



EMBRACE LEARNING INSTITUTE

EST. 2022

E.L.I.

Student/Family Handbook

(253) 765-8025

embracelearning.org

Embrace Learning Institute, LLC

(E.L.I.)

E.L.I. School Hours

Hours: 8:00 am to 2:00 pm

Days: Monday, Tuesday, Thursday & Friday

Hours: 8:00 am to 1:00 pm

Days: Wednesday

Serving the Greater Puget Sound Area

Dear E.L.I. Students & Families,

On behalf of the entire E.L.I. staff, welcome! We are excited you've selected our school and we are committed to making your time with us the highlight of your academic experience.

E.L.I. is a different kind of school. Our programs provide flexibility and customization that a more traditional school environment is unable to offer.

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 school experience!

Sincerely,

E.L.I. Staff

Mission

At E.L.I. our mission 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, led by Special Education Certificated Staff. 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 also take matching up the teacher and student very seriously. It is imperative that there is an excellent personality match. Our goal is to develop a mentorship relationship between student and teacher. We consistently find that students who have a strong connection with their instructor thrive, not just academically, but emotionally and psychologically too.

Administration and Office Staff Contacts

Office Phone: 253-765-8025 (info@embracelearning.org)

Executive Team:

Executive Director

Jennifer Stuckey (jennifer@embracelearning.org)

Safety & Operations Director

Kevin Stuckey (kevin@embracelearning.org)

Special Education Director

Naomi Fenton (naomi@embracelearning.org)

Operations:

Risk Manager/School Security

Justin Patterson (justin.patterson@embracelearning.org)

Facilities Manager

Tyler Farhner (tyler@embracelearning.org)

Administration:

Administrative Directors

Tyler Delgado, Bellevue Campus (tyler.delgado@embracelearning.org)

Jillian Patterson, Sumner & Tacoma Campus (jillian.patterson@embracelearning.org)

Education:

Special Education Program Manager

John Huyghue (john.huyghue@embracelearning.org)

Upper School School Educational Program Leads

Hannah Stohr, Special Education Teacher (hannah.stohr@embracelearning.org),
Samantha Grabski-Wilson, General Education Teacher
(samantha.grabski-wilson@embracelearning.org)

Middle School School Educational Program Lead

Ashley McCarver (ashley.mccarver@embracelearning.org)

Lower School Educational Program Lead

Kelsey Stewart (kelsey.stewart@embracelearning.org)

BESS (Behavioral & Educational Support Specialist)

Allison Sullivan, Chelsea Hunter, Chase Scott, Xavier Toney, Eric Kendziora, Cameron
Brophy (SPED Cert), Kierston Huato, Ade Turner (SPED Cert), Jordan Fragoso

MHEBS (Mental Health, Educational & Behavior Specialist)

Jess Elszy, Sophia Sherman, Gabriella Guerrero

3 Campuses to Serve Students from Olympia to Everett

Grades 2 - 12

Bellevue Campus (Grades 4 - 12)

655 - 156th Avenue SE, Suite 300

Bellevue, WA 98007

425-200-4250

Tacoma Campus (Grades 6-12)

621 Pacific Ave, Suite 14

Tacoma, WA 98204

253.234.4122

Sumner Campus (Grades 2 - 5)

6021 Parker Rd E

Sumner, WA 98390

253-234-4123

Individual instruction, tutoring and private programs on individual basis

Instruction

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. Our schools offer micro classrooms of 3-9 students, 2:1, 1:1 and custom programs to meet the needs of every learner.

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 available at an additional cost and we can help you find testing such as SAT, ACT and other types of testing that a student deems appropriate.

General Information

A. Supervision:

In classroom instruction, we provide a minimum of 2 staff to 9 students. At times, it may be necessary to have more staff due to individual needs which are assessed at registration and as programming continues. We frequently have additional staff in the building and can provide for very close supervision at all times, as necessary. When staffing is short, we have additional substitute staff to cover for supervision. For in-home instruction

it is necessary for a parent or agreed upon 3rd party to be in the home where the instruction will take place. Oftentimes students will also have a specific 1:1 BESS or MHEBS with them to assist in their individual needs which are provided as needed.

