to determine the needs of the student as they transition into their home school or a flow school.



Code of Conduct

Functional limitations from personal factors that presents as a significant barrier for our students in accessing academics is behavior. Undesirable behaviors are a manifestation of our student's disabilities, given 80-90% of our school's enrollment have the diagnosis of Autism Spectrum Disorder (ASD). Without a team effort to reduce the behavior functional limitations, the chances of academic success is limited. The Language and Literacy Academy for Learning is committed to an education of children with special needs that will spend time and provide professional expertise to help our students learn how to use self-monitoring to conform to the school rules. The Language and Literacy Academy for Learning's staff will monitor the severity of nonconformance and undesirable behaviors. The staff will guide the students to restore and re-teach desirable behaviors and return to normal school activities.

Preventative and Restorative Practices

At the Language and Literacy Academy for Learning, we will employ a Positive Behavior Support plan (PBS) that encompasses preventative and restorative practices and logical consequences to avoid more counterproductive practices that cause a barrier with a student's time in school and on-task. We limit out of school suspension and expulsions, except for rare high-magnitude undesirable behaviors. To increase desirable behaviors, we use a proactive, therapeutic, and restorative approach. The school staff will follow the W.O.R.K. program. The W.O.R.K. program at the Language and Literacy Academy for Learning will work on decreasing undesirable behavior with use of positive differential reinforcement and the use of daily, weekly, and monthly reinforcements. Students are places on a level system with levels ranging from tier 3-tier 6. The students in our higher levels, tier 5 and tier 6, will have an individualized Behavior Intervention Plan (BIP) that is more intensive than the school-wide PBS plan.

Multiple components comprise the school-wide positive behavior program. The components are listed as follows:

1. Positive Reinforcement systems (point system, school store, level system, classroom systems, middle school social rewards, continuous positive reinforcers, personal system of instruction)
2. Staff Training (PCM, Mini Behavior Training)
3. Professional Crisis Management
4. Applied Behavior Analysis Therapy
5. Positive Reinforcement Systems
6. Point System

To foster positive behavior change, the Language and Literacy Academy for Learning will use a point system to provide differential reinforcement of desired behavior. This point system is based on a fixed-interval schedule of 30-minute segments. The point system is in addition to other positive reinforcements that will be given throughout the day and are delineated later in this section.

At the start of the school day, students will be provided with a data sheet that contains a grid with spaces where students can score their own progress using either a (+5), (0), or (-10). Students who remain on task and meet the expectations earn (+5) points, students who do not perform the

required expectation are awarded no (0) points, and students who have engaged in dangerous or significant behavioral issues earn (-10) points for each instance. Each column represents a 30-minute segment, and in each column the four areas of the W.O.R.K. acronym is evaluated to decide which of the above scores the student has earned. Students have the opportunity to earn up to 20 points total per 30-minute segment. The acronym "W.O.R.K." is used to help students remember what the expectations of their behavior are. (W) stands for "Watch", which denotes that a student has been observing the instruction being provided in the classroom; "On-Task" (O) indicates that a student has remained in the classroom and has completed the assignment, "Respect" (R) which requires that a student refrains from dangerous behavior and maintains respectful behavior towards equipment and materials within the classroom, and "Kind Words" (K) which indicates that a student used kind words and appropriate language to communicate with staff and peers. Scores are provided solely on the observable performance of the student. Elementary school students can earn up to 260 points daily. Middle and High school students can earn up to 220 points daily.

Types of Reinforcement Available

Monthly

Once a month, students who demonstrate positive behavior are invited to participate in a field trip or other rewards of a greater incentive. Field trips may include educational activities, occupation activities, and recreational activities. Students will be invited to participate heavily on their behavior. If a student can demonstrate desirable behavior, there is a much greater opportunity for participation.

Weekly

At the end of the week, students' daily point sheets will be compiled and recorded. The total amount is calculated weekly and students will be then being used to purchase items of choice at the school store. Items such as snacks, toys, school supplies, gift cards, and electronic accessories will be available at the school store. Store items are priced based so that there is a greater effort and amount of points required for the most highly preferred items and most expensive items. Each student will leave the store with some type of reward.

Daily

In addition to weekly events and school store events, teachers will still be required to have a proactive behavior management system within the classroom. Some of the expectations of staff members will involve the following concepts of intervention:

1. Visual supports: calendars, rules, picture schedules, posted expectations, token boards
2. Point sheets
3. Setting consequential expectations for students
4. Positive interactions: praise statements and ignoring "inconsequential assault"
5. Promoting coping skills and Self-Management Skills
6. Antecedent Manipulation

Infant/Toddler. Behavior will be dealt with positive reinforcement and redirection only.

