



THE LEARNING ACADEMY

At The Els Center of Excellence

A Non-Profit Charter High School for Students with Autism

PARENT/STUDENT INFORMATION

HANDBOOK

2021-2022

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2021-2022 School Calendar

The items outlined in **red are required to be signed and returned to the school office before the beginning of the school year. All other information is yours to keep for easy referencing.

Vision Statement

The Learning Academy (TLA) was created to fill a need for high-quality, intensive educational programming for high school students with autism spectrum disorders (ASD) in Palm Beach County. Programming is based on the empirically validated procedures of applied behavior analysis (ABA) implemented to teach academic skills, social skills, vocational skills and life skills.

TLA is dedicated to improving the education and quality of life of its students. Research has demonstrated the efficiency of ABA in the education and treatment of individuals with ASD, TLA is devoted to using this approach in conjunction with other evidence-based techniques to maximize the developmental potential of each one of our students.

The major goals of TLA are as follows:

1. To provide continuous and systematic intervention through full-day programming with a low teacher to student ratio.
2. To use the principles of ABA to provide a framework for instruction and ongoing evaluation of effectiveness of intervention.
3. To provide support and instruction for families via parent conferences, and trainings.
4. To develop affiliations with community organizations to provide opportunities for community vocational experiences and application of functional skills.
5. To prepare students for their lives after school (i.e., college, vocational training, work, independent living).

TLA intends to prepare its students to be as independent, self-sufficient and socially interactive as possible. The school is dedicated to ensuring that all services and supports will be designed and delivered to respect the dignity and uniqueness of each person and will be provided in the least restrictive environment in an appropriate manner.

Arrival & Dismissal Procedures

Parents are responsible for the transportation to and from school each day. Families will be supplied with one (1) vehicle bar code that will provide automatic gate access to the campus on school days, Monday thru Friday from 7:00am to 5:00 pm. Parents will also be issued one (1) TLA parking pass that is to be displayed hanging from the vehicle's rearview mirror at all times while on campus. Additional vehicle bar codes and parking passes may be purchased.

Parents and Palm Tran Connection buses will enter the campus via the Els Center of Excellence's main gates. Students transported by car are to be dropped off under the covered entrance at the main doors of the school. Palm Tran Connection buses will drop off outside of the covered entrance to the left. Parents and Palm Tran buses should pull forwards as far as possible within the drop off area.

This is also the procedure for picking students up at the end of the day. Parents, please communicate this procedure to Palm Tran Connection drivers if you choose to have your son or daughter transported via Palm Tran.

Arrival/drop-off:

TLA school day begins at 8:00am

Student arrival begins at **7:30am** and ends at **8:00am**. **Students cannot be dropped off prior to 7:30am** – this includes Palm Tran riders. Parents, please communicate to Palm Tran Connection this drop off window and request to adjust pick up times at your home to have Palm Tran arrive within this window.

For TARDY arrivals, the following procedure *must be followed*:

If a student arrives later than 8:00am, the parent/caregiver or bus driver must call the TLA office at (561) 296-1776 to notify office staff of the late arrival. The parent/caregiver will wait in the car with the student until a staff member comes out to bring the student in to the school.

Dismissal/pick up:

Dismissal of students will begin at **2:00pm** and end at **2:30pm**. If parents need to pick up their son or daughter before the regular dismissal times, they may do so before 1:30pm by calling the TLA office at (561) 296-1776 to notify the office that they are outside to pick up the student. The parent/caregiver will wait in the car until a TLA staff member brings the student out to the car for dismissal. Dismissals through the front office are not permitted after 1:30pm.

If there is severe weather in the area during arrival or dismissal, TLA administration may make a decision to delay arrival or dismissal procedures until the weather passes. During arrival, students must remain in vehicles. During dismissal, students will not be dismissed from the building to parents until the severe weather has passed.

After Care

TLA acknowledges the fact that some families may have difficulty picking their child up at school during the designated pick-up time. To help families with this, TLA offers after care services for a fee following regular school operating hours (see “After Care fee schedule”).

- After care will be non-instructional, that is, it will consist of recreational or leisure activities only
- After Care will be staffed by TLA teachers and assistants
- Any student not picked up by 2:30pm will be brought to After Care and parents will be billed After Care fees for that day
- Additional fees will be applied at a rate of **\$1.00 per every minute** students are picked up after regular After Care hours (i.e., after 5:00pm)
- After Care maintains a student-staff ratio that ensures the safety of all students. If a student requires a lower student-staff ration additional fees may apply.
- Parents will be sent a bill for After Care fees on a quarterly basis.

After care policies apply to students who take the Palm Tran Connection the same as they apply to students dropped off/picked up by their parents

**After Care services are not being offered at this time.
The availability of After Care will be reevaluated on a monthly basis.
07/28/2021**

Attendance/Absences/Tardiness/Early Pick Up

Attendance

Florida Statute 1003.24 establishes that the parent/legal guardian of a child of compulsory age (6-16yo) is responsible for the child's daily school attendance. School staff, parents, students, and appropriate state agencies are expected to work together to ensure that all applicable school attendance laws are obeyed, including, but not limited to, referral to the states designated agency for possible court action for truancy.

Absences

Absenteeism, excused or unexcused, regardless of the reason, negatively affects the continuity of the learning process. As a student's absenteeism increases, there is a greater responsibility for the school to deter future absenteeism, and there is a greater responsibility for the student to demonstrate that such absenteeism has not negatively affected performance mastery.

Excused absences include:

1. Student illness: If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance.
2. Observance of a religious holiday or service that is recognized as such by all members of the faith.
3. Medical appointment.
4. Death in the family.
5. Subpoena by law enforcement agency or mandatory court appearance.
6. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal or principal's designee.

An absence is **NOT** excused for the following reasons:

- Truancy
- Shopping
- Recreational activities
- Birthday or other celebration
- Vacation
- Outside therapies

If your child is absent please follow the following procedure:

- Call the office before 9:00 a.m. on the day of the absence
- If you do not call the office, we must receive a note explaining the absence. If we do not receive a note then your child will be marked as unexcused.

The following is The Learning Academy's Policy on Attendance:

Absences: The following steps will be adhered to regarding student absences:

- a) For any student with five (5) unexcused absences per semester, a certified letter may be sent to the student's parent(s) informing them of the seriousness of the excessive unexcused absences.
- b) For any student with ten (10) unexcused absences per semester, a meeting may be requested with parent(s) by the school director regarding the excessive absences. The

director may inform the parent(s) that any further absences may require the parent(s) to return the student to the student's district school.

