

2017-2018 HANDBOOK



E. H. MOTT
Learning Center

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“He who opens a school door, closes a prison.”

Victor Hugo

Introduction and Welcome

Welcome to E. H. Mott Learning Center! It is with honor and great pleasure that I greet you and introduce the start of our 2017-2018 academic year. Whether you are new to our learning center or returning, I am excited you chose us!

As a 501(c)3 non-profit, private learning center, it is our hope to provide a safe, nurturing and creative learning environment for learners, parents, staff and all who are affiliated with our team.

As the school administrator, I firmly believe education involves creativity, and that it is essential to teach learners the necessary subjects and skills from an emotionally intelligent perspective so that they may become all that they are intended to be.

I am very thankful that you as parents are committed to providing your learner(s) a quality education and are willing to make the sacrifices necessary to transform your learner's mind, heart and spirit.

We at E. H. Mott Learning Center promise to partner with you to give your learner “a new path” to a fair and equitable education that emphasizes their innate knowledge, skills and abilities. Our mission is to equip learners to be lovers of learning, to emulate good character, purpose and potential so that they may truly be inspired to achieve their desired life goals and dreams. With these ends in mind, we earnestly request your support that we might accomplish all we can for your learner and you.

The purpose of this handbook is to give you an overview of our policies, procedures and curriculum. We hope it will answer your questions and give you a clear picture of what to expect as your learner begins a new and promising year.

Carmen M. Hamer
Learning Center Administrator

Dedication

Eudeen Hamer – Mott began working as a professional educator in 1974. Her first assignment was at Edison Middle School in Gary, Indiana (1974 to 1978). She relocated to Florida working in Broward County Public School (1981 - 1990); Orange County Public Schools (1990-2010). For her exemplary dedication and professionalism, she was saluted as "Teacher of the Year", Banyan Elementary School, 1983-84; "Teacher of the Year", Windermere Elementary School, 1992-93); and while at Lakeville Elementary School, she was the recipient of the Disney's "Teacherrific Award" in 1993 and again in 2000, along with several other phenomenal educators, for their spotlighted railroad museum. After more than 26 years of molding and mending minds, Mrs. Mott retired while serving at Wolf Lake Elementary School in Apopka. She passed away on August 8, 2014, at the age of 66, from health complications. *E. H. Mott Learning Center is dedicated in her memory.*

Educational Philosophy

At E. H. Mott Learning Center, we believe to be most effective, we must create a safe environment that is interactive and collaborative; and that promotes problem-solving and critical thinking skills. It is our wish that each learner observes the E. H. Mott Learning Center to be a welcoming environment as it accommodates a variety of learning styles and needs that encourages learners to present their individuals challenges and the challenges of others, without fear of ridicule. Each learner will have a voice, a face and a place at E. H. Mott Learning Center. We will offer the benefit of peer-to-peer learning by enriching their environment through personal experiences and knowledge and by integrating new knowledge into practice. We promote independent thinking as it is essential for each learner to take what he/she learns at E. H. Mott Learning Center, and apply it to real-life situations.

Therefore, we challenge each learner, parent and support staff to make our learning institution an arena for developing positive attitudes towards learning and achieving positive outcomes.

Instructional and Specialized Systems of Support

At E. H. Mott Learning Center, we provide an array of exceptional programs and services that identify and expound on the natural cycles of cause and effect that make up systems; and help learners and their families address barriers to learning and to support the educational process.

Systems-thinking is the fundamental rationale for all of our learning strategies and behavior interventions. This disciplined and holistic approach to learning is a powerful problem-solving way that can help learners, parents and staff alike achieve universal success. We integrate a diverse body of rational and creative methods, principles and practices to navigate through our learning process. Learners are viewed as elements of various systems; therefore, we have adopted a new pathway to learning in which we recognize that a learner's growth and development occurs across several interrelated yet distinct domains, including but not limited to: physical, social, emotional, cognitive and moral. This creates a learning environment conducive to revealing each learner's natural talents and abilities and expanding his/her personal capacity to create the results desired, by the learner and his/her supporters.

Our focus is on inspiring learners who are impacted by psychosocial limitations, to become advocates of their own success by developing their skills and talents in multiple areas.

Our objective is to motivate learners who have emotional, social, behavioral or academic limitations to improve their outlook on life by improving their skills and their way of thinking about how they learn, what they learn, and why learning is important.

Our programs and services incorporate diverse activities that will help learners develop leadership capabilities and use more affective thinking in pursuing goals while decreasing their desire to engage in disruptive activities that negatively impact their social interactions

and academic achievements. Thus, our learning environment is mutually beneficial and involves the sharing of knowledge, ideas and experiences.

Instructional Strategies

Our learning environment presents a much more individualized and hands-on approach aimed at personalizing each learner's educational experience based on their strengths and weaknesses. A differentiated approach to instruction is used to gear learners towards building academic, social, emotional, physical and behavioral skills. Learners acquire a great deal by engaging in activities in which they can learn from various forms of instruction, which include:

Direct Instruction (DI) – staff led and involves explicit teaching; practice and drills; development of step-by-step skills; and actively involves learners in knowledge construction.

Interactive Instruction (II) – learner to learner sharing and discussion; learners engage in activities in which they can learn from their peers. They develop skills in organizing and planning, giving and receiving feedback and evaluating their own learning.