Children will be reinforced with smiles, hugs, and opportunities to play with favorite toys or preferred non-toys (water, pudding painting, music, etc.

Pre-K-First. Student data will be collected semi-hourly. The students will use a token system for behavior classroom management and will earn a token semi-hourly to apply towards two rewards times throughout the day. The rewards will be small desirable items or edibles.

Students will be provided with a “token” that serves as a visual display for their daily progress. As students move closer to their goal, their visual token moves toward the prize. At the two reward times, students who have reached the overall goal of 80% of the total points will earn the opportunity to select a prize from the treasure box. The treasure box will contain toys, edible snacks, and school supplies.

Second-Fifth. The W.O.R.K. behavior program will be used in the middle and upper elementary classes, where students will be permitted to earn special rewards during an allotted free period at the end of the school day. Based upon the number of points students’ have earned throughout the day, students who have earned the greatest number of points are given priority selection. At the end of the day, students’ points are totaled, and these points can then be used for access to clubs and special activities. Students must achieve a minimum number of points in order to earn the selection of their choice. Students that earn less than the minimum number of points are required to attend a study hall or participate in a work program.

Sixth-Eighth. The W.O.R.K. behavior program will be used with middle school students who will be required to earn a minimum number of points. before they can earn access to a reward activity. Events and social clubs are available to students during the week and the last 45 minutes on Friday, in order to provide additional sources for motivation to middle school students. Research supports that the social reinforcement tends to become more effective as a reinforcer as age increases with respect to motivational supports for adolescents. Thus, the material and edibles planned for the school store may not be sufficient to sustain the motivation and participation of adolescent students, but with the addition of social activities, there is a maximized potential for success. Examples of rewards activities include social clubs such as football/basketball/volleyball/soccer clubs, the dance club, the choir, the gaming club, and the digital media, art, music and theater club. These activities will be led by staff members and will include less structured activities that will promote social involvement between students. In this way, student rewards will become opportunities to practice interpersonal social skills, including social pragmatics, coping skills, and cooperative group play.

All our students will have the opportunity to request to “cool down.” Staff will treat them with dignity and provide positive reinforcement as the child demonstrates attempts at managing their own behavior. Anticipating a meltdown or anger outburst is the beginning to healing. For those who are not at the point of asking for a break to calm, children are moved to more tranquil places in the classrooms and if they are not able to gain control in the classroom, we’ll have a calming space where they can be escorted and supervised while they work on calming down.

Our students will also have the opportunity to utilize self-management techniques that the staff

and students will be trained to use. The self-management techniques can be used in the form of a variety of ways such as, a self-monitoring sheet where the student can rate their own on-task behaviors, a Personal System of Instruction (PSI) that can help students manage their time and assignments, or a task analysis that can visually show the students the steps to complete a certain task.

Finally, within our daily routine, we have planned for 5-10 minutes after lunch a meditation time where therapeutic music will be played, and students can be coached on effective breathing techniques. Many students come off their meds after lunch and can become dysregulated, or they may have built up anxiety from the morning and need some scheduled relaxing time. All our children will benefit from 5 minutes after lunch to relax. The younger ones may sleep. The older ones need to relax to get to the end of the day.

Our elementary students will have a morning and afternoon recess. time to help with emotional regulation. Middle school students will have the opportunity to enjoy sports and athletics the last hour of the day. These scheduled events also help with managing behavior.

Staff Training

The inverse relationship between academics and behavior requires that the staff of Our Children's to be extensively trained with therapeutic methods and terms to manage unwanted behavior in order to optimize students' academic achievement. In addition to the behavior department, all staff members will be are offered the opportunity to obtain several different types of training. Staff working with young infants, toddlers, and young Pre-K children, are expected to have knowledge of child development and what behaviors are a normal developmental milestone versus actual developmental delays.