- c) TLA reserves the right to ask for a doctor's letter of illness to excuse any student who is absent three (3) or more days in succession.

Tardiness

The TLA school day begins at 8:00am

It is very important that your child comes to school on time. It is very **DISRUPTIVE** to the class when students come in late. Please remember that our students require many considerations.

If your child arrives after 8:00am, the parent/caregiver or bus driver must call the TLA office at (561) 296-1776 to notify office staff of the late arrival. The parent/caregiver will wait in the car with the student until a staff member comes out to bring the student in to the school.

Tardy students are not to be dropped off in front of the school to walk in by themselves – they must wait with an adult.

The following is The Learning Academy's Policy on Tardiness:

Tardy: A Tardy is defined as 15 minutes or later for the start of the student's class (i.e., 8:15am). A valid excuse includes: doctor's appointment or family emergency. An invalid excuse includes: traffic, late start, couldn't get the child ready, parent schedule, etc.

- a) For any student with five (5) invalid tardiness per semester, a certified letter may be sent to the student's parent(s) informing them of the seriousness of the excessive invalid tardiness.
- b) For any student with ten (10) invalid tardiness per semester, a meeting may be requested with the parent(s) by the school director regarding the excessive tardiness. The director may inform the parent(s) that any further invalid tardiness may require the parent(s) to return the student to the student's district school.

The Learning Academy instructional hours are 8:00am – 2:00pm. During these school hours TLA staff are engaged in academic instruction, pre-vocational training, facilitation of social experiences, and individualized therapy sessions with our students. To ensure student success, it is imperative that all TLA students consistently attend school each day, all day.

Instructional time consistently missed impacts progress towards IEP goals, impedes collection of graded work, and results in missed individual therapy sessions. The Learning Academy utilizes the entire school day to work towards our students reaching their full potential. We ask that parents please support their sons or daughters in his or her education at TLA by making efforts to be at school on time and to make reoccurring appointments/therapies outside of school hours

Education Program

TLA is dedicated to improving the education and quality of lives of its students. Achieving that goal requires that we focus not just on the child, but also on the family. Our philosophy underlies our entire educational program, the key components of which are as follows:

- a) **Full Day Program:** Students attend TLA's full day program from 8:00 a.m. to 2:00 p.m.
- b) **Low Student to Staff Ratio:** The staff to student ratio is determined by the need of the students in each classroom. TLA maintains a ratio that ensures high quality instruction and supervision while also allowing for independence within the daily schedule.
- c) **Individualized Instruction:** A student's goals are based on his/her individual needs as determined by the Individual Education Program (IEP). The IEP includes different domains of function: ex., curriculum, social-emotional, communication, independent functioning, self-determination. IEP's are generated with the collaboration of parents, teachers and therapists at least once a year. However, if a student is progressing quickly, an IEP can be scheduled at any time during the school year.
- d) **Data Based Instruction:** All behavior and skill acquisition programs are defined in measurable terms. Teaching procedures for each skill are broken down, task analyzed, and outlined step by step. Data is taken on all programs at least once a week. Progress, including the goals and objectives of the IEP, will be reported to parents 4 times per year in the form of a progress report. Parents may request to see progress any time though out the year.
- e) **Community Based Instruction:** Often, skills need to be taught in the actual environment that the student is expected to demonstrate the learned skill (i.e. a student may need to learn how to make a purchase at a grocery store). To that end, a theme or skill may be presented in the classroom and then followed by a field trip into the community to practice that skill.
- f) **Positive Behavioral Programming:** Since each student is motivated to learn in his/her own way, motivational systems may be designed specifically for each individual. A behavior plan may be written after a functional assessment of a challenging behavior and in collaboration with parents and teachers.
- g) **Family Participation:** TLA facilitates family involvement by requiring that parents/guardians volunteer at least 20 hours per year. Parents must also attend 2 mandatory trainings. In addition, parents are encouraged to schedule observations or parent conferences with teachers, therapists and/or administrators. Parents are encouraged to be involved in the Parent Teacher Organization (PTO) as well as assist in school fundraising events.

Curriculum

Guiding Principles

The Learning Academy utilizes methodologies and strategies based on the principles of applied behavior analysis in conjunction with other research-based instructional methods to focus on the education of each individual in the following areas:

1. **Academics:** Addressing necessary curriculum areas for each student at their individual level. Ensuring academic skills are able to be generalized to functional, real-world settings. Providing the students with the academic skills necessary to meet the requirements for a high school diploma (special diploma or standard diploma).
2. **Communication:** Fostering development of functional language, adequate articulation, and pragmatic speech using both verbal and a variety of non-verbal modalities such as American Sign Language, gestures, exchange of equivalent pictures, and voice output devices.
3. **Social Interaction:** Facilitates the development of the student's social interaction skills for use with peers, adults and in community settings. This may include pragmatic skills, greetings, and appropriate conversation.
4. **Sensory Processing:** Addresses the particular sensory needs of the child so that they may be more successful in regulating their responses to sensory stimuli, regulating their attention level, and modulating their emotional response.
5. **Functional Behavior:** Promotes independence in all areas of function such as self-care (in home, school, community), independent work skills, community skills (ex., making a purchase), safety skills (crossing the street), and communication (ex., using the phone).
6. **Vocational skills:** Facilitation of specific job related skills that a student may show interest in or show a predisposed aptitude for as well as fostering employability skills (ex., organization, appropriate social interactions, critical thinking)

Instructional Methods

Examples of some of the instructional methods used at TLA are as follows:

1. **Discrete Trial Teaching:** Involves breaking tasks down into isolated steps, and keeping each teaching trial clear and discrete. It may incorporate trial repetition, prompting, reinforcement contingencies, and trial-by-trial data collection procedures.
2. **Incidental Teaching:** Increases spontaneous language and behavior in natural environments. It promotes generalization and maintenance of acquired language and social interaction skills.
3. **Observational Learning/Modeling:** Involves the use of a model that provides the correct response for the student. The student observes the model and then performs the targeted response and receives reinforcement. Techniques may include peer modeling or video modeling.
4. **Direct instruction:** Direct instruction is a component of a behavioral model. The curriculum is scripted for the teacher. Students respond in groups, but may respond individually. By using direct instruction, individual students receive high amounts of instruction in reading, language, math, and compliance training.
5. **Visual and Environmental Cues:** Research has suggested that students with autism benefit from the use of visual reminders/prompts such as visual schedules. A variety of visual cues may be utilized to teach schedules, routines, and specific skills.