Collaborative Instruction (CI) – led by a select group of specialized providers offering a continuum of supportive programs and services that focus on prevention and intervention for academic, behavioral, mental and physical health needs and is responsive to the diverse academic, emotional, behavioral and developmental needs of learners. Our network includes, but will not be limited to: parent-learner activities; speech and language support; counseling; specialized therapies; positive behavior support; behavior analysis; and other support services through Orange County Public Schools.

Individualized Online Instruction (IOI) – purposefully targeted to foster the development of individual learner initiative, self-reliance, and self-improvement. Online activities and exercises gives each learner

considerably more practice and encourages them to take responsibility for their own learning.

Classroom Organization

Our approach to teaching and learning is grounded in research and is designed to promote optimal learning and development.

Best practices across grade levels involve balancing a learner's need for focused instruction with their need to build on what they already know. Learners benefit from concrete hands-on experiences and integrated classrooms and curriculums that help to foster connections between concepts and areas of learning; but also makes learning fun.

Classrooms are organized in the following manner:

<u>Primary</u>	<u>Intermediate</u>	<u>Secondary</u>
Kindergarten	Third - Fifth	Sixth - Eighth
First-Second		Ninth - Twelfth

In good practice, daily activities are aligned by specific time blocks for specific skill and concept study. Our alignment of activities offers learners time to apply what they've learned, making gains in various domains. (*See Attachment A, 2017-2018 Daily Schedule – All Grades*)

Creative and Innovative Practices

Quality programs and services respond to the needs of each individual learner and their support systems. Learners at all levels are exposed to a variety of methods and strategies to support learner strengths and address their needs by:

- a. Allowing learners to move around the classroom as long as they do not disrupt learning.
- b. Providing access to nutritional food and water during the day.
- c. Recognizing emotional changes as normal.
- d. Teaching learners how to accept self and others.
- e. Encouraging abstract thought.
- f. Providing interesting, challenging curriculum.
- g. Giving learners practice in planning.

- h. Supporting and encouraging new social awareness.
- i. Building positive relationships at home, school and in the community.

E. H. Mott Learning Center's new path to learning involves programs and services that are inclusive and effective in guiding learners with or without a disability. Combining models and strategies equips staff with the knowledge, skills and abilities to motivate learners, enhance learner performance and learning outcomes. Through active learning, learners are afforded the opportunity to engage in the learning process by connecting to content through movement, reflection, or discussion. Such opportunities make them the center of the learning process and motivate initiative to learn. The path laid out is key to helping learners to be able to change, adapt, create, and overcome any obstacle put in his/her path and to do so at will.

Mostly, the theories and practices introduced will produce benefits to enhance:

- a. Learning deficits.
- b. Cognitive deficits.
- c. Social interaction deficits.
- d. Study skills deficits.
- e. Motivation deficits.
- f. Organization deficits.

E. H. Mott Learning Center provides learners access to comprehensive services to foster healthy physical, social, emotional, and intellectual development.

1. Staff foster curiosity, creativity, and the development of social skills in a structured and supportive environment. Activity Coaches:
 - o Enhance competency-based learning by using a wide variety of instructional strategies and technology.
 - o Incorporate well-developed procedures and routines for effective classroom management.
 - o Facilitate learning by deliberately teaching study and organizational skills.

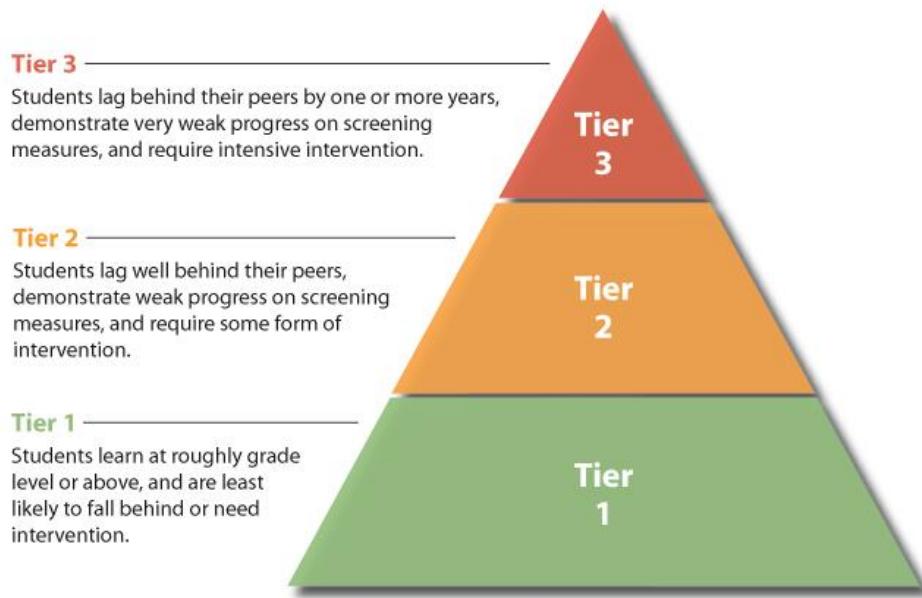
2. Integrate creative activities in the lessons (e.g., current technologies, visual and performing arts, etc.).
3. The curriculum is both socially significant and relevant to the personal and career interests of all learners.
 - Learners talk about daily issues in their own lives, their community, and their world.
 - Learners take action, make informed choices, work collaboratively and learn to resolve conflicts.
4. Staff use an interdisciplinary approach to reinforce important concepts and skills and address real-world problems.
5. Students are provided multiple opportunities to explore a rich variety of topics and interests in order to develop their identity, learn about their strengths, discover and demonstrate their own competence, and plan for their future.
6. All students have opportunities for expressing a voice—posing questions, reflecting on experiences, and participating in decisions and leadership activities.
7. Staff develop alliances with families and specialized service providers to enhance and support the well-being of each learner.
8. Staff provide all learners with opportunities to develop a sense of social responsibility by using the community as a classroom.
9. Programs and services are age-appropriate and provide co-curricular activities to foster social skills and character and to develop interests beyond the classroom environment.