Consequences of not meeting the required number of points

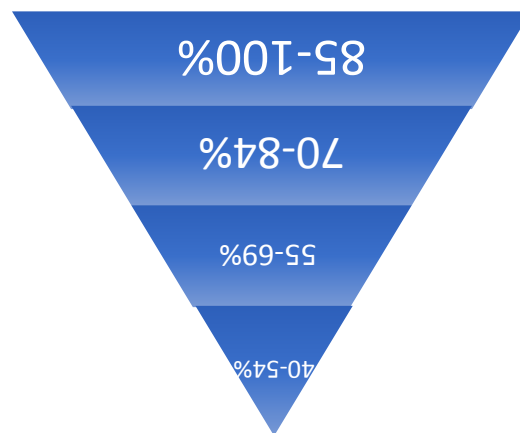
In grades K-1, 2-5, and 6-8 the consequences of the school-wide behavior system are being denied the reinforcements that are woven throughout the Positive Behavior Supports. Because the reinforcements are highly desirable, most students work to receive the rewards. If they miss rewards because they haven't achieved the necessary points, (treasure box, school store, fun times at the end of the day, ice cream socials, pizza parties, field trips, highly desirable fun classes) they will learn that they have to work harder to get the rewards. For students 4th grade and higher, the students may be assigned to after school work program with their parents' permission, middle school students may be assigned to study hall and denied participation with their friends in fun and social electives or athletics and /or be assigned to a work program.

The Language and Literacy Academy for Learning believes that the response cost should always be a logical consequence that is appropriate for the individual student. Consequences should also be consistent and have the student's best interest in mind. The consequences will focus on showing an example of the appropriate desirable behaviors and be paired with positive reinforcement.

Intervention Tiers and Consequences

The Language and Literacy Academy for Learning uses a four-tiered approach to support students in making appropriate choices and desirable behaviors. All the students enrolled in our school will benefit from tier 3 and 4 interventions that focus on building a positive classroom and school environment through the use of the W.O.R.K. program. The students that do not show decreases in their undesirable behaviors through the tier 3 and 4 interventions will move up the tiers and will participate in tier 5 interventions. Tier 5 interventions will focus on implementing a behavior plan created for that individual student. The students who do not respond to tier 3,4, and 5 interventions will be placed in a tier 6 level and will also have an individualized behavior intervention plan.

Four Tiers of Interventions:



Tier 3 Includes:

Tier 3- 85% of our students fall into this category. This category is most of our students and the students with low incidence of undesirable behaviors.

Tier 4 Includes:

Tier 4- 70-84% of our students fall into this category. This category is the students with mild incidences of undesirable behaviors.

Tier 5 Includes:

Tier 5- 55-69% of our students fall into this category. This category is the students with moderate incidences of undesirable behaviors. In this category the students will show continuous undesirable behaviors. These students will require a Behavior Intervention Plan (BIP).

Tier 6 Includes:

Tier 6- 40-54% of our students fall into this category. This category would be our very physically aggressive students that might require a more restrictive learning environment. These students have high incidences of aggressive behaviors. These students will require a Behavior Intervention Plan (BIP). These students will also receive mental health counseling by consulting with a mental health provider, if needed.

The school staff will be trained to respond appropriately to the different tier levels and different undesirable behaviors that could occur. The staff will always have the student's best interest in mind and will take into account: the disability, the age, and the health of each student, to guide them towards success with the most appropriate intervention.

Logical Consequences

The Language and Literacy Academy for Learning believes that the response cost should always be a logical consequence that is appropriate for the individual student. Consequences should also be consistent and have the student's best interest in mind. The consequences will focus on showing an example of the appropriate desirable behaviors and will be paired with positive reinforcement.

Undesirable Behaviors

The Language and Literacy Academy for Learning believes that undesirable behaviors can break into two sections: *Major Undesirable Behaviors and Minor Undesirable Behaviors*

The safety of our students is our number one priority and appropriate measures will be taken to ensure to keep a safe environment. The students at the Language and Literacy Academy for Learning are prohibited from participating in dangerous and activities that could threaten the safety of the students and staff.

Major Undesirable Behaviors

These behaviors will be discussed with the Director of Behavior and the behavior team. The students that have these behaviors will require a behavior intervention plan and implementation of intervention techniques.

- Physical Aggression- behavior that is intended to cause injury or harm to another individual
- Property Destruction- damage to the physical environment (Over \$50)
- Self-Injurious Behavior- behavior that may cause injury to self, including misuse of substances and objects
- High-Magnitude Continuous Disruption- behavior that is disruptive to the learning environment of the student himself and others
- Elopement from the School Building
- Theft
- Self-Harm threats
- Continuous school destruction threats
- Sexual Behaviors or Touching

Minor Undesirable Behaviors

These behaviors should be handled with the classroom management system that each teacher will have in place. If they become high magnitude behaviors, the Director of Behavior and the behavior team will intervene.

