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Parent Handbook
2017-18 School Year

The Hope Center for Autism

Daily Schedules:

Pre-Kindergarten

Start Time: 8:45-9:00 a.m.
Dismissal: 1:30-1:45 p.m.
Early Release: 12:45-1:00 p.m.

Kindergarten-Grade 3

Start time: 8:45-9:00 a.m.
Dismissal: 2:30-2:45 p.m.
Early Release: 12:45-1:00 p.m.

Late fees of \$1.00 per minute will apply for students picked up after their designated dismissal times.

School Address:

1695 SE Indian Street
Stuart, FL 34997
772-334-3288

hcfa@hopecenterforautism.org
www.HopeCenterforAutism.org

Vounteer opportunities - check sign up websites

additions for 18 - 19 school year

STUDENTS WITH READING DEFICIENCIES.—The parent of any K-3 student who exhibits a substantial reading deficiency shall be immediately notified of the student's deficiency pursuant to s. 1008.25(5) and shall be consulted in the development of a plan, as described in s. 1008.25(4)(b).

STUDENT REPORT CARDS.—Students and their parents have the right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance, in accordance with the provisions of s. 1003.33.

(15) STUDENT PROGRESS REPORTS.—Parents of public school students shall be apprised at regular intervals of the academic progress and other needed information regarding their child, in accordance with the provisions of s. 1003.02(1)(h)2.

Charter school students.—Charter school students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities at the public school to which the student would be assigned or could choose to attend according to district school board policies, unless such activity is provided by the student's charter school.

Sale of instructional materials.—Upon request of the parent of a public school student, the school principal must sell to the parent any instructional materials used in the school, in accordance with the provisions of s. 1006.28(4)(c).

"Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s. 1003.21(1) and (2)(a), and is not exempt under s. 1003.21(3) or s. 1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in ss. 1003.26 and 1003.27(3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services according to the provisions of chapter 984.

SICKNESS, INJURY, OR OTHER INSURMOUNTABLE CONDITION.—Attendance was impracticable or inadvisable on account of sickness or injury, as attested to by a written statement of a licensed practicing physician, or was impracticable because of some other stated insurmountable condition as defined by and attested to in accordance with rules of the State Board of Education. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician, or if the absence is related to the student having autism spectrum disorder, receiving services from a licensed health care practitioner or behavior

analyst certified pursuant to s.393.17, in order to receive an excuse from attendance.

Such excuse provides that a student's condition justifies absence for more than the number of days permitted by the district school board.

Each district school board shall establish an attendance policy that includes, but is not limited to, the required number of days each school year that a student must be in attendance and the number of absences and tardinesses after which a statement explaining such absences and tardinesses must be on file at the school. Each school in the district must determine if an absence or tardiness is excused or unexcused according to criteria established by the district school board.

History.—s. 119, ch. 2002-387; s. 59, ch. 2017-116.

Introduction

This handbook is designed to give parents the necessary information regarding the policies and procedures of The Hope Center for Autism charter school. Portions of this handbook are copied directly from our policies and procedures manual, while other portions are specific to this handbook. Please read this manual in its entirety and sign the Parental Agreement form and return to The Hope Center.

The Hope Center for Autism is a charter school as recognized by Florida Statute. Charter Schools are public schools designed to optimize parental choice. The Hope Center is bound by various state and federal laws relating to public schools, including the Individual with Disabilities Education Act (IDEA). The Hope Center is governed by an elected Governing Board of Directors, which meets on a regular basis. Information relating to our Governing Board is found within this handbook, as well as on our website.

The Hope Center welcomes you and your family to our school. We are committed to providing our students with an appropriate and effective educational program, designed to assist our students in reaching their full potential.

Our Staff

Our staff consists of a highly trained and dedicated group of teachers, paraprofessionals, and therapists. Each staff member is committed to providing our students at The Hope Center the best education in order to optimize the learning of each child.

Our Team

All of the services are supervised by a Board Certified Behavior Analyst. The role of the teacher is to develop program goals specific to the each child's needs and the Florida Standards, analyze program data, and make the necessary program modifications. All teachers are required to hold a Bachelor's degree and have a minimum of two to three years of experience in the field. Requirements of additional school members are:

- Registered Behavior Technician- must meet highly qualified requirements of the Behavior Analyst Certification Board (BACB) and be supervised by BCBA.
- Instructional Staff- Bachelor's Degree and meet highly qualified state requirements.
- Paraprofessionals- Associate's Degree and/or meet highly qualified requirements.
- Board Certified Behavior Analyst- Master's Degree with a minimum of 10 years experience in field, meet highly qualified requirements of the Behavior Analyst Certification Board (BACB), and be certified by the BACB.
- Instructional Coach - Bachelor's Degree, meet highly qualified state requirements, and at least five years teaching experience.