Multi-Tiered Support Services

Learning supports are the resources, strategies and practices that enable learners to be engaged. Our learning supports are designed to enable learning by decreasing the challenges that interfere with a learner's effectiveness in engaging with instruction.

Examples of learning supports include, but are certainly not limited to: a structured, but positive learning environment; diverse staff support; appropriate planning time; specialized equipment; pacing of instruction; assorted presentation of subject matter; assignment modifications; assessment and testing adaptations; emphasizing self-management skills; and ensuring appropriate staff training and development.

Learning supports are implemented at three (3) levels to ensure efficient allocation of resources and maximize effectiveness via integration with academic and behavioral instruction and interventions, outlined below:



Fostering Learner Engagement

Learner engagement is necessary for learners to reach their learning goals. Learner engagement represents the amount of time and effort learners spend on educationally purposeful activities and is facilitated through partnerships who allocate resources and make recommendations for other learning opportunities to get learners to participate in activities that are linked to increase positive learner outcomes.

With effective and supportive partnerships, various professionals contribute both directly and indirectly to all dimensions of engagement by serving on teams that work collaboratively to implement continuous academic and behavioral improvement by removing barriers to learning.

A select group of specialized providers offer a continuum of supportive programs and services that focus on prevention and intervention for academic, behavioral, mental and physical health needs and is responsive to the diverse and developmental needs of all learners at the E. H. Mott Learning Center. Some of the critical functions provided to support learner success include the following:

- Working with the administrator and staff to develop a positive school climate, effective behavior management and positive social-emotional well-being.
- Facilitating collaborative, data-based problem solving as members of school-based teams, with essential skills in data collection and analysis, problem solving/hypothesis development, intervention planning, design, implementation and group processes in order to more effectively engage learners.
- Conducting initial (screening, baseline), formative (progress monitoring, diagnostic) and summative assessments in both academic and behavioral domains that support effective instruction and learning so that data are used to plan instruction that engages students.
- Fostering collaboration among teams that include parents, general and special education professionals, administrators and community representatives.

Career Education and Planning

E. H. Mott Learning Center is committed to helping learners develop work-readiness, career exploration, and post-graduation plans. Learners need to be prepared for life after high school. Career education and planning help learners acquire skills that will make them competitive in the marketplace. We prepare learners to transition to college, vocational training, or entry level employment. All paths are viewed as a bridge to economic opportunity, self-sufficiency and future progress.

Curriculum Overview

E. H. Mott Learning Center uses The **CONNECTIONS** Curriculum in a variety of ways based on learner needs and staff preference. Several models are described below. Staff will determine the most effective method of incorporation for their focus area.

There are two components included in **CONNECTIONS**.

1. Classroom activities
2. Community experiences

The community experiences reinforce and expand the learning that is contained in the classroom activities. The community component is an integral part of assisting learners in understanding why they have to learn academics. It also promotes positive relationships with the community and expands the learners' career awareness. The community component will be carefully planned with the learning center administrator, staff, parents, and other pertinent providers.

Connections is a practical and relevant instructional program developed and piloted in Jefferson County, Colorado. It was funded by the Colorado Department of Education, Office of Special Education, and is specifically designed for elementary aged learners, however, in order to create an inclusive learning environment throughout our campus, learners at all levels will use this format to form their "work personalities" and develop important pre-vocational and affective skills.

The purpose of the Connections program is to give learners early opportunities for community-work awareness. The program is designed to teach the necessary skills for successful transition to the workforce, ultimate independent living, and healthy adult adjustment.

By offering instructional activities in personal and social skills, reading, writing and mathematics, and beginning occupational skills, Connections provides the foundation for an appropriate education in career development and planning. The active, meaningful partnerships with parents, employers and the community fostered through the program allows Connections to interface education with work and thus promote learners' functioning as independent citizens in our world.

The Instructional goals of the Connections program are:

1. to incorporate life management skills into our curriculum;
2. to expose learners to a variety of occupations;
3. to introduce and teach social skills for personal interaction;
4. to develop parent-school-community relationships.

Learner performance goals addressed through Connections include:

1. initiating learner understanding of the correlation between basic academic skills and on-the-job performance;
2. helping learners recognize the multiple skills essential for future employment success;
3. developing social, academic and communication skills for the future job market;
4. developing community partnerships.

Program Components

All learners will participate in three (3) major components of the career education which are:

Career Development - the development process of gaining awareness of why people work and the many occupations available, as well as an exploration of a variety of occupations to determine which careers might best meet an individual's abilities, interests and values.