- Verbal Aggression-Making threats to staff or peers to do harm or threaten a person’s safety. This also includes but is not limited to excessive profanity and “ripping” other students’ self-esteem down
- Elopement from Classroom (right outside classroom)- student must be within eyesight of the front door
- Sleeping in Class
- Refusing to Complete Assignments
- Property destruction- damage to the environment that is less than \$50 in value (i.e., swiping desks and chairs, kicking furniture)
- Disrespectful to Staff -talking back and arguing with staff after being redirected

Major Undesirable Behavior Consequences

These behaviors will have more intense consequences, than those for minor behaviors. The Director of the Behavior Team along with the Leadership Staff will determine individual consequences that correlate to the inappropriate behavior that was observed. Students that have continuous major undesirable behaviors will have a Behavior Intervention Plan that will be implemented by the Language and Literacy Academy for Learning staff. The students that require mental health counseling will be serviced by a consulting firm for providing mental health services.

Minor Undesirable Behavior Consequences

These behaviors will have less intense consequences, than those for major behaviors. Most of the consequences will be re-teaching and logical consequences to demonstrate appropriate behaviors. These behaviors will follow the following consequences:

1. Verbal Warning
2. Written Warning
3. Written Warning and Parental Contact
4. In-School-Suspension (ISS) and Parental Contact:

Discretionary and Non-Discretionary Offenses

Weapons and Firearms	The possession of weapons or firearms at school with the intent of using the weapon or fireman, the Language and Literacy Academy for Learning staff will notify the police
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	<p>department and the student will be expelled for one school year from the date expelled.</p> <p>If a student possesses a weapon or firearm WITHOUT the intent to do harm, the student will receive the consequences in the following order:</p> <ol style="list-style-type: none"> 1. In-School Suspension 2. Out-of-School Suspension 3. Expulsion from School
Robbery	<p>A student who takes money or property of monetary value belonging to another person from that person with the use of force or violence. The following will be the order of consequences:</p> <ol style="list-style-type: none"> 1. In-School Suspension and parental notification 2. Out-of-School Suspension and parental and law enforcement Notification 3. Out-of School Suspension for a three-day period and parental and law enforcement notification 4. Expulsion from school for a school year
Sexual Harassment	<p>A student who directs or acts upon unwelcome conduct to another student. The following will be the order of consequences unless it is a very severe offense, then the Director of the school may skip to a further step:</p> <ol style="list-style-type: none"> 1. Written Warning 2. Written Warning and Parental Notification 3. In-School-Suspension and Parental Notification and Law Enforcement Notification
Bombs and Explosives	<p>A student who is in the possession of a bomb or explosive item or object or who possess the items with the intent to make a bomb.</p> <p>Consequence</p> <ol style="list-style-type: none"> 1. Expulsion from the school for a school year
Drugs	<p>A student who is using or possess illegal an intoxicating substance. The following will be the order of consequences:</p> <ol style="list-style-type: none"> 1. Written Warning and Parent Notification 2. In-School-Suspension and Parent Notification 3. Out-of-School Suspension, Parent Notification, and Rehabilitation Center Programs suggested. 4. Recommend to PCSB for expulsion.
Gang Activity	<p>A student that participates in gang related activities or promotes gang related violence. The following will be the order of consequences:</p> <ol style="list-style-type: none"> 1. Written Warning and Parent Notification 2. In-School-Suspension and Parent Notification 3. Out-of-School and Parent and Law enforcement notification

Roles of Administration

The Director of Positive Behavior Supports (PBS), will lead the Behavior Department. The Director of PBS oversees all programming, supervises all department members, and handles the administrative functions of the legal, ethical, and fiscal responsibilities. Registered Behavior Technicians (RBTs) will be responsible for overseeing daily data collection in the classrooms. RBT(s) will also be responsible for program implementation, assessment and evaluation of program data, communication and collaboration between classroom staff and behavior staff, and for ongoing modeling and evaluation of the proactive strategies used to prevent problem behavior in the classroom. The behavior department will prepare a report for the board that summarizes the number of tier 6 students, the incidence of PCM procedures, and suspensions. Behavior and discipline policies will be reviewed and approved by the board.

