

Academy for Precision Learning Family & Student Handbook

2020-21 SCHOOL YEAR



Contents

- Mission Statement..... 4
- Diversity Mission Statement..... 4
- Non-Discrimination Policy..... 4
- History of APL..... 5
- Health Policies..... 5
 - Ill-Student Exclusion..... 5
 - COVID Student Exclusion 6
 - Incident or Injury 7
 - Medical Emergencies 7
 - Medication..... 8
 - Asthma and Allergic Reactions 8
 - Communicable Disease Reporting 8
 - Immunizations 9
- Disaster Preparedness 9
 - Emergency Closures..... 9
 - COVID Closures 10
- Arrival/Dismissal Procedures..... 10
 - Arrival..... 10
 - Dismissal 10
 - Parking 11
 - Visitors and Observations..... 12
 - Consent to Transport..... 12
 - Mid-Day Pick Up..... 12
 - Attendance 13
 - Absences..... 13
 - Family Vacations 13
- Teaching Methodologies 14
 - Special Education Services at APL..... 14
 - Seesaw for Schools & Schoology 14
 - Use of Technology 15
 - Progress Reports / Family Conferences 15

Homework	16
Student Records and Transcripts	16
Lunch.....	16
Personal Belongings.....	17
Gaming.....	17
Cell Phones.....	17
Lost and Found.....	18
Field Trips.....	18
Chaperones	18
Positive Behavior Support.....	19
Disciplinary Procedures	19
Harassment, Intimidation, Bullying (HIB) Policy	20
Sexual Harassment.....	21
Dress Code	21
Birthdays / Religious and Cultural Celebrations	22
Confidentiality and Use of Equipment.....	22
Fundraising and Volunteer Tasks.....	22
Tuition and Enrollment	23
Enrollment Contracts.....	23
Payment of Tuition and Fees	24
Thanks & Welcome	24
COVID-19 Addendum.....	26

Mission Statement

The Academy for Precision Learning is a K-12 school that educates typically developing students, and those across the autism spectrum, in an academically challenging and socially vibrant community.

The APL model utilizes customized curriculum and innovative instructional methods to provide meaningful access and tangible progress for every student.

Our goal is for every APL student to become a curious and engaged life-long learner, who celebrates diversity, practices self-advocacy, and generates impact in the community.

Diversity Mission Statement

APL strives to provide a community of tolerance and acceptance of all people regardless of, but not limited to: race, color, creed, national or ethnic origin, sexual orientation, religion, or disability.

APL values the individuality of every student and realizes how each person offers their own unique, enriching qualities and perspectives to our community. By embracing each other and looking beyond our differences, we create a healthy and nurturing environment for all children and their families.

APL's goal is to foster an environment of tolerance, respect, and appreciation for all members of our school community, including staff, students, visitors, volunteers, and families. Physical safety and emotional security are of the utmost importance. We expect that every member of our community exhibit respectful and appropriate behavior towards all children and adults. Inappropriate behavior includes that which is deemed disrespectful or threatening by others, whether it occurs through actions or language. Examples include sexually explicit materials, and derogatory comments or behavior related to the topics of race, color, age, appearance, gender, sexual identity, culture, or socioeconomic status.

Non-Discrimination Policy

APL does not discriminate on the basis of race, color, nationality, religion, gender, disability, sexual identity, national or ethnic origin, or other legally protected status in admission of qualified students. We do not discriminate in providing access to the rights, privileges, programs, or activities generally available to all students and their families, including educational policies and school-administered programs. Similarly, APL does not discriminate in its hiring or employment practices on the basis of race, color, religion, gender, disability, sexual identity, national or ethnic origin, or other legally protected status.

History of APL

APL was founded in 2007 as a K-5 inclusion-based school, committed to meeting the learning needs of all students. Three families, in conjunction with Alison Moors, founded the school on the premise that all children thrive in an atmosphere of inclusion and community. The school received its non-profit status in the same year.

The ROOTS Clinic, APL's in-house therapy agency, is licensed by the Department of Social and Health Services, Division of Behavioral Health Recovery as a Licensed Behavioral Health Agency, and is also licensed by the Department of Social and Health Services, Division of Behavioral Health Resources to deliver certified ABA services.

In 2016, APL graduated from Subscriber Member to Candidate Member of the Northwest Association of Independent Schools (NWAIS). For more information about NWAIS, its policies, membership and accreditation process, please visit www.nwais.org.

Health Policies

Ill-Student Exclusion

Staying home during illness helps keep APL a healthy, safe place to learn for everyone. If any symptom prevents a student from participating in their school day, the family will be contacted and requested to pick them up.

A student must return or remain at home if they have:

Earache (Especially accompanied by fever). Before returning to school, student must receive treatment from a medical professional. Untreated ear infections can cause permanent hearing loss.

Greenish Nasal Discharge Lasting more than one week.

Lice or Scabies Children must not return to school until they are free of live lice. Children with scabies can be admitted after treatment.

Pinkeye / Conjunctivitis Teary, redness of eyelid lining, irritation followed by swelling and yellow drainage. Children can return after 24 hours of antibiotic treatment.

Rash Bothersome body rash, especially if accompanied by fever or itching. Some rashes may be contagious and should be checked by a healthcare provider.

In case of serious, non-COVID illness, the student will not be permitted to return to APL without written permission from a physician. In case of injury or surgery, if students are unable to concentrate due to pain or medication, they should stay home. Please have your healthcare provider contact the Executive Director to

help your child safely return to school. Notifying the school in advance of any planned surgery will be helpful. Staff members follow the same exclusion criteria as students.

COVID Student Exclusion

A student must return or remain at home if they have:

- Any of the following symptoms:
 - Cough
 - Shortness of Breath
 - Fever of 100 degrees or Higher
 - Sore Throat
 - Chills
 - Loss of Taste or Smell
 - Muscle or Body Aches
 - Nausea, Vomiting, or Diarrhea
 - Congestion – not related to allergies
 - Fatigue
- Taken any medication to reduce a fever
- Anyone in their household with the above symptoms
- Been in close contact with anyone with suspected or confirmed COVID-19

A staff member or student who had signs of suspected or confirmed COVID-19 can return to the program when:

- At least three days (72 hours) have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath; **AND** at least 10 days have passed since signs first showed up. **OR**
- It has been at least three days (72 hours) since recovery **AND** a health care provider has certified that the student or staff member does not have suspected or confirmed COVID-19.