Independent Living - the development of self-confidence and the acquisition of necessary skills to allow the individual as an adult to live independently without supervision.

Personal Management - possessing and demonstrating intra- and inter-personal skills that allow an individual to participate socially and cooperatively in school and society.

All learners will complete three (3) phases during an academic year:

Phase 1: Career Development and Awareness

Objectives:

1. develop basic skills;
2. develop learner recognition of the personal and social significance of work;

3. help each learner to become aware of himself/herself as an individual and as a group member;
4. develop learner awareness of an array of occupations and career interests;
5. improve overall learner performance by unifying and focusing basic subjects around a career development theme.

Tasks that should be accomplished include:

1. developing an awareness of self;
2. acquiring a sense of control over one's life;
3. identifying with workers;
4. acquiring knowledge about workers;
5. acquiring interpersonal skills;
6. presenting oneself objectively'
7. acquiring respect for other people and the work they do.

This is the stage where learners should begin to learn about themselves. They learn about their likes, dislikes, limitations, abilities, and needs. Occupational vocabulary should be introduced during this phase. For example, specific occupations (firefighter, librarian, doctor, Activity Coach, pilot), occupational roles, (boss, worker, principal) and occupational instructions (e.g., call, open, turn, stop, clean, build) can be introduced.

Phase 2: Career Orientation

Objectives:

1. provide greater exposure to all levels of occupations;
2. provide real life experiences through both field trips to business and industry and presentations by guest speakers;
3. further develop basic skills.

Tasks that should be accomplished include:

1. developing a positive self-concept;
2. acquiring the discipline of work;
3. identifying the concept of work as a valued institution;
4. increasing knowledge about workers;
5. increasing interpersonal skills;
6. increasing ability to present oneself objectively.

Phase 3: Career Exploration

Objectives:

1. provide opportunities to explore the world of work with simulated and hands-on experiences;
2. provide activities involving materials, tools, processes, and personal relationships consistent with career opportunities;
3. assist individuals, in establishing more realistic career goals to pursue in the career preparation phase;
4. provide experiences that allow exploration of work values and personal values in relationship to specific jobs.

Tasks that should be accomplished include:

1. clarifying self-concept;
2. assuming responsibility for career planning;
3. formulating tentative career goals;
4. acquiring knowledge of occupations, work settings and lifestyles;
5. acquiring knowledge of educational and vocational resources;
6. developing an awareness of the decision making process;
7. acquiring a sense of independence.

Ultimately, the goal of the exploration stage is to expose the learners to a wide variety of occupational possibilities from which they may choose an area of interest which will result in a personal, occupational focus. It

is important that the learner is provided with adequate information so that this focus can be developed.

Registration

Registration at E. H. Mott Learning Center for the 2017-2018 learning center year begins September 5, 2017. Forms needed for enrollment include:

- Enrollment Application
- Emergency Contact and Medical Information Form
- Media Release Form
- Medications Permission Form
- Parent Volunteer Agreement
- Tuition and Fees Contract

You may register your learner(s) by signing a new contract, completing the registration forms, and providing proof of a qualifying Florida State Scholarship Award. All signed contracts, registrations forms, and checks must be given to the learning center administrator by the specified due date. All contracts and chosen tuition payments are subject to approval by the learning center administrator. Siblings will be honored with a preferred status over new learners if they also register by the established due date.

Upon notification that your learner has been accepted into our program, tuition payments must be in accordance with the respective state scholarship guidelines. The learning center administrator may agree to an alternative form of payment for learners who do not have an approved scholarship. If a scholarship award is less than the total amount of tuition and fees due, parents will be expected to cover any remaining balances through volunteerism.

To reserve a place on the waiting list prior to open enrollment, a prospective new or returning learner must submit an enrollment packet, along with an award letter from a qualifying Florida State Scholarship program.

Tuition and Fees

E. H. Mott Learning Center accepts John M. McKay Scholarships for learners with disabilities. The deadlines for intent filing, private school enrollment, and quarterly payments are set by Florida State Statutes. For more information on the McKay Scholarship payment schedule go to <http://www.fl DOE.org/schools/school-choice/k-12-scholarship-programs/mckay/calendars.shtml>. Other Florida State funded scholarships that are accepted are the Florida Tax Credit (Income-based) and the Gardiner (Special Needs). For more information on these scholarships go to <https://www.stepupforstudents.org/>.

2017 – 2018 Tuition and Fees Schedule

Grade Level	Registration Fee	Enrollment Fee	Assessment Fee	Tuition	Total
Kindergarten	\$110.00	\$877.00	\$100.00	\$5255.00	\$6342.00
Primary (1 – 2)	\$110.00	\$877.00	\$100.00	\$5255.00	\$6342.00
Intermediate (3 – 5)	\$110.00	\$877.00	\$100.00	\$5255.00	\$6342.00
Secondary 6 – 8	\$110.00	\$977.00	\$100.00	\$5444.00	\$6631.00
Secondary 9 -12	\$110.00	\$977.00	\$100.00	\$5732.00	\$6919.00

Policies and Procedures (From A – Z)

The information provided in this handbook is designed to help insure smooth operation of all learning center affairs and activities and to foster peace and harmony in parent, staff, and learner relationships. Please read and commit yourself and your learner to adhere to the guidelines communicated herein. If the need arises, E. H. Mott Learning Center reserves the right to change any policy or procedure at any time at its sole discretion.