6. **Behavioral Shaping and Chaining:** Behavior is changed by consistently reinforcing approximations of the desired behavior until total success is achieved. Behavioral chaining involves putting together the parts of a task in a sequential order to complete the task.
7. **Task Analysis:** Involves breaking down a complex task into small components and then building upon each component as the small piece is mastered. Task analysis is very useful when teaching complex skills such as setting a table, tying shoes, or playing board games.
8. **Video modeling:** A teaching method used to promote desired behavior and interactions. Using this approach, the student observes a video of a peer, adult, or himself engaging in a targeted behavior. Video modeling is also very useful when the student has mastered individual skills but does not know how to combine them. For example, a child may know the individual steps required to put on his coat but not know how to combine them to perform this task himself. Video modeling can be used across many areas, such as self-help skills, communication skills, social behaviors, or academic behaviors.
9. **Online classes:** Computer-based high school classes in which the content is online and is facilitated and monitored by an onsite, certified teacher.

The Learning Academy Vocational Program

The Learning Academy vocational program is designed to provide students with functional and efficient employment training to prepare him or her for life after graduation. This program consists of multiple levels that best fit student's needs and skills sets. Each classroom has an assigned vocational specialist that will oversee the vocational experiences that students receive throughout the year.

Depending on the age, skill sets and independence levels of each individual student, he or she may receive instruction on pre-vocational skills, training in TLA's vocational labs, participation in on-campus vocational activities, or offsite vocational volunteer opportunities.

Individual Education Program

Due to the diverse nature of the diagnoses of ASD, it is necessary to develop an Individual Education Program (IEP) for each student to determine current educational status and plan annual goals and objectives. The curriculum may be continually revised to meet the individual needs and learning styles of the students in order to be appropriate.

An IEP team, consisting of the student, their parent(s), teacher(s), and relevant therapists, develop goals and objectives for the student based on the results of formal and informal assessments, observations, and work samples. Goals and objectives are written to address different domains of learning including: Curriculum, Social/Emotional, Communication, Self-Determination, Independent Functioning, and Employment.

IEP meetings will be held at least once annually to examine progress on the goals and objectives and to develop new goals to build upon previously learned material. Students will attend their own IEP meetings utilizing a self-directed IEP template.

Student Assessment Methodology

Each student that enters TLA participates in a baseline evaluation period to assess skill level in all core domains. Both formal and informal procedures are implemented including standardized testing, parent interview, observation, and pretesting.

Goals and objectives on each child's Individual Education Program are developed based upon the student's present levels of performance.

Since rapid student progress is an important part of TLA's curriculum, data collection on all student core skill acquisition programs are collected and graphed weekly. When implementing a skill acquisition program or a behavior reduction program, collecting data is necessary in order to monitor the program's effectiveness on the student's behavior. Therefore, data is taken using weekly probes on each student's performance.

Baseline, Pretest, and Criterion

Prior to teaching a skill acquisition program, baseline data consisting of three to five trials is conducted. If the student meets criteria, typically 80% correct or better, the student can move onto the next developmentally appropriate skill acquisition program. Pretests are performed on each new step of a skill acquisition program. If the student scores 90% or better, he/she can move onto the next step. Criterion for mastery of all skills includes correct responses or better for two consecutive days in all of the following:

- A. Generalization to novel setting
- B. Generalization to novel instructor
- C. Generalization to novel stimuli

Report Cards/ Parent Teacher Conferences

Parents will receive a report card/goal report four times per year, which indicates the progress your child is making on their individual educational goals. Parent-Teacher conferences will be scheduled at parent request following distribution of report cards. However, a parent may request a parent-teacher conference to review their child's progress at any time.

Formal Standardized Psychological, Occupational Therapy, and Speech and Language Evaluations

Federal Law 92-457 (State Board Rules 6A to 6.03011 through 6.03027) mandates consideration for re-evaluation at least every three years. In compliance with state and district rules, a meeting will be held between school personnel and the family to determine the evaluation needs of the child. If the team decides that evaluation is necessary for programming and placement purposes at school, the parent will be asked to give written permission before any testing may occur. Initial findings, impressions, and recommendations will be discussed with the family at a scheduled team meeting. Test results will be interpreted and the parent will receive a copy of any and all evaluations.

A variety of assessment tools may be used to assess student performance. Psychological assessments and physical therapy evaluations will be completed by contracted licensed professionals. Speech and language evaluations and occupational therapy evaluations will be conducted by in-school TLA therapists.

Florida State Standards / Diploma Options

Standard Diploma - All students, including students with disabilities, are entitled to try to earn a standard diploma. To do so, they must meet the graduation requirements set by the State of Florida and the local school districts. A Standard Diploma is granted to students who earn the specified number of credits and grade point average, meet the regular Florida State Standards, and pass the FSA/EOC requirements.

Course Credit Requirements and Classroom Accommodations

The State requires students to earn a specific number of credit hours in certain courses for a standard diploma. For example, all students working toward a standard diploma must earn four credits in English and three credits in mathematics, including Algebra I or its equivalent. For credit towards a standard diploma, the requirements for **basic education** (regular academic) courses cannot be changed. Students with disabilities are expected to learn the same things as nondisabled students. However, **modifications** can be made to requirements for **career education** (vocational) courses, as appropriate.

To graduate with a standard diploma, students must also earn a specific number of **elective** credits. There are many choices of elective courses. Students may take basic education and career education courses for elective credits. Most ESE courses and all remedial and compensatory courses may only be used for elective credits. These courses are used to supplement regular courses or to develop needed skills. The ESE vocational courses for students with disabilities may be used to meet the 1/2 credit practical arts graduation requirement.

Keep in mind that students with disabilities may be provided **accommodations** in basic education courses, career education courses, and tests. Accommodations may change the way a student is taught or tested. They do not change what the student is expected to learn.

The Individuals with Disabilities Education Act (IDEA) and Florida laws require that students with disabilities be provided accommodations, if necessary. The transition IEP team determines which, if any, accommodations your child needs. This information is recorded on the student's IEP.