Core Philosophy

The Hope Center for Autism is a school for children in Pre-Kindergarten through Grade 3 who are eligible for services as determined by FLDOE in regards to autism or related disabilities. The primary mission of The Hope Center is to provide comprehensive, scientific, and individualized instruction guided by the principles of Applied Behavior Analysis (ABA) to children with autism, while maximizing parental choice and offering low teacher to student ratios. The focus of this intensive instruction is to provide the students with the skills and abilities they need to be matriculated into a less restrictive environment upon leaving The Hope Center.

Educational Program

The educational program at The Hope Center is based on the Florida Standards and/or Access Points supported by the guiding principles of applied behavior analysis. All students enrolled at The Hope Center have been identified as eligible for exceptional educational services and have an Individualized Education Plan developed by a team of professionals including the parent/guardian. Individual goals and objectives are developed based on a student's present level of functioning. It is the responsibility of The Hope Center to provide each student with the amount, length, and types of services determined in the IEP as mandated by legislation.

Since each student is different and has very unique and specific educational needs, the strategies used to implement the curriculum must be constantly revised to meet the

individual needs and learning styles of the students in order to be effective. In compliance with IDEA legislation, The Hope Center will develop a plan to meet the unique needs of each child. An IEP will be developed for each student after an eligibility staffing has been held, with an LEA representative in attendance. It is The Hope Center's commitment to the systematic implementation of the technology of ABA that will afford our students the opportunity to function and learn, not only within the school environment but in their day to day lives.

The Hope Center uses a multi-tiered system of supports to:

- provide information on each student's progress in meeting grade-level standards
- identification of academic or behavior concerns based upon ongoing data collection
- instruction and intervention matched to each student's needs, to provide feedback on how each student is responding to instruction and interventions and making progress
- involvement in individual, data-based problem solving for each student.

Each child is assessed regularly on improvement. Data is collected and analyzed monthly with classroom staff and therapists to determine if progress is being made or if interventions need to be adjusted. All interventions used are evidence based. If a student does not make progress parents will be contacted to participate in a problem solving meeting.

The Florida Standards

In 2014, Florida adopted a more rigorous set of learning expectations in mathematics and language arts to call their own – The Florida Standards for Mathematics and English/Language Arts. The Florida Standards provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers.

The Florida Access Points

The Florida Standards Access Points reflect the key concepts of the Florida Standards with reduced levels of complexity. They are written to ensure the core intent of the standards for students with significant cognitive disabilities, which apply to all students in the same grade level. The IEP team determines the need for Access Points annually.

Assessments

The Hope Center will measure the baseline skills of students by completing an annual assessment of each student. The Hope Center will use a standardized assessment tool that can best measure the student's level of functioning and progress. Possible assessment tools include the BRIGANCE (Pre-Kindergarten), "A Work in Progress", iReady Diagnostic testing

or other tools listed in the Martin County School District Special Programs and Procedures Manual (Appendix A).

Parents/guardians will have access to all assessment results.

Goals and Objectives

IEP meetings will be held in accordance with State and Federal Laws. Each student's goals and objectives will be defined by that child's IEP. Parental input at IEP meetings is critical. The goals and objectives will be measurable, and data will be collected and graphed regularly. Each child will undergo an assessment when entering The Hope Center, and annually after that. Assessment tools must be either norm- or criterion- referenced so that measurements or progress can be reported to the Martin County School Board. Data will be collected, graphed, and analyzed monthly, clearly showing student progress on the goals and objectives set forth in the IEP. The Hope Center will contract with a Certified Behavior Analyst (CBA) with expertise in Applied Behavior Analysis and autism. The CBA will review each child's plan to ensure appropriate progress is being achieved, and that the appropriate strategies are being used to reach those goals and objectives.

Instructional Methods

The Hope Center will employ instructional methods based on the principles of ABA. Research has demonstrated that intensive one-on-one or one-to-two ratios in instructional settings using the principles of ABA can produce substantial benefits for many children with autism (Anderson et al., 1987; Birnbauer & Leach, 1993). A study cited in the ERIC digest states that intensive early intervention has been shown to result in children with autism needing fewer special education and other services later in life, being retained in grade less often, and in some cases being indistinguishable from non-handicapped classmates. According to a report by the Cambridge Center for Behavioral Studies, research has shown that without effective early intervention, most people with autism require lifelong specialized education and adult services.