All employees will be recommended to pursue certification as a Practitioner in Professional Crisis Management training so that the school has a cadre' of certified/highly qualified PCM trained professionals. Each classroom will have two PCM trained staff ready to handle situations that might arise. Basic behavior trainings will be provided to staff and include, but are not limited to some of the following:

- Basic behavior concepts within the classroom such as: arrangement of physical setting, utilization of supports (i.e. token boards, classroom rules, picture schedules) clear division of classroom areas.
- Positive interaction between staff and student by utilizing positive descriptive praise statements, minimizing attention to insignificant, unwanted behavior, and keeping activities, short, simple, and interactive.
- Utilizing engaging materials and curriculum, setting expectations and providing consequential rewards of such behavior; redirection of problem behavior, and positive reinforcement of replacement skills.

These skills also fall in line with the guidelines of the Marzano methodology of curriculum, instruction, and classroom behavior management.

With proper training and support from the behavior analyst, teachers will be required to implement and monitor classroom behavior management systems, develop intensive plans of action, plan and organize activities, and collect data regarding student's behavioral progress. Teachers will also use antecedent manipulation to decrease the amount of undesirable behaviors. The role of the paraprofessional will be to provide reinforcement during large group academic and therapeutic activities, assist with data collection, facilitate small group activities, and assist with planning special rewards and events for students who have demonstrated positive behavior. Together with the co-instruction between the speech therapist and the teacher, the likelihood for crisis behavior will be minimized and the potential for success maximized with the use of antecedent manipulation.

Manifestation Determination

Process

1. A Manifestation Determination within 10 days of a decision to place a student into or out of a Supportive and Participatory classroom due to breaches of the code of conduct. The parents or parental guardians will be notified of this meeting with at least 24 hours' notice. All the accommodations listed in the student's IEP will be honored during this process.
2. The Manifestation Determination will require the attendance of the ESE Director from the Polk County School District, The Language and Literacy Academy for Learning Principal, Assistant Principal, and Director of Behavior. The student's parents or parental guardians must be in attendance of the meeting. If another staff member was present during the breach of conduct, that staff member will be required to attend as well.
3. The team must determine the function of the behavior. The team must also determine if the breach in conduct was strictly related to the student's disability. The team must also review to see if the student's IEP was being fully implemented and what were the precipitating factors that led to the situation.

4. If the conduct is a manifestation of the student's disability the team will be required to implement proper behavior intervention. If the student already had a Behavior Intervention Plan (BIP) the staff will need to review the current plan and make sure it is being implemented with fidelity. If the student does not have a BIP, the team will have the Behavior team complete a Functional Behavior Assessment and take the required steps to make a BIP.
5. If the conduct is NOT a manifestation of the student's disability, the Language and Literacy Academy for Learning will follow the appropriate steps listed in the code of conduct for disciplinary actions.

Appeals

If a parent would like to appeal the decision, we will follow the Florida Department of Education guidelines and the parental guardians will have 20 days to appeal the manifestation decision. After the appeal The Language and Literacy Academy for Learning will have 10 days following the appeal hearing to come to a final decision.

Due Process and Appeals for Undesirable Behaviors

Due Process for Minor Undesirable Behaviors. Applies to minor undesirable behaviors that are usually handled with a re-teach or logical consequence. An informal conference with the Principal or Assistant Principal will be arranged to discuss the behavior and the consequence. An agreement should be made within this meeting. The parent will have two days to file a written appeal to The Language and Literacy Academy for Learning to discuss the situation further.

Due Process for In-School Suspension. The parent or guardian of the student will be contacted the day the ISS is given and will notify the parent of that day or days the ISS will take place. The parent or guardian will be notified about the ISS and the reason for the ISS.

Due Process for Out-of-School Suspension. The parent or guardian of the student will be contacted by the Principal, Assistant Principal, or the Director of Behavior, the day the Out of School Suspension (OSS) is given and will notify the parent of that day or days the OSS will take place. The parent or guardian will be notified about the OSS and the reason for the OSS.

If a parent does not agree with the disciplinary actions taken with their student, the following will be the order of the due process:

The Principal, Assistant Principal, and Director of Behavior will set up a meeting with the parent to discuss the behaviors and the consequences within five days of the parent's request. The student and the staff members that were involved in the incident may be interviewed or asked to appear in the meeting.

General Rules and Regulations

Personal Communication Devices

Students may bring electronic communication devices in school, but they will be collected at the beginning of each day, locked up and put away, and the device will be given back to the student at the end of the school day. The only exception to this policy, is if the student's teacher gives permission to the student to use their electronic devices for an educational assignment.

Violation of this policy may result in disciplinary actions or the electronic communication device to be prohibited from the school. Disciplinary actions will begin with a verbal warning, then a written warning, and then the electronic device will be prohibited to come into the school.