Incident or Injury

In the event of a minor incident or injury:

- Basic First Aid will be administered as needed. APL maintains a fully-stocked First Aid kit according to the specifications recommended by the American Red Cross.
- Nitrile gloves will be used if any bodily fluids are present. Staff will refer to the student’s emergency form and call families, emergency contacts, or healthcare providers as necessary.
- Staff will record the incident on an Incident Report form, which includes the date, time, place, and cause of the illness or injury (if known). If they have not already been contacted, the family will be notified, and a copy of the incident report will be available upon request. Additionally, copy of the incident report will be placed in the student’s file.

Medical Emergencies

In the event of a medical emergency:

- At least one staff member will stay with the student(s) while another staff member immediately calls 911.
- Certified staff will provide First Aid and/or CPR as needed. Nitrile gloves and appropriate precautions will be used if any bodily fluids are present.
- A staff member will contact the family or the child’s alternate emergency contact.
- A staff member will stay with the injured/ill student—including during transport to the hospital, if necessary—until a parent/guardian or emergency contact arrives.
- An Incident Report will be completed by the relevant staff member. The family will sign the report and retain one copy. An additional signed copy will be kept in the student’s file.

Hospitals used for medical emergencies:

*University of Washington Medical Center
1959 N.E. Pacific
Seattle, WA 98195
206-598-3300*

*Children’s Hospital
4800 Sandpoint Way NE
Seattle WA, 98115
206-987-2000*

When possible, APL will respect the hospital preferences selected by families in their school forms.

Medication

A family member may send medication to be administered at APL, provided that:

- An **Authorization for Medication to be Taken at School** form is completed and on file at APL
- The medication to be administered is prescribed by a licensed physician
- The medicine is in its original container, along with the prescribed label containing the student's name and dosage instructions
- Any medicine (including over the counter items like skin creams, eye drops, etc.) is turned over to the front office by a parent or guardian
- The family agrees that they will not use the student's lunch box, backpack, or other belongings to store drugs or other medication
- The student is able to cooperate with the APL staff member during the administration of the medicine

Asthma and Allergic Reactions

If a student suffers from any allergies, it is imperative that APL's administration and the student's Head Teacher be notified in writing. Families must provide written notification of the allergy or condition, as well as copies of any subsequent treatment plans, as soon as they become aware of it.

APL cannot be responsible for fully safeguarding a student against known or unknown allergens. However, staff can and will take the necessary precautions if given appropriate notification and protocols to follow.

In case of an emergency, an individual care plan and protocol will be followed.

Communicable Disease Reporting

Families must notify APL of any contagious disease or serious illness in the family. Similarly, APL shall email all family members in the case of their students' known exposure to any contagious disease. Many members of our community are immunocompromised, which makes reporting diseases pivotal. Examples of communicable diseases that need to be reported include, but are not limited to: strep throat, MRSA, COVID-19, and the flu.

In the case of a student contracting a communicable disease, APL will notify every family in that student's class, while maintaining anonymity. We will follow DOH guidelines for cleaning classrooms and shared spaces as quickly as possible, and will keep families updated on any closures, required testing, or potential adjustments.

With current impacts of the COVID-19 pandemic, APL will provide an **addendum document** to this handbook that will be updated regularly with guidance from federal and state authorities.

Immunizations

As required by law, all students must be immunized, request exemption, or file for Conditional Status in order to maintain enrollment at APL. Immunization, exemption, or Conditional Status forms must be turned in to APL or appropriately updated by the first day of school in order to attend.

As a change from previous years, per the new Washington state law, Conditional Status, or a deferment in immunizations, can only be claimed if a Conditional Status form is submitted. Not completing a form and/or notifying APL without a completed form will not permit your child access to the school.

Disaster Preparedness

APL follows the disaster preparedness policies set forth by our host location, the University Heights Center. A copy of these policies is displayed, along with evacuation plans and routes, in every classroom. Food, water, and emergency supplies are stored in a classroom emergency kit, provided by APL. If your student has daily or life-saving medication that is not already stored at school, please reach out to our front office and arrange to store a 72-hour supply on-site for emergencies.

In case of emergency or disaster, families will be updated as soon as possible via the family email list. Follow up calls will be made on an individual basis.

Emergency Closures

Student and staff safety is APL's first priority. We will adhere to the closure/delay announcements for the Seattle Public School District, and will additionally follow the safety recommendations of the University Heights Community Center. Please refer to your local news station, the Seattle Public Schools website (seattleschools.org), and the Seattle Public Schools twitter (twitter.com/seapubschools), for decisions regarding school delays and closures. APL reserves the right to add June 21, 22, 23, and 24 into the school year as needed to ensure a full school year of 180 days.

Due to the fact that APL students travel from a wide geographical area, families may wish to adhere to their local area weather warnings/school closures in the event that Seattle Public School District and APL remain open. In such a case, please email your student's Head Teacher and CC the Executive Assistant in order to notify us that your student will be staying home.

We will make every effort to disseminate information regarding closures and delays in a timely manner. Information will be delivered via email to the family email on record.

COVID Closures

If exposure occurs, we will follow the most current guidance from DOH and CDC regarding self-quarantine and notification procedures. If the school is required to close for a period of deep cleaning, we will adopt our Phase One schedule until we are able to meet on site again. Please review the COVID-19 Addendum to this handbook for additional details.

Arrival/Dismissal Procedures

Arrival

Families are welcome to drop off their students with APL staff at the South or West parking lot, though only the West Entrance will be used to enter the building – Note: this is a difference from the previous year when the South Entrance was used. See the map below for a visual of this procedure. To minimize the risk of COVID-19 transmission, all families will coordinate dropping off their student with APL staff outside instead of in the hallways to ensure staff and students in the building are able to follow safety protocols. APL staff will be outside to receive students from 8:20 – 8:35 am. If you arrive late, please call the APL Office at (206) 427-0115 to have a staff member meet you outside.

APL asks that families and authorized transporters not leave the premises until they can confirm that the student has been received by an APL staff member. This is to protect your student, as APL is housed in a large public building with many different organizations operating simultaneously.

Being a K-12 school, APL acknowledges that students of a certain age and maturity level may be granted permission from their parent(s) or guardian(s) to travel to and from school independently. We ask that families notify APL of any such permission.