Students will receive a portion of their educational program in a low staff to student ratio setting, as needed, based upon data collection on progress in IEP goals and objectives and Florida Standards through the practice of various teaching methods including discrete trials. Discrete Trial Training (D.T.T) break down tasks into small steps, and rewards the child for successful attempts.

Discrete trial teaching falls under the umbrella of Applied Behavior Analysis and is a research based method of teaching. Discrete trial teaching involves:

- breaking a skill into smaller parts
- teaching one sub-skill at time until mastery
- allowing repeated practice in a concentrated period of time
- providing prompting and prompt fading as necessary
- using reinforcement procedures

Initially, teaching is done in an environment that will lead to early success. Sometimes that may mean the removal of distractions. However, teaching will quickly be extended to ordinary environments. Not only is this more natural but it also promotes transferring learning to all settings.

In addition to discrete trial training, other instructional evidence-based methodologies may be employed, including the following:

- Incidental teaching
- Observational learning
- Behavioral shaping and chaining
- Generalization training
- Self-management training

The overall goal of The Hope Center is to provide an educational program that will give the students the skills and abilities necessary to matriculate into a less restrictive environment.

Students with Reading Deficiencies

The parent of any K-3 student who exhibits a substantial reading deficiency shall be immediately notified of the student's deficiency pursuant to s. 1008.25(5) and shall be consulted in the development of a plan, as described in s.1008.25(4)(b)

Report Cards

Students and their parents have the right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance, in accordance with the provisions of s. 1003.33.

Attendance

In order to be promoted, students enrolled in grades K-8 are required to attend ninety (90) percent of the instructional time in an annual session. There are no academic exemptions based on student attendance, and a student may not be exempt from academic performance requirements (such as final examinations) based on practices or policies designed to encourage student attendance. Any elementary school transfer student having been enrolled in The Hope Center for Autism for at least twenty-five (25) school days of a grading period must receive a grade for quarter grade reporting. Attendance records may

not be used in whole, or in part, to provide an exemption from any academic performance requirements.

There are two kinds of absences- excused and unexcused. The two types are explained below.

Examples of excused absences:

- Illness
- Serious illness or death in the family
- Emergency medical or dental attention
- Religious holidays

Examples of unexcused absences:

- Recreational activities
- Birthdays or other celebrations
- Vacations

If your child is going to be absent, please follow the procedure below:

- Call the office or email before 9:00am on the day of the absence.
- Send in or return the excuse note when your child returns to school. If we do not receive a note, then the absence will be marked as unexcused.

The following steps may be followed regarding unexcused student absences:

- For any student with five (5) unexcused student absences per nine-week semester, a certified letter may be sent to the student's parent(s) informing them of the seriousness of the excessive unexcused absences.

- For any student with ten (10) unexcused absences per nine-week semester, a meeting may be requested with the parent(s) by the school director, regarding the excessive absences. The Director will inform the parents that further absences may result in the school withdrawing their student from The Hope Center.
- The Hope Center reserves the right to ask for a doctor's letter of illness to excuse any student who is absent two (2) or more days in succession.
- **Absence for treatment of autism spectrum disorder.**—A parent of a public school student may request and be granted permission for absence of the student from school for an appointment scheduled to receive a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to s. 393.17 for the treatment of autism spectrum disorder pursuant to ss. 1003.21(2)(b)2. and 1003.24(4).

Tardiness

The atomic clock located in the school hallway will determine the school start time. It is very important that your child come to school on time. It is very disruptive to the class when children come in late. Please remember that our students are easily distracted and any disruption of the class routine can jeopardize the effectiveness of the lesson. If your child arrives late, he/she will not be accepted into the class until 9:30 a.m. This will minimize disruption to the rest of the students and allow your child to start their school day properly. If you are bringing your child to school after 9:00 a.m., please use the front entrance of the building. Please tell the receptionist your name; the receptionist will inform the classroom staff that your child is here. At this time you may wait for a teacher to come and get your child. Do not take your child into the classroom. It may take staff a few minutes to come and get your child.

No child will be accepted in school after 10:30 a.m. unless your child has been to a medical appointment and you have a doctor's note (this excludes recurring appointments).
Recurring appointments should be scheduled for after school hours.

The following steps may be taken regarding excessive tardiness.

- For any student with five (5) tardies per nine-week semester, a registered letter may be sent to the student's parent informing them of the seriousness of the excessive tardiness.
- For any student with ten (10) invalid tardies per nine-week semester, a meeting may be requested with the parents by the school director regarding the excessive invalid tardiness. The Director will inform the parent(s) that further invalid tardiness may result in the school withdrawing their student from The Hope Center.