The Language and Literacy Academy for Learning Student Personal Electronic Device Policy

Disclaimer: The Language and Literacy Academy for Learning, its staff members, or other representatives will not be held responsible for the loss, damage, or theft of a student's personal electronic device. The Language and Literacy Academy for Learning will not be held responsible for determining the ownership of an electronic device that is on loan from student to student. The leadership team reserves the right to alter this policy to accommodate a student's specific disability.

Drug-Free School

The Language and Literacy Academy for Learning is a drug-free school environment. The staff of the Language and Literacy Academy for Learning are responsible for maintaining a safe, healthy, and drug-free environment. There shall not be any use or possession of drugs on the campus at any times.

Florida Law: The use, possession, distribution of illicit drugs or alcohol is unlawful and harmful.

Staff Responsibilities: It is the staff's responsibility to report any violation of this law. Failure to do so, is in violation of the Florida Law and will be considered insubordination and the consequence will be determined by the school Leadership team.

Dress Code

The students at the Language and Literacy Academy for Learning will be required to wear appropriate school attire. Appropriate attire keeps the students focused on school work with minimal distractions.

Appropriate Shirts: Uniform dress code shirt that can be purchased from the school. The shirts must be fitted appropriate to the student's body.

Appropriate Shorts: Navy or Khaki shorts that are less than two inches above the knee.

Appropriate Pants: Navy or Khaki pants without holes, rips, or tears.

Attendance

Attendance Expectation. Daily attendance is expected to utilize all of class instructional time.

Tardies. A tardy is an absence of the student at the beginning of the start of class or start of the day.

<u>Excused Absence</u>	<u>Protocol</u>
Illness	Parent/Guardian Phone Call or Note
Family Emergency	Parent/Guardian Phone Call or Note
Chronic Absences (More than 3 consecutive days)	Parent/Guardian Phone Call or Note and Medical Professional Note
Religious Holidays	Parent/Guardian Phone Call or Note
<u>Tardies</u>	<u>Protocol</u>
If a student arrives after the last bell	The parent or guardian will need to sign the student in.

Excessive Absences. More than 5 unexcused absences in one month, a letter will be sent home to the parent and a phone call to discuss attendance.

More than 10 unexcused absences will result in a letter home, parent phone call, and an attendance contract.

More than 15 unexcused absences will result in a parent meeting, attendance contract, and possible referral to the Department of Children and Families for truancy.

Bullying

The Language and Literacy Academy for Learning is committed to creating a healthy and safe learning environment for all students that is free from bullying and harassment. All employees are expected to model and support a school culture that promotes positive interactions and respect for others.

Bullying:

- Is aggressive behavior or intentional harm;
- Can be physical, verbal, emotional, or sexual;
- Is carried out repeatedly over time;
- Occurs within an interpersonal relationship characterized by an imbalance of power.

Staff members who witness or become aware of bullying will immediately intervene in the following manner:

- Establish the safety of the victim of bullying;
- Complete an Incident Report
- Report to administration

Child Abuse Reporting

When school personnel suspect child abuse and/or neglect, the law requires the following:

The suspected child abuse and/or neglect will be reported immediately to the Florida Abuse Registry, 1-800-962-2873.

Return the “Notice of Referral to Child Abuse” anonymously to your school administrator immediately before or after calling the Child Abuse Registry at 1-800-962-2873. The forms are located with administration or designee.

Emergency Use of Manual Restraints

The use of manual restraints at the Language and Literacy Academy for Learning will be determined properly by the Language and Literacy Academy for Learning staff. The Language and Literacy Academy for Learning will follow the rules and regulations listed in the Emergency Use of Manual Restraints Policy.

Emergency Use of Manual Restraints Policy

I. It will be the policy of Language and Literacy Academy for Learning to promote the rights of persons served by this program and to protect their health and safety during the emergency use of manual restraints.

“Emergency use of manual restraint” means using a manual restraint when a person poses an imminent risk of physical harm to self or others and it is the least restrictive intervention that would achieve safety. Property damage, verbal aggression, or a person’s refusal to receive or participate in treatment or programming on their own, do not constitute an emergency. Positive support strategies and techniques required. The following positive support strategies and techniques must be used to attempt to de-escalate a person’s behavior before it poses an imminent risk of physical harm to self or others:

II. Permitted actions and procedures

Use of the following instructional techniques and intervention procedures used on an intermittent or continuous basis are permitted by this program. When used on a continuous basis, it must be addressed in a student’s Behavior Intervention Plan (BIP).