Arrival and Departure

Parents are required to make transportation arrangements to and from school, until a definitive list of authorized transportation providers is established and approved by the learning center administrator.

Learning center activities begin promptly at 8:45 a.m. and end at 3:00 p.m. It is advisable for learners to arrive by 8:35 a.m. Learners will be dismissed at 3:00 p.m.

Parents will be properly notified before official transportation services begin. Until that time, learners will be released only to a parent or an authorized person, unless a written notice to the contrary has been received. Any changes to arranged transportation must be made in advance. Notification to the learning center by phone is not acceptable, except in an emergency.

Assessments

Assessments and tests are required at E. H. Mott Learning Center and are given throughout the academic year. For our purpose, assessments and tests refer to the collection of data through the use of multiple measures, including standardized and informal instruments and procedures. These measures yield comprehensive quantitative and qualitative data about an individual learner. Assessment and test results will be used to determine the extent of a specific learning disability; to measure learner progress; and to develop an individualized Progress Plan (IPP).

Attendance

Learners enrolled at E. H. Mott Learning Center are expected to attend school in accordance with the Florida Department of Education regulations. Any period a learner is not present shall constitute an absence, except for allowable circumstances, described below:

- Personal illness
- Family emergencies
- Doctor appointments
- Appearances in court when required by law
- Religious observances
- Dental appointments

In order for an excused absence to be valid, parents must send a written note with the learner when the learner returns to school. This note should have the date, name of learner, reason for absence and the parent or guardian's signature & contact phone number. Additionally, a phone conversation with the attendance secretary will also serve as valid notice.

Learners who need to leave school early for medical, personal or other legitimate reasons must bring a note to the attendance office for approval or have a phone call to the office from the parent/guardian.

In general, learners will have opportunities to make-up class work and other assignments missed due to excused absences.

It is important that parents teach their students the value and importance of regular and on-time attendance. The learning center's responsibility is to join with parents in teaching learners the value and importance of regular attendance. Through these combined efforts we hope to instill lifelong constructive attendance habits and attitudes that carry over to college and the workplace.

A learner with repeated absences without good cause will be subject to a behavioral intervention.

Before or After School Activities

From time to time, learners may need to arrive early or stay after dismissal. When this occurs, parents will be expected to come to the learning center at the time designated by the appropriate learning center staff or service provider. Learners must be picked up at the scheduled time. Learners are not permitted to return to the learning center after dismissal time without permission.

Parents are discouraged from bringing their learner(s) back later to pick up homework, books, or assignments. However, if returning is necessary, parents must accompany their learner(s).

Please encourage your learner(s) to be prepared at dismissal time with everything he/she needs to complete his/her homework assignments.

Birthdays and/or Other Non-Center Sponsored Events

Birthday parties or other celebrations during learning center hours are not permitted. Certain celebratory activities will be planned, coordinated and executed by learning center staff, or as approved by the learning center administrator.

Books and Supplies

Tuition and fees provide for most learning center books and supplies.

Calendar

Each month during the year a calendar of events will be available on the learning center's website for your information. Any calendar is subject to change, whether it is on the website or is sent home in printed form. Be advised that the published learning center calendar may be subject to minor changes due to learning center closures for weather or other problems. Such "adverse weather days" may be added to the end of the year or taken during scheduled holidays. A listing of holidays may be found on the list of important dates at the end of this handbook. **The first day of the 2017-2018 term is Tuesday, September 5, 2017.** (See Attachment B for the 2017 – 2018 Calendar).

Child Abuse and Neglect Reporting

In cases where staff or volunteers observe, have actual knowledge of, or reasonably suspect child abuse or neglect, at the learning center or within the home, it is the policy of E. H. Mott Learning Center that concerns are promptly reported to the learning center administrator and the appropriate external officials.

Classroom Assignments

Assignment to classes will be determined by the learning center administrator, who reserves the right to reassign learners, if necessary. Assignment by the learning center administrator is final.

E. H. Mott Learning Center hires staff who are committed and qualified so that regardless of your learner's classroom assignment, he/she will have a quality educational experience.

Confidentiality and Release of Learner Information

Under FERPA, and the E. H. Mott Learning Center policies, learner records and data will be responsibly maintained.

Learner information is highly confidential. It is made available to other service providers under a provision of the law that permits disclosure to "persons affiliated with the learning center and who have been determined by the learning center administrator to have legitimate educational interest."

Learners have the right to inspect, review, restrict and challenge the information contained in their learner file. Legislation and policies provide legal provisions and protections prohibiting the release of personal information to anyone other than legally-authorized persons without the consent of the parent, guardian, or learner.

Learners have the responsibility to: provide the learning center with any information that could be useful in making appropriate educational decisions

Only the Learning Center Administrator may authorize the release of information to those individuals or agencies who are working for the benefit of the learner.

Contacting Other Parents

Parents are not permitted to hand out flyers or send messages through the learning center for personal or business reasons. Learner addresses and phone numbers are confidential and will not be given to other learners or parents by staff or volunteers.

Contract Approval

Approval of each learner's contract is not automatic but is based upon space availability, the learner's past behavior, academic achievement, attendance, and parental support, including completion of volunteer hours and training sessions.