Early Pick-up

It is very important that each student attend school every day, all day. Students will not fully benefit from our program if they do not attend all day, each day. Please make every effort to schedule medical/dental appointments for after school hours.

If, in case of emergency, you must take your child from school before the end of the day, please follow the following procedure:

- Call the school to inform the staff of plans, including the time of early pick up
- Send in written note with time of early pick up
- Use front entrance and tell the receptionist you are here to pick up your child; the receptionist will inform the classroom staff you are here
- Wait in reception area for a teacher to bring your student to you.
- It may take the staff a few minutes to ready your child and bring to you. Please be patient.

We request that outside therapy be scheduled after school. If your child is at school for less than the full day, then we cannot be expected to meet the IEP goals set for your child or the Florida Standards required for promotion to the next grade level. We have a responsibility to the Martin County School District and the Florida Department of Education to meet the goals and objectives listed on the IEP and instruct students in the Florida Standards. We cannot meet these goals if students do not attend the required amount of time.

If someone other than a parent is to pick up a child from school, we must have the names in writing on file. Under no circumstance will we release a child to anyone unless his or her name is on file.

Drop Off/Pick-up Procedures

Drop Off:

- Parents will enter parking lot at the entrance in back of the school. Slowly drive up the back entrance and stop. A staff person will come to your car and get your child. Once staff and child are on sidewalk, exit driveway. *Please remain in your vehicle*
- Please keep conversation to a minimum. Our staff is responsible for safely bringing your child into our school, and must focus on this responsibility. In addition, staff must work quickly to ensure that all students are brought in quickly and safely.
- If you have issues to discuss with staff, please call the office for an appointment.
- Staff will begin bringing students into the school at 8:45 a.m. Please do not bring your child into the school earlier, as the staff has other responsibilities at this time.
- If you are bringing your child to school after 9:00 a.m, follow the tardiness policy listed above.

Pick Up:

Pre-kindergarten instruction ends between 1:30 p.m., with pick-up occurring between 1:30 and 1:45 p.m. Kindergarten through 3rd grade instruction ends at 2:30 p.m, with pick-up occurring between 2:30 and 2:45 p.m.

Pre-kindergarten parents should be in the parking lot before 1:45 pm; Kindergarten through 3rd grade parents should be in the parking lot before 2:45 pm. Late fees of \$1.00 per minute will apply for late pick-ups.

Early release days: dismissal is 12:30- 12:45 p.m for all grades. Late fees of \$1.00 per minute will apply for late pick-ups.

- Parents will enter parking lot at the back entrance of the school. Slowly drive up to the back entrance and stop. A staff person will walk your student to your vehicle and assist them into the car. If your child requires a safety seat, our staff will not be responsible for buckling them into it. Please be prepared to safely buckle your child into seat. Once child is safely in vehicle, exit the parking lot.
- Please keep conversation to a minimum. Our staff is responsible for bringing other students to their parent(s) and must work quickly and efficiently.
- Take home notes sent home with your child will give you information about the day. If you have further questions that you wish to discuss with staff, please call the office to set an appointment.

THE USE OF MOBILE PHONES IS STRICTLY PROHIBITED DURING DROP-OFF AND PICK-UP.

Paraprofessionals and Registered Behavior Technicians have been instructed to direct all inquiries about student performance during the day to the child's teacher or therapist. The teacher/therapist/administration is responsible to report on a student's progress.

School Closings

To ensure the safety of our students and our staff, The Hope Center will follow the recommendations made by the Martin County Emergency Operations Center related to school closures for severe weather threats.

Required Materials and School Supplies

Daily supplies:

1. Backpack
2. Take home note binder
3. Lunch/lunchbox
4. Change of Clothes
5. Change of footwear
6. Toileting Supplies- pull-ups, wipes, etc.

As Needed:

1. Primary Reinforcers
2. Toys, books, puzzles as reinforcement
3. School Supplies
4. Snacks

Dress Code

The Hope Center does not have a formal uniform for our students. We do however ask that students come to school dressed in clothes that are appropriate for an educational setting. Please dress your child appropriately for the weather, as students will be on the playground during the day.

- Caps and hats may be worn to school, but must be taken off during the day while inside the building.
- Shoe Requirements: Only closed toe shoes are acceptable. Open toed shoes are a safety hazard. If your child has behavioral issues with taking off shoes, please send him/her to school in high top canvas shoes, laced all the way up and around the back. These shoes are much more difficult to take off, and will greatly decrease the amount of time staff must spend on having your child put shoes on instead of working on IEP goals.
- Students who are toilet training must bring in extra sets of clothing in addition to diapers/pull-ups/wipes. The school can store extra sets of clothing in the student's bin. Soiled clothes will be sent home in a plastic bag.
- Please label all loose garments such as jackets, sweaters, lunch boxes, bags, etc. If items are not labeled, the teacher may label these items for you.