Physical contact or instructional techniques must be used as the least restrictive alternative possible to meet the needs of the person and may be used to:

1. Calm or comfort a person by holding that person with no resistance or physical contact;
2. Protect a person known to be at risk of injury due to frequent falls because of a medical condition;
3. Facilitate the person’s completion of a task or response when the person does not resist, or the person’s resistance is minimal in intensity and duration; or
4. Block or redirect a person’s limbs or body without holding the person or limiting the person’s movement to interrupt the person’s behavior that may result in injury to self or others, with less than 60 seconds of physical contact by staff; or

5. Redirect a person's behavior when the behavior does not pose a serious threat to the person or others and the behavior is effectively redirected with less than 60 seconds of physical contact by staff.

B. Restraint may be used as an intervention procedure to:

1. Allow a licensed health care professional to safely conduct a medical examination or to provide medical treatment ordered by a licensed health care professional to a person necessary to promote healing or recovery from an acute, short-term, medical condition (such as from a possible injury sustained from a fall on the playground, etc.); or
2. Assist in the safe evacuation or redirection of a person in the event of an emergency and the person is at imminent risk of harm; or
3. Position a person with physical disabilities in a manner specified in the student's BIP.
4. Any use of manual restraint as allowed in this paragraph [Section B] must comply with the restrictions identified in [Section A].

A. Use of adaptive aids or equipment, orthotic devices, or other medical equipment ordered by a licensed health professional to treat a diagnosed medical condition do not in and of themselves constitute the use of mechanical restraint.

II. Prohibited Procedures

Use of the following procedures as a substitute for adequate staffing, for a behavioral or therapeutic program to reduce or eliminate behavior, as punishment, or for staff convenience, is prohibited by this program:

- A. Chemical restraint;
- B. Mechanical restraint;
- C. Manual restraint;
- D. Time out;
- E. Seclusion; or
- F. Aversive or deprivation procedure.

IV. Manual Restraints Allowed in Emergencies

A. This program allows the following manual restraint procedures to be used on an emergency basis when a person's conduct poses an imminent risk of physical harm to self or others and less restrictive strategies have not achieved safety:

B. The program will not allow the use of a manual restraint procedure with a person when it has been determined by the person's physician or mental health provider to be medically or psychologically contraindicated.

V. Conditions for Emergency Use of Manual Restraint

A. According to Professional Crisis Management Association (PCMA), the criteria for implementing transportation (or removing the student that is being unsafe) is when a student is showing:

1. Continuous aggression,
2. Continuous high magnitude disruption and/or
3. Continuous self-injurious behavior.

B. If the student continues to progress with behavior that is not safe/controllable

then the criteria for implementing a horizontal immobilization (when two or three certified Level 2 Practitioner lower the student onto a regulation safety mat- trunk is not compressed but the limbs are secure in a natural neutral body position to pose the least discomfort):

1. Imminent breakdown of transportation procedures
2. Availability of safety equipment (mat)
3. Only certified Level 2 practitioners can implement the procedure.

VI. Restrictions When Implementing Emergency Use of Manual Restraint

Emergency use of manual restraint:

- I. Must require the appropriate number of Certified Professional Crisis Management (PCM) Practitioner at the appropriate Level (1 or 2). Level 1 Practitioner is able to perform Vertical Mobilizations as the most invasive procedure. Level 2 Practitioner is able to perform Horizontal Mobilization with the proper number of Level 2 Practitioners and the safety mat;
- II. Must not be used as a substitute for adequate staffing, for the convenience of staff, as punishment, or therefore, if the person refuses to participate in the treatment or services provided by this program;
- III. Must not apply back pressure while a person is in a prone position (face-down) position;
- IV. Must not be implemented in a manner that is contraindicated for any of the person's known medical* or psychological limitations.

*Possible medical conditions that CONTRAINDICATE the use of PCM include:

- Cardiac conditions, previous heart MI, Congestive Heart Failure, severe hypertension, angina, severe heart valve defects, those receiving anticoagulants (Coumadin/heparin)
- Respiratory Condition such as COPD, history of fractured ribs, temporary tracheostomy, bronchial asthma, Gastrointestinal Conditions such as hiatal hernia, GI reflux, recent abdominal surgery, those with colostomies, ileostomies, G-tubes, etc.
- Other conditions such as severe scoliosis, recent fractures and surgical history; Pregnancy (only use 2- person transportation procedure) and Down Syndrome (only vertical immobilization due to the possibility of instability of their cervical/neck).