Parents agree to abide by the provisions of the contract. Contracts may be denied due to incomplete application and enrollment information.

Dress Code

It is the desire of E. H. Mott Learning Center to maintain an appropriate educational environment, where modesty, neatness, and cleanliness are essential. Clothing and/or hairstyles that distract from the educational process or that draw attention are not appropriate. Dress standards are part of all work places and are a way for all to demonstrate positive leadership. Parents are expected to monitor their learner's dress, until appropriate uniforms have been discussed and approved.

Drugs, Alcohol and Tobacco

E. H. Mott Learning Center is a drug free zone; therefore, drugs, alcohol and tobacco are not permitted in the buildings or on the grounds **at any time.**

Field Experiences

All field trips and community excursions will be taken as extensions of classroom learning activities. Supervision is the responsibility of staff member(s) sponsoring the activity. Our practice is to only endorse field trips and community outings that are directly related to the instructional program and designated as a segment of the division or grade level's ongoing curriculum. The conduct rules pertaining to learners on the school campus also pertain to learners during off-campus activities. Learners who engage in inappropriate behavior on field trips or community excursions may be required to be escorted by a parent/guardian for future activities or may be subject to loss of privileges.

Grading System

E. H. Mott Learning Center exerts great effort to avail themselves of every source of information to determine what learners know and can do.

Personalized-competency based grading is used to determine if learners are on the road to understanding a skill. The academic knowledge and skills, thinking skills, social and personal skills, work habits and dispositions and other domains are critical to a learner's success at home, school and in the community.

Learner performance measurement will include three (3) general categories of knowledge as part of the content to demonstrate mastery:

Traditional Academic Content – comprises content similar to Florida State Core Standard;

Cognitive Skills – brain-based skills used to function

Meta-Cognitive Skills – skills to provide executive control over one's own actions

We will “test less” and “assess more” to address learner proficiencies and challenges, using the proficiency scale below:

Score	Knowledge Level	Proficiency Expectation
4	Advanced content	Learner goes beyond what is taught
3	Target content	Learner demonstrates a strong knowledge about what is explicitly taught
2	Simpler content necessary for proficiency	Learner shows a grasp of simpler concepts and may have errors or omissions when it comes to the more complex concepts taught
1	With help, partial success with score 2.0 content and score 3.0 content	Learner demonstrates a partial understanding of simpler concepts taught
0	Non-compliant	Even with help, no success

Graduation

There are specific requirements for graduation from high school. The Florida Department of Education establish these requirements.

It is the responsibility of the learner, with family support, to meet all requirements for graduation. (for Graduation Requirements See [Students Entering Grade Nine in the 2014-2015 School Year and Forward \(PDF\) \(Revised July 2017\)](#))

Health Records

All health and immunization records must be kept current, in accordance with Florida State standards. Within thirty (30) days of enrollment, a current copy of a school-entry health examination performed within one (1) year must be submitted.

School Entry Health Exam Form	DH3040-CHP-07-2013
.Instructions	Instructions

Parents must ensure a copy of the learner's current immunization record (or approved waiver) is submitted to the learning center at the time of enrollment. This information will be placed and maintained in the learner's file.

Holiday Celebrations

Our desire is to create a learning environment that is respectful of all beliefs. Therefore, we do not permit the celebration of holidays at the learning center. Respectfully, we ask that you do not bring or send your learner with any non-approved party favors, toys, candies, cakes or other related symbols or items. There will be no school on days designated as Federal holidays.

Homework

Homework is considered a very important part of the E. H. Mott Learning Center program and is a necessary component of the collaborative instruction to help learners achieve critical skills. *Learners are to spend at least 45 minutes Monday – Friday on homework. This period counts as instructional time and may be done independently, with a peer, or a parent.*

Illness

A learner must **not** be brought to the learning center if one of the following exists:

1. The learner has a fever or has had a fever in the past 24 hours.
2. The learner has symptoms and signs of possible severe illness [such as lethargy, uncontrolled breathing, diarrhea, vomiting in the past 24 hours, rash with fever, wheezing or untreated persistent cough].
3. The learner has lice or nits whether active or not.
4. The learner has been diagnosed with a communicable disease; a medical evaluation must then determine that the learner is no longer contagious and is able to participate in the learning center's activities.

Please advise the learning center staff if your learner has a serious infectious disease or lice or nits (cases for which the other parents need to be informed). Otherwise, it is not necessary to call about your learner's illness unless you need your learner's assignments.

Learner Progress (Tracking and Reporting)

Learners will receive frequent, specific and constructive feedback needed to achieve and sustain high performance. At the end of each forty-five (45) day cycle, progress reports will be distributed to the parent/guardian and IPP's will be reviewed and updated as needed. Parents or staff may request a conference at any given time. Parents or staff must keep in close communication with the learning center administrator to schedule conferences. Parents should expect to receive their learner's final report card no later than one (1) week after the last day of classes. Report cards and all other learner records will be withheld, if tuition or other charges and fees are not current.

Leaving Campus During Learning Center Hours

Learners are not to leave campus during learning center hours unless checked out by a parent or accompanied by a staff member. In order to check out your learner, please go to the center office and sign him/her

out. You will then get a pass that allows you to go to the classroom and pick up your learner.