Well Child Policy

For the protection of all the students, please adhere to the following guidelines when determining if you should bring your child to The Hope Center.

A well child has:

NO fever over 100.6 degrees currently or in the past 24 hours

NO vomiting or diarrhea currently or in the past 24 hours

NO continuous green or yellow discharge from his/her nose

NO unexplained cough that has been consistent for 24 hours

NO skin infections (impetigo, ringworm)
NO eye infection
NO childhood diseases such as chicken pox, measles, etc.

If the child currently has any of the above symptoms, the teacher will not be able to accept him/her into The Hope Center.

If a child has diarrhea, vomiting, or has a skin/eye infection, the parents will be called immediately to come and pick up their child. If a child develops any of the other above symptoms during the school day, the teacher will notify the director and the child will be isolated for a period of 30 minutes. At that time the teacher will make a determination if the symptoms are still present. The parent will then be called to pick up the child if his/her condition does not seem to be improving.

If a child is sent home with any of the above symptoms they must remain out of school *for one full school day* (i.e., if a student is sent home Monday, they may return to school on Wednesday). A student may return earlier if they are seen by a physician and receive a written clearance to return to school except in the case of vomiting; vomiting is exempt from a doctor's note.

Due to the special medical needs of our children, there are special circumstances when a child may be starting a medication and certain side effects MAY occur, such as diarrhea. It is the parent's responsibility to notify the director in writing that there has been a change in medications at home so that the school will be prepared in case of an accident. When a medication is given by a physician with certain common side effects, it is asked that *a note from the physician is also provided to the Director so that she will be aware of any changes and will be able to rule out an infectious symptom*. Also, it is the responsibility of the parent to provide additional supplies to the school, such as extra pull-ups, wipes, and rubber pants to wear over pull ups or underwear to prevent leakage. For all the children's safety, if a child has diarrhea and it leaks on the furniture or floor, the parent will be asked to pick up the child.

Notification of involuntary examinations

The Executive Director or designee shall immediately notify the parent of a student who is removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for an involuntary examination pursuant to s. 394.463.

Lunches and Snacks

Students will bring bag lunches to school. Please adhere to the following procedures.:

- Please label all lunch items. We cannot be responsible for lost items that are not labeled.
- Please provide cooling inside the lunch container for food safety (ice packs, etc.).
- Please send easy lunches that require little or no additional preparation.

- Do not send in lunch for the class for special occasions. While it is a nice thought, many of our students are on special diets, and restricting them from sharing the food is not fair and may cause problems.
- Nothing requiring heating. We are not permitted to use a microwave due to health regulations.

Birthday Parties/Holiday Parties

Parents who wish to send in food for their child's birthday should call the Director to set up a day and time. Cupcakes or small snacks are permissible. Pizzas, birthday cakes, or other large items are not allowed. Cupcakes or snacks will be passed out during the student's lunchtime and the teachers and students will sing Happy Birthday to the student. The purpose of this rule is to ensure that the school day routine is not disrupted, leading to a loss of time dedicated to educational goals. Please do not send in gifts for other student's birthdays. If you wish to exchange gifts with other families, please do so after school.

Parental Involvement

(See School Enrollment Agreement)

The Hope Center strongly encourages parental involvement. The Hope Center believes that parental involvement is critical to the success of the school and the successful performance of the students. Parents will be required to participate in the initial intake procedure, as well as the initial assessment of their child. This participation will help to establish a relationship between the family and the staff at The Hope Center, as well as assist in an accurate assessment of the child's skills and abilities. In addition, this participation will enable all parties to understand the expectations placed upon them.

The Hope Center is not a typical public school as its students are not typical students. If a family chooses The Hope Center, then this decision implies a family commitment to involvement and support for the school program.

Each parent will be requested to attend an orientation, parent meetings, and trainings to obtain an overview of the ABA principles in addition to other evidence-based methodologies.

Each parent is required to provide four hours a month (or 40 hours annually) of volunteer support to the school as well as participation on the day of the annual golf tournament fundraiser. Volunteer hours will be recorded with a sign-in and sign-out log. A listing of volunteer opportunities will be developed as a guide for parents. Volunteer activities will be individualized and take into consideration skills, capabilities, and limitations.