B. Excused Absences:

Attendance is taken daily. A student may be excused from a class if an email, phone call or note is provided to info@embracelearning.org or by calling 253-765-8025 and leaving a message. Parents/Guardians are required to notify the school of any absence and a reason for the absence.

Unexcused Absences: If a parent/guardian does not contact the school and give a reason for an absence, the absence will be marked unexcused. Unexcused absences will be reported to the home district. After 10 consecutive days of absence, the family and an 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, the family and the 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.

C Business Office:

Please refer all questions regarding student tuition to our business offices 253-765-8025 or accounting@embracelearning.org

D. Records/Transcripts:

Please refer all questions regarding student records and transcripts to Registration Manager at registration@embracelearning.org

E. Student Withdrawal Procedures:

Please call the office 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. Families are responsible for any damage that occurs on school property as a result of their student's behavior.

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

Field Trips, PE & General Outings

E.L.I. puts a high value on learning happening not only in the classroom, but in the community. Our students and staff leave campus daily for walks, close by field trips and to participate in physical education activities (to parks, gyms, stores, etc). We stay close by our site and either walk or use public transportation and never use private vehicles. Supervision is at least one adult to every 10 students, with a minimum of 2 adults to any outing. All emergency information, health forms, and a first aid kit accompanies every group in case of emergency and our safety and operations team are always made aware of where and when any group is going. In case of a bigger field trip (museums, special events, etc.), a field trip permission form specific for that event is distributed ahead of time and must be returned to the school before a student can participate. All students at E.L.I. are required to participate in the regular and daily outings and physical activities that are close to the campus.

Restraint & Isolation

E.L.I. is committed to being an environment as free of isolation and restraint as possible. As such we make sure our staff are Right Response Certified in de-escalation techniques to avoid and reduce incidents of restraint & isolation. Additionally, our staff is trained in Ukeru which is a trauma informed de-escalation technique. We also have Certified Crisis Intervention Trained personnel for any incident that requires crisis intervention training. 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 before working with students.

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. Records will be available at student or guardian request with 10 business days for current students. Former students will have their records archived and can expect the records between 4-6 weeks after the request is made.

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.

Sample Daily Schedules

Lower School Example

8:00 am - Welcome In/Arrivals

8:20 am - Morning Work

8:45 am - Prizes from previous day, move game pieces

9:00 am - Morning Math

9:30 am - PE - offsite

10:30 am - Lunch

11:00 am - ELA

11:30 am - Science

12:00 pm - Snack

12:20 pm - Reading

1:00 pm - Math

1:30 pm - Choice Time

2:00 pm - Pack & Stack/Time to go home!

Upper School Daily Schedule Example

8:00 am - Welcome In/Arrival

8:15 am - ELA (T/Th) - STEM (M/W/F)

9:15 am - break

9:45 am - Social Studies (T/Th) - STEM (M/W/F)

10:45 am - Lunch

11:15 am - PE - offsite

12:30 pm - Project Based Studies & Continuation of morning work (offsite or onsite)

1:30 pm - Social Emotional Skills

2:00 pm - Pack up and head home!



Religious-Related Activities and Practices

Embrace Learning Institute recognizes that views and opinions regarding the relationship of the schools and religion are diverse. While community opinions are important in shaping policy, Embrace Learning Institute must give primary credence to the United States and Washington State constitutions, state law and the decisions made by the respective courts when establishing guidelines for making decisions regarding religious-related activities and practices. Embrace Learning Institute further accepts the declaration of the State Board of Education that “all students . . . possess the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence.” To this end, Embrace Learning Institute establishes the following guidelines to preserve the constitutional rights of all students:

A. Instruction about religious matters and/or using religious materials will be conducted in an objective, neutral, non-devotional manner and will serve a secular educational purpose. History, sociology, literature, the arts and other disciplines taught in school may have a religious dimension. Study of these disciplines, including the religious dimension, will give neither preferential nor disparaging treatment to any single religion or to religion in general and must not be introduced or utilized for devotional purposes. Criteria used to guide academic inquiry in the study of religion will seek the same neutrality, objectivity and educational effectiveness expected in other areas of the curriculum. In addition, materials and activities should be sensitive to America's pluralistic society and should educate rather than indoctrinate. Instructional activities should meet the three-part test established and used by the U.S. Supreme Court to determine constitutionality:

- (1) the activity must have a secular purpose;
- (2) the activity's principal or primary effect must be one that neither advances nor inhibits religion; and

(3) the activity must not excessively involve the school in religion.