Dismissal

K-8 Teachers will accompany students to the West Entrance at the end of the school day for pickup. If you expect to be more than 10 minutes late, please notify APL as soon as possible. At 3:45 pm, students still present at APL will be brought back inside to the foyer outside of the Main Office, where they will remain under the supervision of an APL staff member until an authorized transport arrives. Please call the Main Office once you arrive to have a staff member meet you outside.

Arrival
8:30 AM

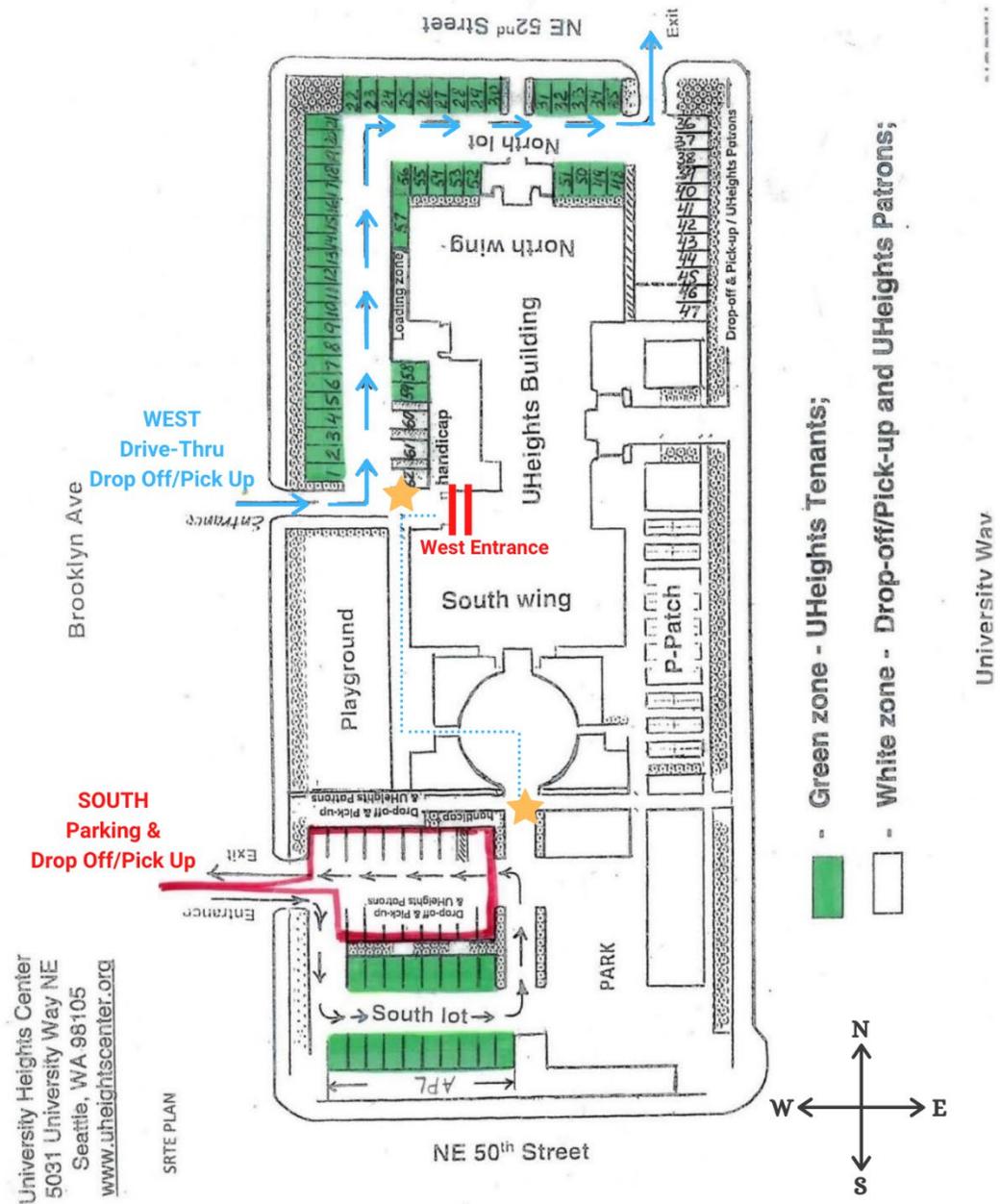
Dismissal
3:30PM (M, T, TH, F) / 1:30PM (W)

Parking

Families may park on the streets surrounding the University Heights building, in the parking lots of UHCC where free short-term parking is available. Please read signs posted by UHCC for the most accurate parking information. Any vehicles parked on the premises for more than an hour must be signed in at the UHCC Administration Office (suite 101).

Parking

Map



Visitors and Observations

In order to minimize the risk of COVID exposure, visits are not permitted. This policy will be reviewed in January, along with the Phased Re-Entry Plan, using the most up to date CDC & DOH guidance.

To schedule an observation by an outside provider, please reach out to your classroom's head teacher or BCBA and notify the Executive Assistant once you have coordinated a time. New outside providers will need to be added to your student's Release of Information form and must sign HIPAA paperwork ahead of their visit.

Consent to Transport

No student can be released to a non-parent or guardian without prior written permission from the student's family. A **Consent to Transport form** remains on file for each student, with the names and contact information of adults authorized to drop off and pick up the student throughout the year. Families may add additional adults to this form as the need arises.

In the case of a *single* instance of an adult transporting a student, parent(s) or guardian(s) **must give permissions in writing prior to the time of pick up**. In the case of an unplanned emergency, the parent/guardian may speak to the Executive Assistant or Executive Director to grant permission over the phone.

Photo ID will be required for unknown persons with permission to pick up a student.

Mid-Day Pick Up

Families who pick up students in the middle of the school day are asked to notify the Executive Assistant and their student's Head Teacher. Please include to what time you expect to arrive, (and subsequently drop the student back off, if applicable).

During the period of COVID-19, please do not enter the building to pick up your child. Please call the front desk (206-427-0115) and your child will be escorted to the car by a staff member.

A parent or guardian must also sign the student in/out with the Executive Assistant. In order to avoid distraction during instructional time, we ask that families do not enter classrooms without first checking in with the Executive Assistant or Executive Director.

Attendance

APL students are expected to be in their classrooms and ready for instruction at 8:30 AM. Please note that arriving on time and receiving instruction with their classmates is an integral part of the students' day; APL asks that families honor this time.