Lunch Program

Until further notice, learners are expected to bring their own lunch from home. Plans for a well-planned, nutritional lunch program is currently under review. Parent and learners will be updated as progress occurs.

Media Coverage

From time to time, news reporters may use photos or videotape of learners in incidental news coverage. A parent/legal guardian who objects to a learner's image being used should notify the learning center at the time of application. If a student is not to be interviewed by the news media, a signed media release form is required.

Medical Exemptions

A learner shall be exempt from the immunization requirements upon certification by a licensed physician that either such immunization would seriously endanger the learner's health or life or that the learner has documentation of laboratory evidence of immunity to the disease.

A medical immunization exemption card, signed by a physician, must be on file with the school immunization health record. The medical immunization exemption card need not be renewed annually.

Medications and Emergency Treatment

Please complete and return the **Medication Permission Slip/Consent for Emergency Treatment** form to let us know what you would allow learning center staff to administer. Learners are not allowed to possess or carry medications, so parents must give prescription items or over the counter drugs directly to authorized staff.

All medications brought by a parent for their learner must:

1. Be in the original container.
2. Be labeled with the learner's name.
3. Include directions to administer the medication.
4. Not be expired.

Written parental permission is required to administer any medication to your learner. We cannot be responsible for medications that your learner takes without the knowledge of the learning center staff.

Messages

If you need to leave a message or speak with your learner about a non-emergency, please call by 10:30 a.m. The answering system is checked frequently so please don't hesitate to leave a detailed message. Messages received after 10:30 a.m. may not necessarily be delivered in a timely manner.

Non-Discrimination

E. H. Mott Learning Center is a selective admissions private school looking for learners whose lives and achievements best exemplify our vision. E. H. Mott Learning Center does not discriminate on the basis of race, gender, economics, color, national or ethnic origin, ancestry, nationality, sex, religion, mental or physical disability, gender identity or expression, affectional or sexual orientation, pregnancy, marital, domestic partnership or civil union status or any other status protected by applicable law in the administration of its educational, admissions, and other policies and programs. The learning center reserves the right to determine reasonable accommodations for learners with disabilities.

Non-Scholarship Funding

E. H. Mott Learning Center will assist in providing tuition assistance for learners on a case by case basis. Assistance for emergencies may sometimes be obtained through various sources. To be eligible for scholarship/grants from special sources, a learner must be in good standing. If the learning center accepts payments that involve government funding or government reporting requirements, it is understood that E. H. Mott Learning Center will operate in accordance with these requirements.

Nonpayment of Tuition

Any learner whose tuition payment is more than five days overdue, as determined by the appropriate payment schedule, may not return to

class until payment has been made or arrangements have been made with the learning center administrator.

Open House

Open House opportunities will be scheduled throughout the year.

Parent Orientation

The learning center will host a mandatory parent orientation for all families new to E. H. Mott Learning Center. One parent or guardian from each family registered is required to attend to obtain pertinent information about E. H. Mott Learning Center's policies and procedures including learner and parent requirements, behavior interventions and dress code. **The orientation is for adults only so please make learner-care arrangements for your learner on that night.** Please refer to the calendar to choose one of the orientations offered. The earlier date is recommended, as it will give ample time for parents to prepare for the new academic year.

Parent Requirements

Each custodial parent or legal guardian is required to assist the learning center by volunteering for a minimum of forty (40) hours during the academic year. Volunteerism fosters good fellowship and caring relationships and helps to keep the cost of education under control. Volunteer hours may include work done directly for the learning center, learners, staff or the community. All volunteers serve at the pleasure and under the direction of the learning center staff. Parent volunteers must submit all required paperwork in a timely manner. A complete list of volunteer activities from which to choose will be published early in the fall semester. All parent volunteers must check in with the learning center office upon entering the campus during learning center hours. All parent volunteers must coordinate their activities with the appropriate staff or the learning center administrator.

At a minimum, eight (8) hours of parenting training is also required each academic year for each custodial parent or guardian.

Such training will be offered by the learning center and may include parent/staff workshops or other interactive sessions and seminars in collaboration with other specialized providers. Once a parent has accumulated at least eight (8) training hours, he/she is no longer required to take training classes but is encouraged to do so.

A list of training sessions and their times will be published early in the academic year and as they are planned and implemented.

Parking

Parking spaces are limited, so for traffic flow and safety we ask that visitors adhere to the following procedures: Entrance to the facility grounds will be made using the driveway on the front-right side of the property. Traffic flow will proceed around the building in a circular motion. Basically, there will be one-way in; and one-way out. The rear of the building is reserved for parking. All drivers are encouraged to be courteous and patient, and considerate of our procedures.

Promotion Policy

A learner must meet or exceed the following standards for promotion to the next grade:

In a competency-based system...

- Students advance to higher-level work and can earn credit at their own pace. Learners must meet target content level in all core areas in order to advance to the next grade level.
- Learning expands beyond the classroom. Thus, consideration will be given to learners who demonstrate competency-based skills in non-core subjects for advancement opportunities. Therefore, learners are encouraged to learn outside the classroom so that they can demonstrate competencies at their own, rapid rate.
- Staff assess skills or concepts in multiple contexts and multiple ways. Advancement may be negotiated based on a learner's ability to demonstrate competency in a given area. Successful demonstration will be determined by a series of assessments and measurement tools.