Parent Observation

The Hope Center encourages parental involvement in the education of their child. The Hope Center requires that classroom observation periods are scheduled in advance. Scheduling observation times in advance will allow the teachers to arrange the classroom in a way that will ensure that the observation will not cause a distraction to the students. In order to schedule an observation, you must submit a request in writing. In order to protect the privacy of our students and in compliance with state requirements, we do require a confidentiality form to be signed.

Because of the nature of our students, it is important to be as unobtrusive as possible. The following rules apply to classroom observation:

- No observations will be permitted during the first two (2) weeks of school. This is to give the teachers and students time to adjust to their new class.
- Parents may monitor the session through the window in the door or behind a divider. The windows will help to hide the parent from view, although not completely. This will help to reduce the possibility of distraction.
- Parents are required to maintain student confidentiality. You are there to observe your child, not the other children. A confidentiality form will be provided and must be signed prior to an observation.
- Do not interact with the teachers or your child during the observation. Interaction will affect the overall quality of the session and will distract both teacher and student. Please bring a notebook to write down any questions that you have so that you may discuss them with the teacher during a scheduled appointment.
- Observations are limited to one hour. This will reduce the possibility of disruption during transitions.

We want observations to be a positive experience for all. Observations can be a valuable tool in the assessment of a child's progress and the method of the instruction.

Behavior Support Guidelines

The Hope Center is a Positive Behavior Support School. School-wide positive behavior interventions and support is a system that is developed by a school for improving student behavior. It is used with all students, across all environments in school (classroom, lunchroom, restroom, playground), and to help schools to create effective learning environments. School-wide positive behavior support at The Hope Center consists of:

1. Identifying school wide expectations

- Be Safe
- Communicate
- Try your best!

2. Teaching students the expectations and how they look across environments. For example: 'Try your best' in the classroom may be to complete your work, but 'try your best' on the playground may be to play a game with a friend.
3. Teaching students replacement behaviors for targeted problem behaviors. For example, a student who yells at the teacher may be given a replacement behavior of raising his/her hand to get the teacher's attention.
4. Reinforcing and rewarding positive behavior.
5. Collecting data to determine if school -wide supports need to be adjusted, if students need specific instruction on targeted skills, and to determine the function of behavior and effectiveness of interventions.

The Positive Behavior Support Model is implemented throughout the Martin County School District and is supported by the University of South Florida.

The Hope Center operates within the following assumptions:

- Problem behavior is purposeful: The behavior is not a random occurrence, but is adaptive and has a function (not including biological based behavior). The function of this behavior is typically either to obtain a tangible or attention, to escape or avoid a task, an attempt to communicate, or has a sensory purpose.
- Assessments must be done to ascertain what function the behavior serves.
- Intervention for problem behavior must focus on education, not simply behavior reduction.
- Problem behavior typically serves many purposes and therefore requires many interventions.
- Interventions must include teaching the student replacement skills (behaviors).

Crisis Management Procedures *

The purpose of crisis management procedures is specifically to interrupt or control an otherwise dangerous situation. Crisis management procedures are not designed to teach new skills, and are not considered "interventions" or long-term educational approaches that focus on teaching new skills. Crisis management procedures are strictly used to prevent a student from harming themselves or others. The first priority of The Hope Center is student safety.

The Hope Center will use the following five crisis management procedures:

1. Ignore: Ignoring is not the same as the intervention strategy of extinction. Ignoring is an occasional strategy used for instances of the problem behavior

- that are not dangerous but which have the potential to become dangerous if they are treated inappropriately.
2. Introduce a cue for non-problem behavior.
 3. Protect: Blocking attempts to hit or kick, blocking attempts of self-injurious behavior.
 4. Remove: Removing a target of aggressive behavior, or removal of a stimulus.
 5. Restrain: Momentarily physically controlling a student when that student is a danger to himself or others (see restraint policy).

The five crisis management procedures listed above are not used as interventions, and have no long lasting effect. These crisis management procedures are used to quickly stop dangerous behavior.

* Adapted from “Communication-Based Intervention for Problem Behavior: A user’ guide for Producing Positive Change” by Edward G. Carr, Ph.D., Len Levin, M.A., Gene McConnachie, Ph.D., Duane C. Kemp, Ph.D., Christopher E. Smith, M.A.

Restraint Policy

The Hope Center staff will use physical restraint procedures as a last resort and only when a child is a danger to himself or others. Staff will use restraint procedures that are safe and therapeutic holds endorsed by The International Association of Non-Violent Crisis Intervention Certified Instructors (INACICI). The Children’s Control Position will be the only restraint used. All staff will be certified in Non-Violent Crisis Intervention after receiving a minimum of eight hours of training. All staff that will be performing these duties will maintain current NCI certification through annual refresher trainings and exams.