Absences

Absences, (full or partial), should be reported as soon as possible. **To report an absence, email your student's Head Teacher or Advisor and cc the Executive Assistant (jesse.p@aplschool.org).** If circumstances do not permit you to email the school, please call the front office to notify the Executive Assistant at (206) 427-0115.

Absences and tardiness are recorded on a daily basis and become part of the student's permanent APL school record. If APL determines that a student's excessive tardiness or absence has become detrimental to the student's academic/social success at APL, families will be notified and a mutually agreed-upon plan for improvement will be developed.

Students with active Insurance Addenda: If the student is absent from school for any reason resulting in more than ten (10) absences, APL will invoice families directly for each day over the ten-day limit. Families will be invoiced at a daily rate commensurate with the Supplemental Services fee structure provided in the student's Insurance Addendum. Families experiencing absence related to the COVID-19 pandemic will not be penalized.

Family Vacations

While APL recognizes that families may have children attending multiple schools with different breaks, missing school may have a detrimental effect on a student's academic and/or social success at APL. We strongly request that families schedule trips during school breaks. The APL classroom curriculum is rigorous and interconnected and extended or repeated absences are likely to put the student at a disadvantage upon their return.

Teaching Methodologies

Special Education Services at APL

APL is dedicated to helping students succeed regardless of their situation and abilities. We offer targeted opportunities that promote the academic achievement and social development of all students through smaller, supportive learning environments. All students across APL receive instruction and support around executive functioning, organization, and note-taking strategies. Students are engaged in developmentally appropriate, data-informed, individualized experiences that put them on a path to achieving their greatest potential. Our service to older students includes experiential learning, supported volunteer and intern positions, technology training, goal setting and career planning to assist with the transition to post-secondary education and vocational programs.

Evidence of Effectiveness

APL's goals target varied learning experiences to help children succeed academically and socially. We continuously monitor these skills through sophisticated data collection and teaching methods, and then make needed alterations in 'real time.' This system ensures that our students' full potential is maximized. Based on goals set in student-centered planning meetings, APL graduates follow through and go on to four-year universities, community colleges, and transition programs.

When students apply to APL, there is a review of their assessment data, current reports and IEPs. They are also assessed upon acceptance to help determine current academic levels. APL staff, which can include the teacher, BCBA, Assistant Head of School, or onsite special education supervisor are active participants along with the school district personnel and family in the development of a current IEP. The IEP goals and objectives populate the treatment plan and / or academic plan. Data is collected according to the mastery criteria included in the goals to inform instructional decision making. Progress is reported for K-5 on a trimester basis, for the middle and high school on a quarterly basis, and treatment plan progress is reported monthly unless otherwise requested by the IEP team. Ongoing IEP management is done in coordination with the school district and APL. This is especially important for students receiving related services at their local school district.

Seesaw for Schools & Schoology

APL will utilize Seesaw for Schools primarily in the K-1 and will begin introducing Schoology as our primary online platform in K-12. Training for families on Schoology will be available as the year begins.

Schoology is an all-in-one learning management system that inspires students of all ages to do their best, connecting students, teachers, and families around both classroom and remote learning. Teachers can upload coursework and create online work within Schoology for students to access and complete, making it quicker and easier to receive feedback and track progress. The accessibility of this information will allow teachers to personalize your students learning like never before.

Communication is also consolidated with Schoology. Families can communicate with teachers and receive school announcements with the same app used to track student progress. And the Schoology app is offered in mobile, tablet, and computer form meaning both students and families have increased access to their academics.

Because of Schoology's wide range of capabilities, we can now forego daily report cards and instead utilize the built-in progress tracking, grading, and classroom communication for nearly immediate results. This information will also be used as a reference point during Family-Teacher conferences.

Use of Technology

All APL students will be assigned an email address. Students in 6-12 grades are expected to check their email daily and should interact with their teachers through this platform. Children in K-5 will not be expected to use their email for assignments and will have opportunities for learning how to use email and other resources effectively and safely through technology education lessons.

Students will be expected to log in to Schoology at multiple points through the school day to access learning content and links to Zoom and Microsoft Teams.

Portions of Zoom classes may be recorded for students to have access to learning content after the initial lesson. Please ensure your media permissions are up to date with the school before the start of the semester.

Personal Daily Planners

All students in grades 2-12 will be issued a school-provided daily planner at the beginning of the school year. The personal daily planners will be embedded in classroom instruction as a tool to promote organization, planning, and goal setting. Families are urged to review the daily planner with their students. If a planner is lost or damaged, APL asks that families provide a replacement planner so their student may continue to participate in this aspect of daily learning.

Progress Reports / Family Conferences

Full academic progress reports will be provided at the end of each trimester for K-5, and each quarter for 6-12 students. Fall and spring conferences are generally 20 minutes in length and will be scheduled between the families and APL Classroom Teachers. Families will receive information on how to sign up, along with a

link to the tool, as we get closer to conference dates. Families may also request a conference with APL Classroom Teachers any time throughout the school year.

Homework

As APL serves a diverse population of individuals, we acknowledge that homework is not appropriate for every student. However, if deemed appropriate for the student, APL teachers may assign homework throughout the school year, in order to foster an extension of skills learned in the classroom, as well as to cultivate a personal sense of responsibility and independence. The learning, time-management, and organizational skills necessary for successful completion of any homework assignment will be taught and practiced in class prior to the assignment, and completion of homework assignments will be coordinated between teachers, families, and the student.

Student Records and Transcripts

A file for each student is maintained in a locked cabinet at APL, in addition to digital records maintained on the school server. As students graduate or transfer, staff prepare a transfer packet for each student. A copy is given to families and will also be provided to the student's new school on receipt of a records request.

Official High School transcripts can be obtained either by a records request from a student's new school, or by contacting the School Registrar.

The Roots Clinic at APL manages student clinical records in accordance with HIPAA regulations. More information about HIPAA can be found at <http://www.hhs.gov/hipaa>.

Lunch

APL asks that families provide a snack and a lunch for their child(ren) on a daily basis. Due to allergies and dietary restrictions among our students, sharing food is not permitted at APL. Additionally, the UHC building is not air-conditioned, so be sure to send perishable food with an appropriate icepack/lunchbox/insulated bag. Due to COVID-19, microwaves will no longer be available. We also ask that families **provide necessary eating utensils for their child(ren)**.