Florida Standards Assessments (FSA)

Refer to Palm Beach County School District Assessment Parent Tab

<https://www.palmbeachschools.org/assessment/fsa/>

Extended Time for Meeting Graduation Requirements

All students with disabilities earning a standard diploma and standard diploma on access may stay in school until they are 21 years old. This also applies to students with disabilities who have been awarded a certificate of completion. This policy is included in the Individuals with Disabilities Education Act.

Florida State Standards for Standard Diploma on Access Points

Students with more significant cognitive disabilities may learn the knowledge and skills based on the Florida State Standards Access Points with varying **modifications**. The Florida State Standards for Standards on Access are designed to prepare students for adult living and employment after graduation.

The **domains** and **strands** of the Florida State Standards on Access are briefly described in the chart below.

Domains (Areas)	Strands (Topics)
Curriculum and Learning Environment	Strand A: The Florida State Standards on Access Points addresses the student's progress toward achieving the regular Florida State Standards with modifications Strand B: Functional Academics Includes functional skills in the areas of reading, writing, listening, speaking, viewing, mathematics, and problem solving Strand C: Life Work Addresses workplace competencies relating to job preparation, task management, use of tools and technology, and employability skills
Independent Functioning	Strand A: Personal Care Includes the skills and knowledge associated with personal daily living and care, and accessing community resources Strand B: Self-Management Includes personal planning and decision making, as well as appropriate conduct in daily living and work roles
Social and Emotional Behavior	Strand A: Working with Others Focuses on working in groups and developing interpersonal relationships
Communication	Strand A: Communicating with Others Addresses the ability to participate effectively in initiating and responding to communication

For each strand, standards and benchmarks describe what students are expected to know and be able to do. The Florida State Standards on Access Points have benchmarks at three levels of functioning.

- Independent Level (In.): Students are able to perform the behaviors for each benchmark on their own.
- Supported Level (Su.): Students require ongoing use of assistive aids, prompting, or supervision in order to perform the behaviors for each benchmark.
- Participatory Level (Pa.): Students require extensive assistance to be able to participate in activities of daily living as indicated in the benchmarks.

A student with disabilities is expected to master each standard at a level of functioning that is appropriate for the individual student as determined by the transition IEP team.

More information can be found on CPALMS <http://www.cpalms.org/Public/> and Florida Students <http://www.floridastudents.org/>

Florida Standards Alternate Assessment (FSAA) / Datafolio

https://www.palmbeachschools.org/assessment/alt_assessment/

TLA Code of Conduct / Behavior Intervention Policies

The Learning Academy recognizes the importance of students maintaining socially appropriate behaviors across all environments in their life. The Learning Academy expects students to display appropriate behaviors and be free of challenging behaviors during the school day. To facilitate this behavioral success, TLA maintains an encouraging, enriched environment for students to thrive in. TLA incorporates the research-based practice of positive reinforcement through-out the day within all aspects of the program to maintain desirable behavior and to teach new skills.

Data is collected on all instances of challenging behaviors exhibited by students. Functional behavior assessments (FBAs) are conducted to determine why challenging behaviors are occurring and individualized behavior intervention plans (BIPs) are developed to target new skills to be taught to replace challenging behaviors. Completed behavior intervention plans are presented and explained to parents. Ongoing collected data will be analyzed and plans will be monitored by a Board Certified Behavior Analyst (BCBA) and changes to the behavior intervention plans will be made as necessary.

Behavioral Support Guidelines, Least Restrictive Intervention,

The Learning Academy utilizes a three level behavioral support guideline to address challenging behaviors. These guidelines are used as our normal process for behavior support and a summary of the procedures is listed below.

Level 1:

Proactive strategies are implemented across a typical school day which may include group management contingencies, individual positive reinforcement procedures, curriculum and/or environmental modifications, and direct teaching techniques. Teachers may implement these procedures in an effort to increase desirable behaviors and to teach appropriate alternatives to challenging behaviors.

Level 2:

Level two strategies are implemented in response to regularly occurring challenging behaviors that are non-continuous and/or of low intensity. These strategies may include more intensive and individualized procedures including highly structured individualized reinforcement programs (ex., differential reinforcement of other behavior, conditioned reinforcement programs etc.) or consequent or reactive strategies (ex., time-out, response-cost, contingent task etc.). These procedures may be used only when included as a part of an individualized behavior intervention plan based on the results of a functional behavior assessment and written and monitored by a Board Certified Behavior Analyst (BCBA).

Level 3:

Level three procedures are implemented in response to a crisis, that is, continuous and intense behaviors that are an immediate threat to a student's safety or the safety of others. These procedures may include physically assisted transportation, vertical or horizontal immobilization to cease continuous aggression or self-injury. These procedures will only be utilized in the event of a crisis situation where the safety of students or staff is of immediate concern. If used on a regular basis in response to episodes of the same behavior, these procedures will be included as a part of an individualized behavior intervention plan, and approved by the IEP team.

Crisis Intervention

When managing crisis behaviors, TLA will always consider valid, positive behavior strategies first, and only consider more restrictive interventions as a last resort when positive interventions have failed and the safety of the student or others is at risk.

The following are in place to reduce physical crisis intervention and to ensure procedures are implemented with fidelity and ethically:

- All staff implementing crisis intervention procedures will be specially trained and certified in approved crisis management strategies (Professional Crisis Management (PCM)).
 - TLA staff will be required to participate in a re-certification course once per year and in addition, will take part in quarterly refresher trainings.
- TLA staff will always first consider/attempt the least restrictive crisis intervention that is capable of managing the situation safely.
- In the event a situation requires a more restrictive physical intervention, a TLA administrator or certified PCM instructor will be present to ensure that decisions are made ethically and procedures are implemented with fidelity.
 - Video recordings of all physical crisis intervention incidents are reviewed with administration and the staff involved to evaluate variables leading up to the incident to determine how to best decrease future incidents.
- The respect and dignity and of a student will be maintained at all times during crisis intervention.
- Crisis intervention procedures will **ONLY** be used in efforts to ensure the safety of the student or others:
 - Crisis intervention will never be used as a punishment.
 - Crisis intervention procedures will never be used as a consequent strategy to decrease the frequency of challenging behavior.
 - Crisis intervention procedures will never include mechanical restraints.
 - Crisis intervention procedures will never include chemical restraints.
 - Seclusion will never be used with a student at TLA.
 - Crisis intervention procedures that cause pain or discomfort will never be used with a student at TLA.
 - A student will never be threatened or coerced with the use of crisis intervention procedures.
- In the event a crisis requires intervention that results in horizontal immobilization, the school nurse will be called to monitor the intervention to ensure the health and safety of the individual throughout the procedure.
 - In addition, following any physical crisis intervention, the school nurse will conduct a physical examination of the student.
- Parents will be notified by phone immediately following any crisis intervention resulting in a horizontal immobilization.
 - In addition, all horizontal immobilizations will be reported to the Florida Department of Education with 24 hours of the incident. A written copy of this report will be provided to the parents.