This constitutional restriction does not preclude a student from expressing his/her views relative to belief or non-belief about a religious-related issue in compositions, reports, music, art, debate and classroom discussion, when consistent with the assignment. All religious-related instructional materials and/or activities must relate to secular student learning goals or standards. Staff will avoid assigning work that emphasizes the religious aspects of a holiday. Individual students should be allowed, at their own direction, to use religious personages, events or symbols as a vehicle for artistic expression, if consistent with the assignment. State law prohibits staff from requiring that students reveal, analyze or critique their religious beliefs, from grading academic work on its religious expression if any, from censoring or imposing consequences on students who engage in religious expression in accordance with the law, or from imposing the religious beliefs of the staff member on students. Factual and objective teaching about religion and the impact of religion and religious based ideas and ideals will not equate religion and morality by suggesting that religious convictions or sanctions are the only basis of moral principles and behavior.

B. A student may decline to participate in a school activity that is contrary to his/her religious convictions.

C. If non curriculum-related student groups are permitted to meet on school premises immediately before or after school hours, students will be permitted to meet to discuss religious, political, philosophical or other issues provided such group meetings are Page 2 of 3 Policy No. 2340 Instruction student-initiated and student-managed in compliance with Board Policy 2153, Noncurriculum Related Student Groups.

D. Religious groups may rent school facilities under the policy providing for facilities rental. Activities of such groups will be clearly separated from school sponsored activities so that the school district does not support or appear to support the establishment of religion.

E. A student may distribute religious literature under the same conditions that other literature may be distributed on the campus provided that such distribution does not intrude on the operation of the school.

F. Material and/or announcements promoting religion may not be distributed by nonstudents or on behalf of groups or individuals who are not students.

G. Religious services, programs or assemblies will not be conducted in school facilities during school hours or in connection with any school sponsored or school related activity. Speakers and/or programs that convey a religious or devotional message are prohibited. This restriction does not preclude the presentation of choral or musical assemblies which may use religious music or literature as a part of the program or assembly.

H. Musical, artistic and dramatic presentations which have a religious theme may be included in course work and programs on the basis of their particular artistic and educational value or traditional secular usage. They will be presented in a neutral, non devotional manner, be related to the objective of the instructional program, and be accompanied by comparable artistic works of a nonreligious nature. Since a variety of activities is included as part of a holiday theme, care must be exercised to focus on the historical and secular aspects of the holiday rather than its devotional meanings. Music programs will not use the religious aspect of a holiday as the underlying message or theme. Pageants, plays and other dramatic activities will not be used to convey religious messages. Religious symbols such as nativity scenes, if used, will be displayed in conjunction with a variety of secular holiday symbols so that the total presentation emphasizes the cultural rather than religious significance of the holiday.

I. A student, upon the request of a parent, may be excused (as an excused absence) to participate in religious instruction for a portion of a school day provided the activity is not conducted on school property. (Credit will not be granted for such instruction.)

J. Upon receipt of a parent(s) request, a student will be excused from attending school in observance of a religious holiday.

K. Students may wear religious attire or symbols provided they are not materially and substantially disruptive to the educational process.

L. As a matter of individual liberty, a student may of his/her own volition engage in private, non-disruptive prayer at any time not in conflict with learning activities.

School staff will neither encourage, nor discourage a student from engaging in non-disruptive oral or silent prayer or any other form of devotional activity.

M. Commencement exercises will be free from sectarian influence, including invocations and benedictions.

N. There will be no school sponsorship of baccalaureate services. Interested parents and students may plan and organize baccalaureate exercises provided that the service is not promoted through the school and staff, and student participation is voluntary. Students, parents and staff who are aggrieved by practices or activities conducted in the school or district may register their concern with the building principal or district superintendent

Non-Discrimination

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. The following employees are designated to handle questions and complaints of alleged discrimination:

Jennifer Stuckey, Executive Director, 253-765-8002 or jennifer@embracelearning.org

Naomi Fenton, Special Education Director, 253-765-8014 or naomi@embracelearning.org