Due to COVID-19, High School students will not be permitted to eat lunch off campus. This policy will be reviewed in January 2021 before the start of spring semester. When off campus lunch is permitted, students will need permission on record from guardians, will check in with staff before and after, and sign the off-campus lunch log sheet.

We additionally ask that families provide their child(ren) with extra liquid, (water bottles or juice boxes), for recess during the warmer months.

If your student comes on campus without a lunch, APL will first reach out to guardians to bring a lunch for the student. If this cannot be arranged, APL will provide a lunch for the student and seek reimbursement from the family. Please ensure that any food allergies are on record with the office.

Personal Belongings

In order to prevent the loss of personal items, we ask that families label all student belongings with their name. This includes lunch boxes, water bottles, jackets/coats, etc. Please keep all toys and extra personal items at home unless permission is specifically granted by the classroom teacher. This is especially important during COVID-19 when classroom items must be cleaned daily.

Gaming

Every video game has been given an ESRB rating score. These ratings inform APL's decisions about helping students consume and participate in appropriate types of media at school.

https://www.esrb.org/ratings/ratings_guide.aspx

The APL school policy around gaming is as follows:

- Any games rated E (Everyone) or E 10+ (Everyone aged 10 and up) are allowed at school in classrooms and hallways.
- Any games without an ESRB rating are not permitted at APL in classrooms or hallways.

Students are reminded that APL shares a public space with other schools, families, and neighbors, including very young children. If a game would be offensive or frightening, we will ask that the game not be played while on school grounds.

Cell Phones

APL adheres to an "Away for the Day" cell phone and telecommunication devices policy. At APL, we strive to engage students in collaborative learning and keep student focus on learning through peer-to-peer and

student-to-adult social interaction. In order to achieve this goal, we ask students and their families to embrace the “Away for the Day” policy.

To this end, students will:

- Silence and put away phones, tablets, and other telecommunication or gaming devices at the start of the school day.
- Make a plan with their school administrator and head teacher if there is a special concern or circumstance.

Lost and Found

A Lost and Found box is located behind the reception desk, with the Executive Assistant. Please check the box regularly for your student’s missing items. If a missing item does not appear in APL’s lost and found, please note that the University Heights front office, and the daycare center directly below APL, also maintain lost and found boxes, and it is not uncommon for APL students’ lost items to be turned in to either office. Lost and found items not claimed by the end of the school year will be donated to charity.

Field Trips

APL’s staff strive to provide educational enrichment activities throughout the year in order to enhance the learning experience for all students. APL staff and students will typically participate in an off-campus field trip approximately once per month. Announcements about field trips will be made by classroom staff.

As needed, the classroom Head Teacher will coordinate student/staff transportation with specific families and designate additional chaperones when appropriate.

While APL keeps a blanket field trip permission slip on file, some trips require additional permissions and waivers. Students who have not returned forms by the day of the trip will not be permitted to attend.

During COVID-19, field trips will not take place in order to minimize the risk of community spread.

Chaperones

Chaperones are an extension of the APL staff, and are responsible for upholding all rules and responsibilities entrusted to them. Chaperones must be aware and alert, as well as professional and appropriate, at all times

throughout the field trip or event. APL administrators reserve the right to request the help of only those volunteers who abide by the above rules and guidelines.

Positive Behavior Support

APL strives to teach effective and respectful communication within a given student's individual language and communication ability. Students receive ongoing coaching from staff around positive expected behaviors. Each classroom utilizes its own unique class wide reinforcement system for positive behaviors on an ongoing basis. Teachers and staff model appropriate problem-solving strategies within difficult situations and provide immediate assistance for students who may be having a hard time. All students and staff are expected to treat each other with respect and tolerance, both physically and verbally.

APL's staff constantly analyze their students' learning and behavior support needs. Systems rooted in the best practices from the field of Applied Behavior Analysis are fluidly put into place to help all our students achieve their highest potential, both individually and as part of a group.

Disciplinary Procedures

APL's formal disciplinary procedures may be observed as a result of the following behaviors:

- Destruction of building property
- Destruction of APL property
- Self-harm
- Bullying
- Aggression towards staff
- Aggression towards other students
- Verbal abuse, i.e. language described as swearing, threatening, and/or culturally disrespectful

Disciplinary procedures are not to be confused with individual behavior plans that may be in place for certain students, as well as crisis prevention, de-escalation, and management strategies that may occur as part of supportive interventions for students engaging in challenging behaviors as a presentation of a disability.

Disciplinary procedures occur specifically in situations where students have engaged in the above behaviors as a direct violation of school rules. Disciplinary procedures may include removal from the classroom and/or peer environment and a meeting with the Executive Director and/or Heads of the Lower and Upper Schools. Guardians will be notified and a family meeting may occur if additional resolution and follow-up steps are needed.

Documentation of the incident will be available and stored in APL records. Depending on the severity and repetition of school rule violations, dismissal from the school day, short-term suspension, and expulsion may be considered as a consequence. These types of procedures would only occur after there has been at least

one meeting with the family and other measures to address the repeated or sustained behavior have already been tried and documented with unsuccessful results.

Please note that APL has a zero-tolerance policy for illegal behavior of any kind. Absolutely no weapons, sexually explicit materials, or controlled substances of any kind are allowed on school grounds (with the exception of properly prescribed medications, which are to remain in the administration office at all times in accordance with the medication administration policy).

Harassment, Intimidation, Bullying (HIB) Policy

Our school provides a safe and secure learning environment that is free from of **harassment, intimidation or bullying (HIB)**. Students who have been the **targets** of HIB may need special protection to ensure their emotional and physical safety is secure during investigations and/or after sanctions have been imposed on aggressor students. In such a case, a Student Safety Plan will be created and implemented by APL administration and staff to support the targeted student.

“Harassment, intimidation, or bullying” means any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, 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:

- Physically harms a student or damages the student’s property, or
- Has the effect of substantially interfering with a student’s education, or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment, or
- Has the effect of substantially disrupting the orderly operation of the school.

Within that definition:

Bullying – Negative actions which are intentional, targeted, repeated, negative, show a lack of empathy, and/or a power imbalance.

Reporting – Students who believe they have experienced discrimination, harassment, intimidation or bullying, may file a complaint directly with any school staff member. If the reporter does not wish to identify themselves, complaints may be filed anonymously. An anonymous drop off box located in front of the Counseling Office.