Please contact TLA administration if you have questions or would like more information regarding the crisis intervention policies AND procedures used by TLA staff.

State Child Abuse guidelines (State of Florida Statutes) specify that failure to intervene in a situation where a child is endangering self or others constitutes neglect.

Criteria for Placement Review

While enrolled at The Learning Academy, students will have an individualized functional behavior assessment (FBA) conducted upon the first incidence of challenging behaviors. An individualized behavior plan will be developed from these FBA results; including proactive strategies, teaching replacement behaviors, and implementation of reactive strategies. The individualized behavior plan will be implemented by all staff across the school day. Data will be collected on challenging behaviors daily and the behavior plan will be modified as necessary according to the collected data.

Under the following conditions, a placement review may be considered for a student enrolled in The Learning Academy:

Step 1: Initial Criteria

- 1.) *Major Property Destruction* – 4 or more major property destructions within 20 school days
- 2.) *Prone Physical Restraint* – 4 or more prone physical restraints within 20 school days
- 3.) *Classroom Participation* – less than 25% classroom participation in daily activities across 20 school days
- 4.) *Unexcused Absences* – more than 5 unexcused absences within 20 school days
- 5.) *Physical Injury or Harm to Other Students* – more than 1 instance of injuring or harming another student within 20 school days

If a student meets one or more of the above criteria, a meeting with the IEP team will be conducted to review the behavior plan, and data will be monitored for an additional “Provisional Period”.

Step 2: Provisional Period

If, during the provisional period, the student once again meets one or more of the initial criteria; a meeting will be scheduled with the student’s IEP team. At this meeting the team will review the student’s data, assess whether the current IEP is appropriate, and discuss whether The Learning Academy is the appropriate placement to meet the needs of the student.

Definitions:

Major property destruction: any instance of a student damaging an item(s) in the school environment after which the item(s) requires replacement or repair in excess of twenty-five dollars. An example may include a student putting a hole in the wall or breaking a computer. A non-example would include a student ripping a page from a book.

Prone physical restraint: any instance of a student being restrained by two or more trained staff, face down on a mat on the floor. An example may include a student requiring 3 staff members to restrain him or her on a mat as per their behavior plan guidelines. A non-example would include a student being restrained by one-staff in a standing position.

Classroom participation: the total percentage of time a student is present for scheduled classroom activities per day. Examples may include a student being present in group activities, doing individual work, going on scheduled field trips, going to the playground with the class (active participation is not a requirement). A non-example would include a student refusing to join a group, or resisting participation in scheduled activities.

Unexcused Absence – Outlined in Parent – Student Handbook.

Physical Injury – any instance of an individual sustaining a visible abrasion, laceration or contusion at the hand of another student. An example may include a student biting or punching another student resulting in sustained visible marks. A non-example would be a student hitting another student that did not result in visible marks.

TLA Student Dress Code

Thank you for your commitment to The Learning Academy dress-code policy. The Learning Academy recognizes that some students with autism may have difficulty wearing clothing that is uncomfortable or non-preferred. However, staying true to our school's mission of "preparation for life after school", we are also aware that many companies, businesses, and adult training sites require uniforms and/or follow specific dress codes. It is our goal to prepare our students to be able to go into the community by overcoming these clothing sensitivities and routines.

All students are required to wear the following while at TLA:

- Solid colored shirts with a collar and sleeves. Sleeve length, color shade and fabric are your choice.
- Solid colored pants, dress shorts, skirts, etc. Color shade and fabric are your choice. Shorts and skirts length should be no more than 2 inches above the knee.
- Closed-toed shoes (sneakers are ok except on specific vocational outings). No sandals, Crocs like shoes, slides or flip flops.

During the school year, there may be exceptions to this dress code. These will be announced in advance.

Specific vocational sites may require job related uniforms or attire. This information will be made available to those students attending the specific jobs.

Your ongoing cooperation in supporting school policy is appreciated.

Transportation

The Learning Academy does not provide transportation to and from school. A student's family is responsible for transporting their child to school in the morning and picking their child up from school in the afternoon.

Some families may choose to car pool, or utilize the Palm Tran Connection. Parents interested in carpooling may provide their contact information and geographical area to the school and the school will share that information with families in similar locales. Information about the Palm Tran Connection services may be obtained from the company's website or by calling Palm Tran Connection directly.

Lunches & Nutrition

Due to the varied, restrictive diets and food selectivity of many of our students, The Learning Academy has elected to not participate in the Food Service program through The School District of Palm Beach County. All The Learning Academy students are required to bring their own lunch and snack to school on a daily basis.

Families should send in a nutritious lunch, and snacks if applicable, each day their son or daughter attends The Learning Academy. Students have the ability to heat food at school in microwaves (teachers will assist if needed). Students should also come with the adequate dishes, utensils etc. appropriate for their lunch/snack.

Families eligible for free and reduced lunches may be reimbursed for providing lunches for their child. Free & Reduced Lunch Application available at <https://mealapps.palmbeach.k12.fl.us/>

On occasion, classes may participate in cooking activities, or purchase lunch in the community. Parents will be informed of these activities ahead of time and may choose whether or not to have their son or daughter consume the food associated with the activity. In addition, students may receive edible reinforcers through-out the day as a part of an individualized behavior plan. If parents do not wish to have their son or daughter have access to these edible reinforcers they may indicate so in the Nutrition form located in this handbook.

Visitation/Observation Guidelines

Visitors:

All visitors to The Learning Academy must sign in at the front desk of the school.

Visitors must have a Raptor background check from the Els Center of Excellence security guard or from TLA front desk and display a Raptor visitor sticker at all times while on campus.

Visitors without a *School District of Palm Beach County* security badge are prohibited from entering the educational areas of the school without being accompanied by a TLA staff member.

Visitors entering the educational areas must leave all bags and /or belongings in the office area.

Observations:

TLA encourages parents, family members and outside therapists to observe the learning process taking place at the school. TLA believes that our students will be most successful when everyone in their lives is working collaboratively towards common goals. School observation is a valuable tool used to share the strategies and methods utilized as well as the successes and challenges experienced at school. TLA staff will work with parents to arrange an observation at the earliest possible opportunity.

