



**EMBRACE LEARNING INSTITUTE**

EST. 2022

(Rev

**2023-2024**

**E.L.I.**

**Student/Family Handbook**

(253) 765-8025

[embracelearning.org](http://embracelearning.org)

**Embrace Learning Institute, LLC**

## **Discrimination Policy**

E.L.I. provides equal opportunities in education and employment. E.L.I. does not discriminate on the basis of race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups.

## **Anti Harassment, Bullying & Intimidation Policy**

E.L.I. is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation or bullying. As defined in legislation, “Harassment, intimidation or bullying” means any intentionally electronic, written, verbal, or physical act including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act: A. Physically harms a student or damages the student’s property. B. Has the effect of substantially interfering with a student’s education; C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or D. Has the effect of substantially disrupting the orderly operation of the school. Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying. “Other distinguishing characteristics” can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status, social status, and weight. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s). Discriminatory harassment, as defined in policy 3210 Nondiscrimination, includes conduct that is based on a student’s status as a member of a protected class and is sufficiently severe, persistent, or pervasive that it limits or denies a student’s ability to participate in or benefit from the school’s education programs or activities. Malicious Harassment, as defined in 3241P Student Behavior, Corrective Actions, and/or Interventions, means committing malicious and intentional acts because of one’s perception of the victim’s race, color, religion, ancestry, national origin, gender, sexual orientation or mental, physical or sensory disability which; a. Causes physical injury to the victim or another person. b. Causes physical damage to or destruction of the property of the victim or another person; or c. Threatens a specific person or group of persons and places that person, or members of a specific group of persons, in reasonable fear of harm to the persons or property. Sexual harassment means unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if: a. Submission to that conduct or communication is made a term or condition either explicitly or implicitly of obtaining an education. b. Submission to or rejection of

that conduct or communication by an individual is used as a factor in decisions affecting that individual's education; or c. That conduct or communication has the purpose or effect of substantially interfering with an individual's education, or of creating an intimidating, hostile, or offensive educational environment.

**The following employees are designated to handle questions and complaints of alleged discrimination, harassment, bullying and intimidation: Jennifer Stuckey, Executive Director 253-765-8002 or [jennifer@embracelearning.org](mailto:jennifer@embracelearning.org), Naomi Fenton, Special Education Director, 253-765-8014 or [naomi@embracelearning.org](mailto:naomi@embracelearning.org)**

## **Dear E.L.I. Parents and Students,**

On behalf of the entire E.L.I. staff, welcome! As a mom of several special education students myself, I want to extend a warm welcome to our safe place. We are excited you've selected our school and we are committed to making your time with us the highlight of your academic experience. We hope that you and your student find ELI to be a safe space for academic and emotional growth that allows for healing and the ability to realize each child's potential.

E.L.I. is a different kind of school. Our programs provide more flexibility, creativity and customization than a traditional school setting does while also providing opportunities to learn how to engage in traditional social and academic settings. We have micro-classroom sizes, related services, and expert support to help coach students as learners and in social settings in order to be successful as they grow and engage in the world around them.

Please take a moment to read this handbook, as it outlines important information you may need in the future ( So be sure to store it in a handy place!)

Wishing you a successful, safe, and healing school experience!

Sincerely,

*Jennifer Stuckey, Executive Director*

## **Administration and Office Staff**

Office Phone: 253-765-8025

Executive Director - Jennifer Stuckey - [jennifer@embracelearning.org](mailto:jennifer@embracelearning.org)

Special Education Director - Naomi Fenton - [naomi@embracelearning.org](mailto:naomi@embracelearning.org)

Risk Manager/Safety Director - Kevin Stuckey - [kevin@embracelearning.org](mailto:kevin@embracelearning.org)

Administrative Director - Tyler Delgado - [tyler.delgado@embracelearning.org](mailto:tyler.delgado@embracelearning.org)

Executive Administrator- Jillian Patterson- [jillian.patterson@embracelearning.org](mailto:jillian.patterson@embracelearning.org)

BCBA, SPED Teacher- Bri McKinnon - [brianna.mckinnon@embracelearning.org](mailto:brianna.mckinnon@embracelearning.org)

Safety & Security Manager- Justin Patterson - [justin.patterson@embracelearning.org](mailto:justin.patterson@embracelearning.org)

## **E.L.I.**

### **School Hours:**

M/T/Th/F - 8:00 am - 2:15 pm

W - 8:00 am - 1:00 pm

### **Administration Hours:**

M-F - 7:30 am - 3:00 pm

All instruction at E.L.I. is customized to the student's unique needs. Student's progress is measured through the performance based approach and ongoing assessment. This provides the learner with flexibility to move through each subject according to their individual learning needs.