If staff must physically restrain a child because that child is a danger to himself or others, the following procedure will be followed:

- Restraint Reporting Form will be completed by the end of the school day by the staff member implementing the restraint procedure
- Witness (paraprofessional, lead teacher, therapist), if applicable, will sign form
- Parent will be notified by phone or in person on the same day
- Parents will receive a copy of the Restraint Reporting Form

- Certified Behavior Analyst will receive a copy of the Restraint Reporting Form
- Original Restraint Reporting Form will be entered into student's file

The Hope Center will adhere to the Martin County Student Code of Conduct. THIS IS A ZERO TOLERANCE SCHOOL. This means that anyone in possession of alcohol, drugs, or weapons will be recommended for expulsion from The Martin County School District.

Take Home Notes

Staff will complete and send home daily take home notes giving a brief description of the student's school day. The take home notes are not a detailed accounting of the school day, but a general report on the activities and the behaviors of the student. If you have any questions about a particular take home, please write it on the note and the staff will respond the following day. Please do not take the daily notes out of the child's take home folder. Staff will remove the take home notes monthly and store in the student's file. If you wish to retain copies of your child's take home notes, please bring in a ream of copy paper to the school and we will copy the notes monthly and send them home. Otherwise, the notes will remain in your child's file and are available for viewing at anytime.

Security

Your child's safety is our goal. For many years all school within the Martin County School District have successfully used the Raptor ID system to check-in visitors and parents. We will now use the Raptor ID system at our schools.

Raptor is a visitor management system that scans a driver's license and/or state ID card and checks the information against the National Sex Offender data base. If no match is found, the system will print a visitor's sticker with a picture identifying them as an approved visitor.

Raptor only scans the visitor's name, date of birth and photo for comparison purposes. No other personal identifying information is saved.

If the system raises a question about a visitor's background, the school administrator(s) will take the necessary steps to ensure the appropriateness of each individual's visit.

Upon your initial visit the process will take approximately 30 seconds; however on return visits you will only be required to enter the first three letters of your last name and the system will recognize you.

All visitors will be required to have their photo identification when they visit the school. Visitors without photo identification will be asked to return with the proper information.

Mandatory Reporting Requirements

As required by Florida Statute, any instructional personnel or administrative personnel having knowledge that a sexual battery has been committed by a student upon another student must report the offense to a law enforcement agency having jurisdiction over the school or over the place where the sexual battery occurred if not on the grounds of the school. (FS 1012.799)

Child Abuse and Neglect

The Hope Center will abide by Florida Statute 39.201 in regards to the mandatory reporting of suspected abuse or neglect. In part, the statute reads: "Any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, as defined in this chapter, shall report such knowledge or suspicion to the department in the manner prescribed in subsection (2)." The Hope Center will fully comply with all requirements set forth in FS 39.201.

Medication Administration Policy

Ideally, all medication should be given at home. However, there are students with chronic illnesses, long-term conditions, as well as students recovering from temporary illnesses who need to have medication in the school setting.

When medication must be administered to students at school, the goal is to provide safety for student's health needs. The law makes no distinction between over-the-counter and prescription medication. Neither does it distinguish between short-term and long-term medication. *In all cases, written parental permission and physician instruction must be on file for protection of both students and staff.*

The Hope Center will abide by Florida Statutes 232.46 (administration of medication by school district personnel). The Hope Center must have written and signed permission from the parent or legal guardian to administer *any medication*- no exceptions will be made. The Hope Center staff will receive training by a registered nurse, licensed practical nurse, or a physician on safe medication administration.

Medication is defined as any prescription or over the counter medication including, but not limited to: vitamins and food supplements; eye, ear, or nose drops; inhalants; medicated ointment or aspirins; and antacids dispensed to a student on a scheduled basis that must be accompanied by a Form 135. Physician's instructions must include the name of the medication, the dosage, frequency, and method of administration. These instructions must be on a Form 135.

Board Meetings and Open Records

The Hope Center will comply with the Florida Sunshine Law and the Florida Open Records Law. All board meetings will be open to the public, and notice of meetings will be made in advance to give reasonable time to attend. All records covered by the Florida Open

Records Law are open to inspection by any person making a request, as stated in Section 119.01 of the Florida Statutes.

Notice of Board Meetings Policy:

The Board of Directors will give reasonable advance notice of all board meetings to ensure all parties have an opportunity to attend the meeting. The annual schedule of the board meetings will be included in the school calendar and sent home with all students at the beginning of each school year. The Board will post a notice of the scheduled public board meeting no later than one week prior to the meeting in a location that is accessible. The Hope Center will comply with all applicable state laws, including exceptions.