Because a visitor to the classroom, novel or familiar, can be disruptive to the students and the activities occurring in the classroom, visitors will observe through the two-way mirrored observation rooms with an observation session supervisor. This system allows visitors to observe unobtrusively from a separate room and maintains the privacy and dignity of other students in the school.

Parents are asked to adhere to the following observation rules/procedures:

1. Discussions with teachers will not be conducted on the day of the observation. Post conferences may be arranged at a time that is before or after school hours.
2. Observations/viewing will not exceed 30 minutes.
3. Because you may be viewing an entire classroom, confidentiality must be maintained at all times. At no time will other students be discussed. Discussions outside the observations regarding other students are prohibited.
4. At no time will staff or students be observed without prior notification.

Observation Procedures:

1. Please complete an observation sign-up form (available from the front office or classroom teacher) and submit to the front office to schedule an appointment at least one week in advance.
2. A TLA representative will contact you to confirm the dates/times requested.
3. Upon arrival, report to the front office.
4. After signing in, you will be directed to an observation room.
5. All visitors must complete a confidentiality agreement prior to observing a classroom.
6. All observations will be with a TLA observation session supervisor.

Parental Requirements

An important piece of The Learning Academy mission is working closely with families in educating their children ASD. Parental involvement in TLA is critical to the operation of the school and to the success and performance of the students. To accomplish this mission, families are required to complete certain requirements when they choose to enroll their child at TLA.

When a family enrolls their child at The Learning Academy they are agreeing to:

- a) Provide two (2) hours per month, or twenty (20) hours annually, of needed services and/or resources on behalf of TLA (*i.e., volunteer hours*).
- b) Attend up to two mandatory trainings/meetings deemed necessary by the administration of TLA. Other voluntary trainings may be offered as well. (*time spent in mandatory meetings and trainings may count towards required volunteer hours*)
- c) attend and participate in annual Individual Education Program (IEP) meetings
- d) attend private parent/teacher conferences as needed to discuss student progress towards annual goals and objectives
- e) implement educational, social, communication, and behavior strategies at home as they are developed cooperatively with TLA personnel
- f) assist in or facilitate the completion of assigned homework for their child

There will be a multitude of parent volunteer opportunities available throughout the school year. Families will be notified of volunteer opportunities, meetings, and trainings via notices or emails from TLA administration or from the PTO volunteer coordinator.

Throughout the school year parents may receive notices of their volunteer hours performed to date.

Failure to perform the requisite volunteer hours will result in a formal reminder of agreed upon parental obligations.

Failure to comply with the Parental Requirements may result in denial of admission to The Learning Academy for the following school year.

Health/Illness Policy

Health Examination and Immunization

Every student entering the school for the first time shall present a certificate from a licensed physician (*physical*) to attest to their physical condition and an *immunization record* as required by law.

Student Illness

Any student who is suspected of having a communicable disease or who exhibits other signs and symptoms of an illness which include any of the following shall be placed in an isolation area, and the condition shall be reported to the parent or guardian or other person authorized by the parent, and the child will be removed from facility as soon as possible. **Students can return to the facility with a doctor's note, after 48 hours, or when the following signs and symptoms are no longer present:**

1. Severe coughing or productive cough
2. Difficult or rapid breathing
3. Temperature of 100 degrees F or higher taken by the auxiliary method when in combination with the signs of illness
4. Conjunctivitis (pink eye)
5. Untreated infectious skin patch(es)
6. Unusually dark urine and/or gray or white stool and yellowish eyes or skin
7. Pediculosis (head lice)
8. Any other unusual sign or symptom of illness
9. Green nasal discharge in conjunction with other symptoms

Students can return to the facility with a doctor's note, or after 48 hours of the following signs and symptoms no longer present:

1. Diarrhea (more than one abnormally loose stool within a 24-hour period)
2. Vomiting

The above rules apply to all employees and volunteers as well. They shall remain isolated from other individuals and not return until the signs and symptoms are no longer present.

Staff is required to notify the County Public Health Unit within 24 hours of any suspected outbreak of notifiable communicable disease or other disease condition. A suspected outbreak occurs when three or more children or employees have the onset of similar signs or symptoms (such as diarrhea, rash, etc.) within a 72 hour period or when one or more cases of a serious communicable disease, which includes, but is not limited to hepatitis, measles, meningitis, diphtheria, German measles (rubella), whooping cough, tuberculosis, chicken pox, mumps, salmonella, shigella, campylobacter, or giardia intestinal infection is diagnosed or suspected in a child or employee.

The presence of any notifiable communicable disease shall permit the County Public Health Unit Director to declare a disease emergency. The declaration of said emergency shall mandate that health and immunization records of all children in attendance and all employees be made available for inspection.

Returning to School

If your child is sick or sent home with fever, they need to be free of any symptoms for 48 hours before returning to school. This means that, if they are sent home during the school day, they should not return to school the next day. (*For example, if a student goes home on Tuesday at 11:30am they are not eligible to return to school until Friday.*) “Fever Free” means no fever, **without any fever reducing medication.**

If your child is sick or sent home with diarrhea, or vomiting, they need to be free of any symptoms for 48 hours before returning to school.

A student returning to school after a three (or more) day absence due to illness must have a note signed by the parent/guardian, stating the dates and the reason for the absence. Students who have been absent because of a contagious or infectious disease or condition must present a certificate of recovery from a licensed physician.

** Please also review COVID-19 guidelines

In the Case of Accident

Trained school staff shall be responsible for administering first aid when necessary. In all cases, the parents/guardians will be informed when first aid has been administered. When the nature of the injury appears more serious, every effort shall be made to contact the parents/guardians immediately. If the parent or guardian cannot be reached, the staff will attempt to contact the persons designated on the child’s emergency form. In extreme emergencies, the Administrator in charge may decide immediate medical attention is required and call an ambulance, contacting the parents/guardians in advance if at all possible*. The staff member who is responsible for the student at the time of the accident/illness shall complete a written incident report within 24 hours, providing details of the incident.

*Please note that it may not be possible for the ambulance to transport your child to your hospital of choice.