At E.L.I. our goal is to challenge each student and positively impact their educational experience, with our learning model, students can truly have work at their appropriate pace, and often excel past the expectations. Our level of expertise is really at the core of what makes our students experience the successes that they are. Our Special Education Team oversees and designs the curriculum for each student, assisted by an entire team of professionals. Our staff of teachers are highly trained and experts in the areas they teach. There is an extensive selection process and we only hire the most qualified, and talented teachers. We consistently find that students who have a strong connection with their instructor thrive, not just academically, but emotionally and psychologically too.

### **Credit Policy**

A student must have satisfactorily demonstrated his/her competency of the subject-matter in each respective course before being awarded credit. The following assessment tools are utilized to demonstrate competency: Written exams and/or project-based evaluation. All project based evaluations and written exams must clearly demonstrate satisfactory level of student's knowledge of clearly defined competencies within a subject. We follow all state standards to determine competency.

## Testing Information

All state testing can be administered through ELI for NPA students whose districts provide support. Testing can be paper/pencil or on a computer and can be delivered at our site or at the district site agreed upon by the IEP team. For private school private pay students, state testing is not available through ELI but we can help you find testing such as SAT, ACT and other types of testing that a student team deems appropriate.

## General Information

### A. Supervision:

It is necessary for a parent or agreed upon 3<sup>rd</sup> party to be in the home where the instruction will take place. E.L.I. site instruction will always have at least 2 staff with each class of up to 7-9 students. Oftentimes students will also have a specific 1:1 para educator with them to assist in their individual needs.

### B. Absences:

**Excused Absences:** A student may be excused from a class if an email, phone call or note is provided to [info@embracelearning.org](mailto:info@embracelearning.org) or by calling 253-765-8025 and leaving a message. After 10 consecutive days of absence, NPA student's home district will be notified of the extended absence and the program may be at risk of termination. If there are more than 10 non-consecutive absences in any ONE month period of time, NPA student's home district will be notified of the extended absence and the program may be at risk of termination.

Absences cannot be made up if the student/family is the reason for the absence. If the absence is a result of a school closure or staffing issue, the absences will be added to the end of the school calendar year.

**Unexcused Absences:** Unexcused absences will be reported to the home district.

### C. Business Office:

Please refer all questions regarding student tuition to our business office at 253-765-8025 or [info@embracelearning.org](mailto:info@embracelearning.org)

**D. Records/Transcripts:**

Please refer all questions regarding student records and transcripts to [info@embracelearning.org](mailto:info@embracelearning.org)

**E. Student Withdrawal Procedures:**

Please call or email the office at [info@embracelearning.org](mailto:info@embracelearning.org) immediately regarding student withdrawal and we will walk you through the process.

**F. Textbooks/Equipment/Supplies:**

And textbooks, equipment and supplies are due upon withdrawal from E.L.I. Parents will be responsible for costs associated with any items not returned and records/transcripts will be held until all fees and fines have been paid.

**G. School-Community Expectations****Student Expectations:**

- To be drug, alcohol and weapon free
- To behave in a safe and orderly manner
- To maintain a safe environment in the school
- To treat all members of the school community with respect
- To follow all school rules and respect the authority of school staff
- To attend school daily and on time
- To complete assigned work to the best of one's ability, turn in assignments on time and be a contributing member of class.
- To practice responsible and honest behavior

**Staff Expectations:**

- To arrive at each class prepared to teach all students regardless of their knowledge and background.
- To provide well-planned and well-conceived instruction
- To be empathetic to the needs, concerns, and problems of each student
- To provide clear and continual feedback to students and parents
- To be kind, compassionate and inclusive
- To be mindful of the different learning styles and needs and always be of a flexible and have a growth mindset



- To keep themselves and all students safe at all times
- To be available to families and supervisors for collaboration and problem solving

## **Policies & Procedures**

### **Restraint & Isolation**

**E.L.I. is committed to being an environment as free of isolation and restraint as possible. As such we make sure all of our staff are both Right Response Certified and Ukeru Certified in de-escalation techniques to avoid and reduce incidents of restraint & isolation. Ukeru is a trauma-informed crisis training program that offers an alternative to restraint and isolation. Should an episode, for the safety of the student and/or others, require intervention that uses any type of restraint or isolation, E.L.I. will follow the guidelines posted below as stated on the State of Washington OSPI website at**

**<https://www.k12.wa.us/student-success/health-safety/school-safety-center/restraint-and-isolation>. For purposes of this policy, “District” and “School” shall also apply to “E.L.I.” If E.L.I. does not have access to any of the district reporting resources, E.L.I. will report to the home district of the student so they can fulfill the reporting requirements. E.L.I. will also report any incidents to the home district of the student in addition to reporting to OSPI.**

The Washington State Legislature appropriated funds for OSPI to monitor, and provide training, technical assistance, and other support to schools and districts to reduce the use of restraint and isolation.