Recess and Breaks

Recess and breaks have major benefits for a learner's well-being and ability to learn. According to the [American Academy of Pediatrics](#), "recess is a necessary break in the day for optimizing a learner's social, emotional, physical, and cognitive development". Peer interactions during recess and breaks are a unique complement to the learning environment. The lifelong skills acquired for communication, negotiation, cooperation, sharing, problem solving, and coping are not only foundations for healthy development but also fundamental measures of the learning experience. A ten (10) minute break will be provided between each class period and learner's will get a recess period combined with their break. Learners can choose how they spend their breaks and recess, as long as it does not involve leaving the premises or unauthorized activity.

Religious Exemptions

A learner shall be exempt from immunization requirements if a parent/guardian objects on the basis the immunization violates his/her religious belief. All exemption cards must be obtained and processed through the Platte County Health Department. The religious immunization exemption card need not be renewed annually

Restriction of Activities

If there are any medical, religious, or other conditions which restrict a learner's activity in classes, field experiences or other activities in general, instructions in writing signed by the parent must be furnished to the learning center administrator or the office at the beginning of the academic year or as soon as a medical condition is diagnosed or a situation is acknowledged.

Safety and Security

For the safety of our learners, staff and parents, E. H. Mott Learning Center is a firearm-free zone. The use or possession of a firearm, in or around the learning center buildings or grounds, is considered a crime, and will be reported accordingly.

Security devices (to include cameras and lighting) will be used for monitoring security throughout the buildings and grounds.

Snack Time

Please send a nutritious snack for your learner each day. Learners will be encouraged to eat their snacks, not lunch food, during break periods. Please help by letting your learner know what is for snack and what is for lunch.

Visitors

Parents are welcome to visit the campus for good reasons, including eating lunch with their learner. Under certain circumstances, grandparents, other relatives or close associates may also visit. Please check in with the office to receive clearance. Parents must make appointments with staff in advance as unexpected conferences or visits may be a disruption of the learning center activities. Any visitor whose presence, in the judgment of the learning center administrator, staff or other authorized persons is a distraction or a disruption while at the learning center, the visitor will be asked to leave the campus immediately and may be barred from the campus permanently.

Walking Home from the Learning Center

Any learner who walks or bikes home from the learning center must have signed permission from a parent or guardian.

Weather Problems/Learning Center Closings

For any class interruptions or delays due to weather, parents must check the learning center's answering machine (407-919-8452) or the website (www.ehmott.com). Staff will report to the learning center thirty minutes before learners arrive on days when the learning center opens late.

Withdrawals

Learners withdrawing from school during the school year must present a written or electronic note from a parent/guardian stating the reason for the withdrawal, the withdrawal date and the learner's destination, so

that the transfer process can be completed. Withdrawing learners must return all books, and instructional materials assigned to them. All financial obligations must be cleared upon withdrawal. Learners who have been absent fifteen (15) or more instructional days without an acceptable excuse may be withdrawn from enrollment and may be referred for investigation.

General Conduct Policies and Behavior Interventions

Reasonable rules have been established for safety and proper character development of all EHMLC learners. Learners are expected to conform to the learning center's rules, regulations, customs, and procedures. Respect for others is of paramount importance. Misconduct of minor significance may be handled by any staff; however, conduct of major significance that calls for more intense interventions will be handled by the learning center administrator or a designated representative. The learning center administrator reserves the right to personally handle inappropriate behavior of any learner at any time deemed appropriate or to appoint another staff member to administer the behavioral intervention.

In the event that a problem persists without parental cooperation or is considered to be a negative influence upon the other learners or upon the learning center, the learning center reserves the right to temporarily suspend or to permanently expel the offending learner(s). Parents should review the rules with their learners.



Prohibited Items

The following items are not permitted at the learning center:

Baseball caps

Head coverings of any kind except outside on very cold days

Playing cards and trading cards

Knives or any other weapons

Sunglasses (except to be worn outside)

Toys

Calculators (except for Algebra I or higher learners)

Electronic equipment of any kind including flashlights, I-pads, MP3 players and phones (unless approved).

Wristwatches with alarms

Any items deemed a distraction in the learning environment

Magazines, comic books and any books or written material with inappropriate content

Suitcases and briefcases

Anything with inappropriate slogans or pictures

Off Limits to Learners

The following areas are off limits to learners unless authorized by a staff member:

Computer room

Staff offices

Kitchen

The rear building offices at 228 Hillcrest

Designated staff areas, including desks and files

All storage buildings, rooms, closets and cabinets

Any other room or area for which learner does not have specific permission to enter

Misconduct of a Serious Nature

Certain serious infractions may also call for more intense interventions. In such instances, the parent's cooperation is deemed imperative and absolutely necessary.

Serious Infractions and Offenses (include, but are not limited to):

1. Foul language or foul gestures
2. Bullying
3. Rudeness
4. Stealing
5. Fighting or purposely provoking others to the point of anger
6. Having tobacco, liquor or drugs on campus
7. Ridiculing
8. Slanderizing
9. Gossiping
10. Lying
11. Cheating
12. Threatening
13. Spitting
14. Tripping
15. Disrespect
16. Repeatedly breaking rules or procedures
17. Vandalism
18. Lewdness or pornography
19. Hitting/Fighting
20. Horseplay

Contact Information



Learning Center Administrator

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