Medication

It is extremely important for the school to know if your child is on **any** medication, any new medication, or has had a change in medication (see attached The Learning Academy Medical Information Form). This change should be reflected in the IEP. It helps the teachers understand behaviors and work more effectively with your child. This should include daily medications as well as medications for infections (ear, sinus, etc.). If you give your child an OTC (over the counter) medication for allergies, coughs, etc., before you send them to school, it is extremely important that you share that information with your child's teacher. Those medications affect behavior and it would be helpful for the teacher to know that information at the beginning of the day. This information will also be critical in the event of a medical emergency.

If you need to give your child Tylenol, Advil, etc. for fever they should not be in school.

For a student to have medication administered at The Learning Academy, the following is required:

- A completed *Physician's Authorization Form* which states the medication name, dosage, and time of administration (forms can only be obtained from your child's doctor).
- Medication must be transported to school by a parent/guardian or designated adult (*i.e., not in backpacks or lunch boxes*).
- Medication is brought to the school in an original prescription container (*i.e., no plastic bags*) which contain labeled dosing instructions.
- Before leaving medications at school, all medications must be counted, verified and documented by parent and Nurse in the Medication Log.
- As applicable empty prescription containers will be discarded or picked up by parent/guardian.

These requirements also include the administration of EpiPens, and/or seizure medications.

Medication will only be administered to the student as per the Physician's Authorization Form.

Changes in medications, dosage, or times require an amended Physician's Authorization Form.

It is the responsibility of each student's family to ensure that medications including EpiPens or seizure medications are kept current and readily available.

Only FDA-approved medications will be accepted. No vitamins, nutritional supplements, etc.

The Learning Academy – Bullying Policy

The Learning Academy believes that all students have a right to a safe and healthy school environment. TLA has an obligation to promote mutual respect, tolerance, and acceptance.

The Learning Academy will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The Learning Academy expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

While on the grounds of The Learning Academy, or on a school-sponsored activity, all students are expected to adhere to the following:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal. The school prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Internet Safety Policy

It is the policy of The Learning Academy to:

- a. prevent users from accessing or transmitting inappropriate material over its network via the Internet, electronic mail, or other forms of direct electronic communications;
- b. prevent unauthorized access and other unlawful online activity;
- c. prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- d. comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Access to Inappropriate Material

To the extent practical, technology protection measures including Internet filters shall be used to block or filter the Internet or other forms of electronic communications and access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or to child pornography or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of The Learning Academy online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act prevention of inappropriate network usage includes:

- a. unauthorized access, including so-called hacking, and other unlawful activities; and
- b. unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of The Learning Academy's staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Emergency

In times of emergency, we will observe the same policies as the Palm Beach County School District. Listen to your local television and radio for information regarding school closings. In the event of a school closing during the day, parents are requested to pick up their children without delay, as our staff will need to prepare their homes as well. If you live outside of Palm Beach County, it is your responsibility to follow any weather warnings that might affect the closing of the school.

EMERGENCY CODES

Students

- **Code Red** – Imminent danger, most serious threat, intruder with weapon
 - **Lockdown - No movement**
- **Code Yellow** – Threat near area, robbery, riot, kidnapping, gang activity, homicide
 - **Lockdown - Limited Movement**
- **Code Blue** – Health hazard (i.e. chemical, toxin release due to hazardous spills)
 - **Evacuation**
- **Code Green** - All Clear

Parents/Visitors

- **Code Red**-School is placed on LOCKDOWN. Follow the directions of school personnel or law enforcement officers. If no officials are present, leave campus immediately. Do not attempt to enter the school building.
- **Code Yellow**-School is placed on LOCKDOWN. No one is allowed to enter the building. Follow the directions of school personnel or law enforcement officers. If no officials are present, leave campus immediately. Do not attempt to enter the school building.
- **Code Blue**-An unsafe condition exists. Follow directions of school personnel or emergency responders. If no officials are present, leave campus immediately.
- **Code Green**-All Clear
- **All district Codes**-Parents and visitors are not to attempt to contact any student during the implementation of a District Emergency Code. Parents should monitor local radio and television stations for more information. Depending on the length and severity of the emergency, parents will be contacted by email or phone.

An emergency situation at the school may delay the dismissal of students, direct contact with the school may be unavailable, and entrance to the school denied. Please understand that these measures are to ensure the safety of all of the students at The Learning Academy and comply with the procedures outlined.

Mandatory Reporting Requirements

As required by Florida Statute (FS 1012.799) and Section 39, Florida Statutes, any instructional personnel or administrative personnel having knowledge that a sexual battery has been committed by a student upon another student must report the offense to a law enforcement agency having jurisdiction over the school or over the place where the sexual battery occurred if not on the grounds of the school.

Abuse & Neglect

The Learning Academy serves students ages 14 – 21 years old. Florida law defines a student aged 14 – 17 as a child and students 18 years or older are considered adults. Given the nature of the disabilities of the students at The Learning Academy, some students 18 years old or older may be considered vulnerable adults, that is an adult who is unable to adequately provide for their own care or protection. All students at The Learning Academy should be considered to be a child or vulnerable adults and any suspected abuse should be reported as set forth below.

Thereby, The Learning Academy will fully comply with all requirements set forth by Florida Statute (FS 39.201) in regards to abuse of a child and Florida Statute (FS 415.1034) in regards to the abuse of a vulnerable adult.

Report of Abuse

Protecting the physical and emotional well-being of students is of paramount importance. All of The Learning Academy employees shall maintain the highest professional, moral, and ethical standards in dealing with the supervision, control, and protection of students on or off school property.

The Learning Academy staff will report suspected abuse of a TLA student to the proper authorities given the guidelines below whether the student is a child or vulnerable adult.

1. **Obligation to Report:** TLA prohibits any action or omission constituting abuse, abandonment or neglect by any of its employees, agents, volunteers, or other persons affiliated in any way with TLA.
 - a. Any person who knows, or has reasonable cause to suspect, that a student is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the student's welfare, or that a student is in need of supervision and care and has no parent, legal custodian, or responsible adult relative immediately known and available to provide supervision and care shall report such knowledge or suspicion to the Florida Department of Children and Families.
 - b. Any person who knows, or who has reasonable cause to suspect, that a student is abused by an adult including a parent, legal custodian, caregiver, or other person responsible for the student's welfare, shall report such knowledge or suspicion to the Florida Department of Children and Families.
 - c. Any person who knows, or has reasonable cause to suspect, that a student is the victim of sexual abuse or the victim of a known or suspected juvenile sexual offender, shall report such knowledge or suspicion to the Florida Department of Children and Families.
 - d. All employees have a duty to report such cases in good faith; and have a duty to comply with child protective investigations and all other provisions of law relating to abuse, abandonment, and neglect. School teachers or other school officials or personnel may be required to provide their names to the hotline staff.