VII. Monitoring Emergency Use of Manual Restraint

A. The program must monitor a person's health and safety during an emergency use of a manual restraint. The purpose of the monitoring is to ensure the following:

1. only manual restraints allowed in this policy are implemented;
2. manual restraints that have been determined to be contraindicated for a person are not implemented with that person;
3. allowed manual restraints are implemented only by staff trained in their use;
4. the restraint is being implemented properly as required; and
5. the mental, physical, and emotional condition of the person who is being manually restrained is being assessed and intervention is provided when necessary to maintain the person's health and safety and prevent injury to the person, staff involved, or others involved.

B. When possible, a staff person who is not implementing the emergency use of a

manual restraint must monitor/witness the procedure.

- C. A manual restraint form must be completed for each incident involving the emergency use of a manual restraint.

VIII. Reporting Emergency Use of Manual Restraint

A. Attempt to contact the student's family member will be made the same day as the incident. If not, all information surrounding the incident is available at the time of the initial call then the opportunity to investigate by the Behavior Team or Leadership team will be given and a follow up call made within 24 hours of the use of manual restraint.

B. Within the same day of an emergency use of a manual restraint, the staff person who implemented the procedure, must report whenever possible, in writing to the program's designated Behavior Team/Leadership with the following information about the emergency use (full report must be completed in writing within 24 hours):

1. Who was involved in the incident leading up to the emergency use of a manual restraint; including the names of staff and persons receiving services who were involved;
2. A description of the physical and social environment, including who was present before and during the incident leading up to the emergency use of a manual restraint;
3. A description of what least restrictive alternative measures were attempted to de-escalate the incident and maintain safety before the emergency use of a manual restraint was implemented. This description must identify when, how, and how long the alternative measures were attempted before the manual restraint was implemented;

1. A description of the mental, physical, and emotional condition of the person who was manually restrained, leading up to, during, and following the manual restraint;

1. A description of the mental, physical, and emotional condition of the other persons involved leading up to, during, and following the manual restraint;

1. Whether there was any injury to the person who was restrained before or because of the use of a manual restraint;

1. Whether there was any injury to other persons, including staff, before or because of the use of a manual restraint; and

1. Whether there was a debriefing with the staff and, if not contraindicated, with the person who was restrained and other persons who were involved in or who witnessed the restraint, following the incident. Include the outcome of the debriefing. If the debriefing was not conducted at the time the incident report was made, the report should identify whether a debriefing is planned.

B. A copy of this report must be maintained in the Behavior Incident Binder.

C. Each single incident of emergency use of manual restraint must be reported separately. A single incident is when the following conditions have been met:

1. after implementing the manual restraint, staff attempt to fade to release the person now staff believe the person's conduct no longer poses an imminent risk of physical harm to self or others and less restrictive strategies can be implemented to maintain safety;

2. upon the attempt to release the restraint, the person's behavior immediately re-escalates; and
3. must immediately re-implement the manual restraint to maintain safety.

IX. Staff Training

Before staff may implement manual restraints on an emergency basis the program must provide the training required.

A. The program must provide staff with orientation and annual training.

1. As soon as a person is hired the person should not be solely responsible for managing challenging behaviors served by the program, the program must provide instruction on prohibited procedures that address the following:
 - a. staff responsibilities related to ensuring prohibited procedures are not used;
 - b. why such prohibited procedures are not effective for reducing or eliminating symptoms or undesired behavior;
 - c. why prohibited procedures are not safe; and
 - d. The safe and correct use of manual restraint on an emergency basis according to the requirements of PCMA and this policy.
 2. Within 60 days of hire the program must provide instruction on the following topics:
 - a. alternatives to manual restraint procedures, including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others;
 - b. de-escalation methods, positive support strategies, and how to avoid power struggles;
 - c. simulated experiences of administering and receiving manual restraint procedures allowed by the program on an emergency basis;
 - d. the communicative intent of behaviors; and
 - e. relationship building.
- B. Training on these topics received from other sources may count toward these requirements if received in the 12-month period before the staff person's date of hire.
- C. The program must maintain documentation of the training received and of each staff person's competency in each staff person's personnel record.

Parent Acknowledgement Form

I _____ (parent's first and last name),
herby confirm that I have read and agree to The Language and Literacy Academy for Learning
Code of Conduct. I understand the student expectations and will adhere to the Language and
Literacy Academy for Learning Code of Conduct.

Parent Signature

Date

Principal Signature

Date