Sexual Harassment

Sexual Assault is any unwanted, non-consensual sexual contact against any individual by force, (against a person's will), or when a person cannot give consent, (under the age of consent, intoxicated, developmentally disabled, mentally/physically unable to consent, etc.).

Sexual Harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment

This conduct may take many forms, including:

- Making unwelcome, offensive or inappropriate sexually suggestive comments
- Gestures or jokes
- Standing too close
- Inappropriate touching
- Cornering, or stalking a person
- Displaying offensive or inappropriate sexual media on school property

Sexual assault and harassment will not be tolerated among students, employees, or between employees and students. APL treats any incidence sexual assault and sexual harassment very seriously and any incident may result in suspension, expulsion, or a requirement for professional assessment.

Dress Code

APL does not enforce a school uniform policy. Clothing should be simple and appropriate for participation in all types of school activities, (art, physical activity, science experiments, outdoor recess, etc.). Students should have warm, water repellent clothing during the fall and winter for recess and field trips.

We encourage our students to keep a seasonally appropriate change of clothes at school. Rain boots, raincoat, and cold-weather clothing should be labeled with the student's name.

If APL deems a student's clothing inappropriate based on appearance or practicality, the student and their families will be notified, and the student will be asked to refrain from wearing said clothing at school. Clothing may be deemed inappropriate due to words or graphics that may be offensive or in violation of or conflict with APL's policy of tolerance and inclusion. Additionally, if students do not wear adequate clothing for the elements, then families will be notified and asked to provide appropriate clothing.

APL students participate in weekly physical education at the YMCA. We ask that students wear comfortable clothes and tennis shoes on these days in order to best participate in the activities.

Birthdays / Religious and Cultural Celebrations

Birthdays are celebrated regularly at APL. However, due to COVID-19, we will no longer use food or activities that do not allow distancing to celebrate birthdays or cultural celebrations. We will still participate in activities that can be done safely and/or remotely and encourage creativity.

For home or virtual parties, we ask that families do their best to consider hurt feelings. In keeping with the APL mission of inclusion, we strongly suggest that families try to include as many students as possible when arranging parties.

APL observes a policy of addressing religions or personal belief systems in a neutral manner. While the curriculum may address various religions in a cultural context, APL does not advocate any one belief system or religion. In accordance with our mission statement of providing an inclusive environment, APL strives to help students appreciate the beliefs of others, while simultaneously allowing them to hold to their own important traditions.

Confidentiality and Use of Equipment

Confidentiality regarding any information pertaining to APL students is of the utmost importance. To further ensure the protection of our staff and students, as well as their confidential information and safety, the following policy is in effect:

Use of all APL equipment including copy machines, printers, fax machines, microwave, and all supplies is *restricted to APL staff only*. This includes use of the staff lounge. The telephone may be used in the event of an emergency and with the supervision of an APL staff member.

Fundraising and Volunteer Tasks

APL tuition does not cover the full educational cost for its students. The school relies on fundraising and volunteer tasks throughout the year, coordinated by the Development Director, the guardians of all students, the Executive Director, and the Volunteer Coordinator.

As per the enrollment contract, families acknowledge that they are requested to contribute, to the best of their ability, to the Annual Fund and to participate in school fundraising activities throughout the school year. Families should refer to the enrollment contract for specific requirements regarding fundraising responsibilities.

Families further acknowledge that they are required to contribute to APL no less than 40 hours, (20 hours for a single guardian), of volunteer time during the academic school year. Guardians agree that they shall reimburse APL in the amount of \$29 for each hour of volunteer time not contributed by the conclusion of the school year. Families are responsible for keeping a monthly record of any volunteer hours completed, as well as reporting hours to the Executive Assistant at the end of each month.

Volunteer tasks may include (but are not limited to): field-trip chaperoning, participating in parent committees, advancement tasks, fundraising/procuring items for the daily operations of the school, etc. In the 2020-2021 school year, as we face the COVID-19 pandemic, school leadership will make specific suggestions of ways families can complete hours.

Families may inquire with APL's Parent Volunteer Coordinator, Executive Assistant, and/or Executive Director at any time if they are able to volunteer and no volunteer opportunities are readily available to complete.

Families should not wait until the last few months of the academic year to fulfill volunteer duties, as sufficient opportunities may no longer be available.

Tuition and Enrollment

At APL, we believe our tuition and fees are an investment in your child's education. Regular payment of parental financial obligations, and timely completion of re-enrollment contracts, are crucial to maintaining operations. Tuition and fees are approved annually by our Board of Directors. The following policies are in effect for tuition and fees:

Enrollment Contracts

Enrollment contracts for the following school year are sent out each January. Families must return the signed contracts within the timeline provided to ensure placement at APL for the next school year. Families must also submit a non-refundable deposit and activity fee, (varying based on student's grade), with their contract.

Placement at APL is contingent on returning enrollment contracts and fees by the deadline established by APL staff, unless alternative arrangements are made with the Admissions & Advancement Manager, in writing.

Payment of Tuition and Fees

Tuition and supplemental services fees are due by the end of the business day on the first of the month from September-June in the monthly amounts listed in each student's contract. Tuition can be paid via direct withdrawal, or via check. An ACH form authorizing direct withdrawals, or a check payment, must be submitted to the Finance Director by the first day of school.

If you wish to set up an alternative pay schedule or sign up for ACH, contact APL's Finance Director.

Additional fees, including insurance payments, (deductible, co-pays, and co-insurance, are invoiced for families as the fees occur. Fees are due upon receipt of the invoice, unless alternative arrangements are made in writing with the Operations Director.

Thanks & Welcome

Thank you to all our families taking the time to read the handbook. We're so excited to have you here, and we're looking forward to the new school year! We hope this guide has answered some of your questions and been a resource in helping you plan your school year. If you have any questions about the handbook, please feel free to reach out to the front office at 206-427-0115. We are always excited to talk about APL!



COVID Addendum

This addendum is a collection of APL's most up to date policies for adapting to COVID-19. It is a living document that will stay updated as our policies and best practices evolve. When changes are made, families will receive an email detailing the changes.

Groupings

Students who attend school on-site four days per week will be in Group A. Students learning completely remotely will be Group B. Students who attend school in the hybrid models outlined in this document will be in groups C and D. We will strive to create student cohort groups that are inclusive and create opportunities for socializing, play, and group learning wherever possible.