HB 1240 amended RCW 28A.600.485 and expanded the prohibition of restraint and isolation to all students. It allows restraint or isolation of any student only when it's *“reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm, as defined in RCW 70.96B.010.”* The provisions of the bill apply only to incidents of restraint or isolation that occur while a student is participating in school-sponsored instruction or activities. As a result of the legislation, the data collection around incidents of restraint or isolation is neither a special education nor a discipline collection, but rather a school safety-related data collection.

## Reporting Requirements

RCW 28A.600.485 states: Any school employee, resource officer, or school security officer who uses isolation, physical restraint or mechanical restraint on a student during school-sponsored instruction or activities must inform the building administrator or designee as soon as possible; and within two (2) business days, submit a written report of the incident. The written report will include, at a minimum:

- The date and time of the incident;
- The name and job title of the individual who administered the restraint or isolation;
- A description of the activity that led to the restraint or isolation;
- The type of restraint or isolation used on the student, including the duration;
- Whether the student or staff was physically injured during the restraint or isolation incident and any medical care provided; and
- Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

The principal or designee must make a reasonable effort to verbally inform the parent or guardian within 24 hours of the incident; and must send written notification as soon as practical but postmark no later than 5 business days after the restraint or isolation occurred in the language that the school customarily provides school-related information to the parent.

RCW 28A.600.485 includes a reporting requirement for the 2016–17 school year. By January 2018, each school district is required to submit summary data to OSPI. Districts are required to report annually each school year.

For each school, the school district shall include:

1. The number of individual incidents of restraint and isolation: This number will reflect the total number of incidents requiring restraint and those requiring isolation of any student. This is an aggregation of the written reports described above.

2. **Unduplicated student counts:** The unduplicated number of any and all students, with or without either IEPs or 504 plans, who required restraint or isolation.
3. **The number of injuries to students and staff:** The number of staff with an injury(s) which resulted from the restraint and/or isolation itself. The number of students with an injury(s) which resulted from the restraint and/or isolation itself. These numbers will not include other injuries which may have resulted from the incident.
4. **The types of restraint or isolation used:** The collection tool includes a drop-down menu with possible methods of restraint and a text box to identify types or locations of isolation.

If there were no incidents requiring the use of restraint or isolation of any student in any schools within a school district, that data is also captured in the collection. Any disciplinary actions which may have followed a situation requiring restraint or isolation are reported separately through the discipline collection process.

By January 1st annually, each school district is required to summarize the written reports of restraint and isolation of any student and submit the summaries to the Office of Superintendent of Public Instruction. Within ninety days of receipt, OSPI is required to publish the summary data on its website. For this collection, the district shall report the following data for each school:

- Number of individual incidents of restraint and isolation,
- Number of students involved in the incidents,
- Number of injuries to students and staff,
- Types of restraint or isolation used.

*Beginning with the 2019-2020 school year, the restraint and isolation application in EDS is closed and no longer used. All restraint and isolation data captured in a district student information system is submitted to OSPI in submissions to CEDARS Restraint and Isolation File (S).*

**Confidentiality/Record Keeping**

E.L.I. follows all FERPA and HIPAA compliance to keep student and employee records confidential and to ensure the privacy of all. All employees of E.L.I. are FERPA and HIPAA trained by our staff and required to get FERPA and HIPAA trained.

All records are maintained in secured, locked storage cabinets as well as online 2 factor authentication electronic locations. E.L.I. uses Parchment to store transcripts so that transcripts are accessible without expiration for all students of E.L.I. You may also request a transcript at [info@embracelearning.org](mailto:info@embracelearning.org). Records will be available at student or guardian request for currently enrolled students, free of charge within 2 weeks of the end of each semester. Previously enrolled students, who have attended in the last 5 years, may request transcripts and can expect a 1-2 week turn around, for an administrative fee of \$25 for every request, and an additional \$2.00 per additional official copy after the first official copy. Students who have attended more than 5 years ago will have their records archived and can expect a 4-6 week turn around for access as well as an administrative fee of \$25 for every request and an additional \$2.00 per additional official copy after the first official copy.

### **Public Records Requests**

We will respond to all Public Records Requests for NPA students, through the district in which the services were provided. As a private contractor for School Districts, we provide all records to the districts that contract with us and all Public Records Requests should be made to the appropriately identified district. All

Public Records requests will incur an originating administrative cost of \$25 per request with a \$.10 per page cost and will only be available via electronic format after the fee is paid.