Grievance Procedure

Most student and/or parent grievances can be resolved at the school level through informal conferences with teachers or other school personnel. If efforts to resolve the grievance with school staff fail, the parents may direct their grievance to the Director. The Director shall meet with the student and parents/guardians and attempt to resolve the grievance, and shall respond to the family within fifteen (15) days of the meeting. As a charter school, The Hope Center operates independently of the Martin County School District. The Martin County School District will not settle disputes. If a parent feels that their concerns have not been addressed by the Director, then the parents/guardians may request that the grievance be heard by the school's Board of Directors. Parents must file the grievance within ten (10) days of receiving the Director's response. At its next regularly scheduled meeting the Board of Directors may include the grievance on its agenda. The grievant is invited to attend the meeting and the Board of Directors may render a resolution as to the grievance. The above described grievance procedures are only available to parents/guardians of currently enrolled students.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal (or principal's designee) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principal (or principal's designee), clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The name and address of the Office that administers FERPA and handles complaints under FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

FERPA requires that the school, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the school may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with school procedures. The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that take children's portraits, manufacture class rings or publish yearbooks.

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must NOTIFY THE SCHOOL IN WRITING BY SEPTEMBER 30TH.

The school has designated the following information as directory information:

- Student's and Parent's name and address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

The Hope Center School Enrollment Agreement

This enrollment agreement is made and entered into by and between The Hope Center for Autism and _____ (“parent”).

A primary objective of The Hope Center is to work closely with families in the education of their child with autism; and parental involvement with The Hope Center is critical to the operation of the school and to the success and performance of the students; and to accomplish this goal, parents are required to undertake certain steps and perform certain tasks (“Parental Requirements”).

Therefore, the parties agree as follows:

1. Parental Requirements

- a. Training/Meetings: Parent shall attend orientation, parent meetings, and the ABA overview.
- b. Parent/Teacher Meetings: Parents shall attend private parent/teacher meetings to ensure the individual goals/objectives are being met and to discuss any other school related issues.
- c. Homework: Parent shall implement educational strategies and activities at home.
- d. Volunteer Hours:
 - i. Parents are required to provide four (4) hours per month (or 40 hours annually) of needed services and/or resources on behalf of The Hope Center and participate the day of the annual golf tournament.
 - ii. Parent hours will be tracked electronically by The Hope Center.
 - iii. Failure to perform the requisite volunteer hours for three (3) consecutive months may result in denial of admission to The Hope Center for the following school year.
- e. Failure to comply with the Parental Requirements may result in denial of admission to The Hope Center for the following school year.

2. Severability: If any provision of this Agreement or the application of any provision to any person or to any circumstances shall be determined to be invalid or unenforceable, then such determination shall not affect any other provision of this Agreement or the application of such provision to any other person or circumstance, all of which other provisions shall remain in full force and effect.

3. Governing Law: The laws of the State of Florida shall govern this Agreement.

The parties have executed and delivered this Agreement as of the day and year written below.

Parent: _____

Director: _____

Print Name: _____

Print Name: _____

Date: _____

Date: _____

PARENT HANDBOOK RECEIPT

Please review the following specific policies to be sure you understand them before signing to show your consent to the following policies/procedures.

POLICY	PARENT INITIAL
Absences	
Tardiness	
Early Pick-up	
Drop-off and Pick-up Procedures	
Well Child Policy	
Parental Involvement	
Grievance Procedure	
FERPA Notice	

I, the parent/guardian, acknowledge receipt of this Parent Handbook and I agree that I/we and my son/daughter will abide by THE HOPE CENTER's rules, regulations, and operational policies. I understand this was a condition of his/her acceptance by this institution.

Parent/Guardian Name

Parent/Guardian Signature

Date

Progress on the standards/access points will be sent home in the form of a rubric at the completion of each unit of study.

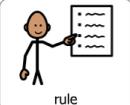
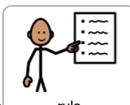
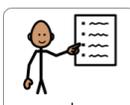
Generic Rubric

Self Check

 I can explain myself or teach someone else!	I got it!
 I'm still thinking.	I am not sure.
 I need help please!	I need help please!

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Social Studies Kindergarten

SS.K.C.1.1:I	  I can give examples of rules and tell why they are important.
SS.K.C.1.In.a	 I can tell or point to 2 classroom rules.
SS.K.C.1.Su.a	 I can follow all classrooms rules with visual or gestural prompts.
SS.K.C.1.Pa.a	 I can follow one classroom rule with visual or gestural prompts.

We encourage the parents of each student to meet with the teacher to discuss any questions they have about the report card. All data is available to view upon request.