How Groupings are Chosen

Classroom cohort groups will be determined based on the number of students allowable in a classroom space, levels of support necessary in the classroom spaces, and best groupings for receiving direct instruction (this is primarily in the K-5 classes).

Schedule

These graphics will be used throughout to denote methods of participation through phase 1, 2, 3 and 4 of our return to school plan.



Distance Learning



On-Site Academic Instruction

Phase 1 – Lower and Upper School

- All academic instruction will be delivered online using Schoology as our online learning platform supported by Zoom and Microsoft Teams to provide live direct instruction. This summer, APL is adopting the PowerSchool student information system and Schoology, a robust learning management system that brings students, families, and teachers together around daily school activities and learning tools. Families will receive training on Schoology in August ahead of the start of the school year.
- Students will follow a structured school day that runs from 8:30 am to approximately 3:30 pm Monday, Tuesday, Thursday, and Friday, with a structured half-day on Wednesdays from 8:30 am to approximately 1:30 pm.
- Clinical services will be delivered in a blended in-person or online/telehealth model.

- A risk assessment will be conducted to determine if in-person services are recommended and necessary. If the risk assessment determines in-person services are unsafe or not necessary to deliver, telehealth goodness of fit will be assessed next.
- In-person services are delivered by a small team with health screenings, cleaning protocols, etc. in place. Preference is for these services to occur in the clinic setting wherever possible to maximize control over cleaning and sanitizing the environment, but services may be provided in the home environment where appropriate.
- If a risk assessment determines in-person services are unsafe or not necessary to deliver, telehealth assessment determines if ABA therapy services can effectively be delivered via HIPAA-compliant secure video conferencing.
- If child and family will benefit from telehealth, BCBA and BT services are delivered via Teams/Zoom. The service schedule may reflect reduced hours (generally about 50% of normal) to avoid excessive screen time/fatigue.
- If telehealth isn't possible, services may be paused or transitioned to a parent training/periodic BCBA check-in model only.
- BCBA case supervision to be delivered by telehealth whenever possible, with reduced in-person contacts to minimize risk of infection spreading across client teams.

K – 12 Remote Learning Model

	Phase 1				
	Monday	Tuesday	Wednesday Half Day	Thursday	Friday
K-5th Grade Students					
6-12th Grade Students					
Clinical Services	Clinical services delivered in a blended in-person or online telehealth model. Service delivery model determined by clinical risk assessment and safety protocol adherence assessment.				

Phase 2 – Lower School (K - 5)

In Phase 2, APL will continue rigorous safety precautions while increasing the number of students and staff members on site to include students who require in-person services to access and benefit from ABA therapy along with a hybrid model of on-site learning for students in a classroom cohort.

- All academic instruction will continue to be delivered online using Schoology as our online learning platform supported by Zoom and Microsoft Teams to provide live direct

instruction. Individual intervention support, community activities, and teacher meetings will be scheduled on Wednesdays.

- Kindergarten/First grade: It is possible that K/1 students may attend school on-site two days per week during phase 2 to access early reading literacy, writing, and math instruction. Teachers and families will meet separately regarding this option. Parents may opt to receive all learning content online.
- Clinical services: In phases 2-3, clinical services may expand to include clients who do not exhibit behaviors that pose a safety risk to themselves or others, but do require in-person services to make adequate progress on treatment plan goals (for example, due to lack of prerequisite skills for successful telehealth participation). The number of clients who can be served on-site will depend on availability of staff and physical space. Telehealth services will continue for clients who cannot be served on-site.

K-1 Hybrid Model

Phase 2

	Monday	Tuesday	Wednesday Half Day	Thursday	Friday
Student Group A					
Student Group B					
Student Group C					
Student Group D					

2nd – 5th Grade Remote Learning Model

Phase 2

	Monday	Tuesday	Wednesday Half Day	Thursday	Friday
2 nd - 5 th Grade Students					
Clinical Services	Clinical services delivered in a blended in-person or online telehealth model. Service delivery model determined by clinical risk assessment and safety protocol adherence assessment.				

Phase 3 – Lower School (K-5)

In Phase 3, APL will continue rigorous safety precautions while increasing the number of students and staff members on site to include students who require in-person services to access and benefit from ABA therapy along with a hybrid model of on-site learning for students in a classroom cohort.

- Lower School academic instruction will continue to be delivered online using Schoology as our online learning platform supported by Zoom and Microsoft Teams to provide live direct instruction. APL will also offer in-person instruction to be delivered two days per week and other learning content, including live, synchronous (teaching and learning happen at the same time) Zoom sessions, will be delivered remotely.
- Academic services: A small team of administrators, BCBAs, teachers, learning specialists, and Behavior Technicians will work on-site at APL. Available staff will rotate through on-site support services on a weekly basis.
- Clinical Services: In phases 2-3, clinical services may expand to include clients who do not exhibit behaviors that pose a safety risk to themselves or others, but do require in-person services to make adequate progress on treatment plan goals (for example, due to lack of prerequisite skills for successful telehealth participation). The number of clients who can be served on-site will depend on availability of staff and physical space. Telehealth services will continue for clients who cannot be served on-site.

K-5 Hybrid Model

Phases 3

	Monday	Tuesday	Wednesday Half Day	Thursday	Friday
Student Group A					
Student Group B					
Student Group C					
Student Group D					

Phases 2 and 3 – Upper School (6 - 12)

In Phases 2 and 3, APL will continue rigorous safety precautions while increasing the number of students and staff members on site to include students who require in-person services to access and benefit from ABA therapy along with a remote learning model for academic instruction.

- All academic instruction will continue to be delivered online using Schoology as our online learning platform supported by Zoom and Microsoft Teams to provide live direct instruction. Individual intervention support, check-ins for courses, and teacher meetings will be scheduled on Wednesdays.
- Academic services: A small team of administrators, BCBA's, teachers, learning specialists, and Behavior Technicians will work on-site at APL. Available staff will rotate through on-site support services on a weekly basis.
- Clinical services: In phases 2-3, clinical services may expand to include clients who do not exhibit behaviors that pose a safety risk to themselves or others, but do require in-person services to make adequate progress on treatment plan goals (for example, due to lack of prerequisite skills for successful telehealth participation). The number of clients who can be served on-site will depend on availability of staff and physical space. Telehealth services will continue for clients who cannot be served on-site.

6 – 12 Remote Learning Model

Phases 2 and 3

		Monday	Tuesday	Wednesday Half Day	Thursday	Friday
Group A						
Group B						
On-Site Intervention Services	Phase 2	5-12 students receiving on-site clinical and academic services				
	Phase 3	10-20 students receiving on-site clinical and academic services				

Opting In

Families may review the information provided in this document and determine if they would like to **“opt in”** to the hybrid learning model for their child(ren) to participate in some learning activities on-site with peers. APL recognizes that our classroom communities and the connection we have across students, staff, and teachers is one of the hallmarks of APL’s programming.

In all phases, students who attend on-site will have strict hygiene and cleaning protocols in place, including a schedule for handwashing, classroom surface cleaning and disinfecting, and personal protective equipment (PPE). If exposure occurs, we will follow the most current guidance from DOH and CDC regarding self-quarantine and notification procedures. If the school is required to close for a period of deep cleaning, we will adopt our Phase One schedule until we are able to meet on site again.

There will be families who find that the chosen learning plan does not work for their student. If that is the case for your student, please help us by completing a Schedule Change Request form (SCR). The SCR form will be available in Schoology in a family resources folder in September. The request form will list the schooling options (online, onsite, hybrid) and give space for families to write a note about their concerns. The form will be reviewed by the leadership team and if the change is possible, the adjustment will be made and communicated to the family, teaching, and clinical teams.

Opting Out

Families who **“opt out”** of in-person school will have students placed in Group B for daily high-quality online instruction. Students who will attend on site in the hybrid model will be grouped with classroom peers into an inclusion cluster and attend on the same days together each week. We have shifted our half-day schedule to Wednesdays for a rigorous on-site cleaning schedule and for staff development and meetings in the afternoon. Fridays will be a full day schedule until 3:30 pm.

Health & Wellness Protocols

All APL students and staff attending school on-site or participating in in-home therapy services will need to embrace our safety measures. These protocols are in line with CDC and DOH recommendations and will continue to be updated based on the most current guidance. Families receiving in-home services will receive documentation unique to those services. While on site, students and staff will remain with their classroom cohort in the school building.

Safety measures in place at APL include:

- Social distancing measures in classrooms, hallways, and outdoor areas, including directional arrows to help guide students as they move in the building. As much as possible, students will stay to the right in hallways and avoid passing closely to others in the classroom.
- Classrooms will be limited to 6-10 students and accompanying staff.
- Upon arrival, students will wash their hands.
- Students must bring a clean, cloth face mask to school daily and are expected to wear it as they enter school and throughout the day. We will follow CDC and DOH guidelines about the use of masks in each phase. If a student does not bring a mask, a disposable mask will be provided.
- At lunch time, during breaks, and after going outside, students will be required to wash their hands.
- Lunch will be eaten in the classroom meeting space.
- Student desks will be spaced apart as much as possible and will face the same direction rather than clustered into small groups.
- Some “specials” or electives will be offered on site, however there will be less sharing of equipment and materials.
- Students will have opportunities for outdoor recess daily, except during inclement weather.
- Students will be dismissed at exits in a way that keeps grade levels separated as much as possible and dismissal times may be staggered when needed to maintain social distancing.

At-Home Checklist for Families

While APL will be practicing protocols in line with CDC guidelines, for students participating in on-site instruction, the steps taken at home are equally as important for preventing community spread. By following the steps below at home and wherever else life takes you, we can minimize the risk for the entire APL community and avoid temporary closures for on-site instruction.

- Practice and demonstrate good hand hygiene**
- Continue social distancing and avoid non-essential high-risk environments and contacts**
- Wear face coverings when in public**
- Perform the at-home screenings each morning before commuting to APL**
 - Has your student had any of the following symptoms in the past 72 hours that's different than what's typical for them?
 - Cough
 - Shortness of breath or difficulty breathing
 - Fever of 100.4F or higher or a sense of having a fever
 - Chills
 - Sore throat
 - Loss of taste or smell
 - Muscle or body aches
 - Nausea/vomiting/diarrhea
 - Congestion/running nose – not related to seasonal allergies
 - Unusual fatigue
 - Does anyone in your household have any of the above symptoms?
 - Has your student been in close contact with anyone with suspected or confirmed COVID-19?
 - Has your student taken any medication to reduce a fever before coming to school?
- Stay home.** If your child's answers to any of the screening questions are "Yes," do not bring them to school. Inform APL immediately so we can implement safety procedures, and to discuss potential next steps including accessing services remotely and when your student may return

Quarantine

A student or staff member exhibiting COVID-19 symptoms will be separated from others, with a distance of at least 6 feet, until the sick person can leave. Students will remain under staff supervision while they wait. The UHeights building is creating a designated space away from other school and program activities. While waiting to leave school, the individual with symptoms will be required to wear a face mask. The building cleaning team will air out and then clean and disinfect the areas where the person was after they have gone.

If a student or staff member tests positive for COVID-19, the local health department will advise, but it is likely that peers in the student's cohort group onsite will be considered close contacts and will need to quarantine at home for 14 days.

It is important to note that not all students who go home sick from school are having COVID-19 symptoms. If a student or staff member goes home with COVID-19 symptoms, they should follow DOH guidance for what to do if they have symptoms of COVID-19 *and have not been around anyone who has been diagnosed with COVID-19*. The student or staff member should be tested, and the school should be informed immediately if they are diagnosed with COVID-19, as per APL's Communicable Disease policy.

I had close contact with someone who has COVID-19 but I am not sick. What should I do?

You should stay home and away from others. Check yourself for fever, cough, and shortness of breath for 14 days from the last day you had close contact with the person. Do not go to work or school and avoid public places for 14 days (self-quarantine).

I had close contact with someone who tested positive for COVID-19 and now I am sick. What should I do? If you were exposed to COVID-19 and get symptoms, you should stay home and away from other people, including household members (self-isolate), even if you have very mild symptoms. Contact your health care provider for a test. Tell them you were exposed to someone with COVID-19 and are now sick.

Returning to School

- If you have confirmed or suspected COVID-19 and have symptoms, you can end home isolation when:
 - It's been at least 3 days with no fever without using fever-reducing medication **AND**
 - Your symptoms have improved, **AND**
 - At least 10 days since symptoms first appeared.
- If you test positive for COVID-19, but have not had any symptoms, you can end home isolation when:
 - At least 10 days have passed since the date of your first positive COVID-19 test, **AND**
 - You have had no subsequent illness.