2. **How to Report:** If an employee suspects abuse, abandonment or neglect, the employee shall report this to the Florida Department of Children and Families' Abuse Hotline (1-800-962-2873). In addition, the employee must notify his/her supervisor immediately. In accordance with Florida law, the Florida Department of Children and Families, in conjunction with applicable law enforcement agencies, is responsible for investigating allegations of abuse, abandonment or neglect.

When a report of abuse, neglect or abandonment has been made to the Florida Department of Children and Families, a teacher, staff member, volunteer or agent should not take it upon themselves to interview the student, talk with the suspected abuser, discuss the allegations with other potential witnesses or otherwise investigate the case. Nor should a teacher, staff member, volunteer or agent divulge information relating to the complaint to persons other than school officials, the Florida Department of Children and Families, law enforcement, the State Attorney or other court designee. If a parent, caregiver, or legal guardian desires information related to a complaint of abuse, that person should be directed to contact the Florida Department of Children and Families and/or the applicable local law enforcement agency.

Definitions:

"Abandoned" means a situation in which the parent or legal custodian of a student or, in the absence of a parent or legal custodian, the caregiver responsible for the student's welfare, while being able, makes no provision for the student's support and makes no effort to communicate with the student, which situation is sufficient to evince a willful rejection of parental obligations.

"Abuse" means any willful act or threatened act that results in any physical, mental, or sexual injury or harm that causes or is likely to cause the student's physical, mental, or emotional health to be significantly impaired. Abuse of a student includes acts or omissions. Corporal discipline of a 14 year old child by a parent or legal custodian for disciplinary purposes does not in itself constitute abuse when it does not result in harm to the child.

"Neglect" occurs when a student is deprived of, or is allowed to be deprived of, necessary food, clothing, shelter, or medical treatment or a student is permitted to live in an environment when such deprivation or environment causes the student's physical, mental, or emotional health to be significantly impaired or to be in danger of being significantly impaired. The foregoing circumstances shall not be considered neglect if caused primarily by financial inability unless actual services for relief have been offered to and rejected by such person. A parent or legal custodian legitimately practicing religious beliefs in accordance with a recognized church or religious organization who thereby does not provide specific medical treatment for a student shall not, for that reason alone, be considered a negligent parent or legal custodian. All school employees have a serious affirmative duty to report suspected abuse and neglect and shall do so pursuant to the guidelines developed.

Penalties for Failure to Report

Any employee who is required to report and fails to do so may be found guilty of a misdemeanor of the first degree and may be held liable for civil damages caused by the failure to report. Failure to report abuse as required will also subject the employee to disciplinary action. **Duty to Cooperate with Investigations**

Employees have a duty to cooperate with investigations conducted by Child Protective Services and to comply with all other provisions of law relating to abuse and neglect. Under Florida law, all employees are mandated reporters and are required to provide their names to hotline staff. Names of persons reporting to the hotline will not be disclosed without their permission.

Notification of Rights Under FERPA

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

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

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

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520 21

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

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs;
- School Productions;
- School Websites or social media pages; and/or
- Similar school or District sponsored publications.

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

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must **NOTIFY THE SCHOOL IN WRITING BY August 30, 2021.**

The school has designated the following information as directory information:

- Student's and Parent's name
- City of residence
- Electronic mail address
- Classroom number
- Photograph
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received
- The annual yearbook
- Graduation programs

TLA Communication Policies

The Learning Academy recognizes the importance of two-way communication between a student's family and school. Outlined below is TLA's policies on communication.

Please make sure that your personal contact information (i.e., email address, phone number(s), mailing address) is up to date with the school to ensure efficient communication.

School to Parent Communication		
Frequency	Mode	Type of Information
Immediate	<ul style="list-style-type: none"> Telephone 	<ul style="list-style-type: none"> Student illness or other health abnormalities Emergencies (ex., seizure, injury etc.) Physical restraints
Daily	<ul style="list-style-type: none"> Email Written 	<ul style="list-style-type: none"> Notable successes Notable behavioral challenges Student specific pertinent information Information to be communicated daily as outlined within an IEP
Weekly	<ul style="list-style-type: none"> Email Bloomz App Written 	<ul style="list-style-type: none"> Classroom communication <ul style="list-style-type: none"> Weekly curricular topics Academic/vocational/life skill activities to be addressed in the coming week Upcoming classroom activities not a regular weekly schedule
	<ul style="list-style-type: none"> Email 	<ul style="list-style-type: none"> "TLA Weekly Newsletter" <ul style="list-style-type: none"> School reminders Notes from principal Information regarding upcoming events
	<ul style="list-style-type: none"> Email Written 	<ul style="list-style-type: none"> "PTO / Volunteer Coordinator Update" <ul style="list-style-type: none"> Volunteer opportunities PTO fundraising event info Meeting dates
Monthly	<ul style="list-style-type: none"> Email Written 	<ul style="list-style-type: none"> TLA Monthly Newsletter <ul style="list-style-type: none"> Vocational updates Art/Music/PE updates Past events and upcoming events
Quarterly	<ul style="list-style-type: none"> Written 	<ul style="list-style-type: none"> Goal Reports/Report Cards <ul style="list-style-type: none"> Individual students' progress on each of their goals indicated on their IEP Individual students' grades on each of the courses they are enrolled in
The Learning Academy's website, www.tlacad.org has information such as: <ul style="list-style-type: none"> School calendar Admissions info Staff contact information Student Handbook Community resources 		School District of Palm Beach County (SDPBC) website, www.palmbeachschools.org has information available such as: <ul style="list-style-type: none"> Sunshine State Standards <ul style="list-style-type: none"> Access Points Course descriptions Diploma options

Family to School Communication: Parent - Teacher

For information regarding:	Contact person(s):	Mode of communication:	Times:	Communication reciprocation policy
<ul style="list-style-type: none"> • Homework • Schedule • Classroom activities • Individual Education Programs (IEP) • Curriculum • Student related issues • Student behavior • Student work • Notification of student illness/absence • Notification of relevant behavioral or medical information 	<ul style="list-style-type: none"> • Classroom Teachers • Speech Therapist(s) • Occupational therapist • Vocational specialist(s) • Behavior Analyst(s) 	Telephone (561) 296-1776	7:30 – 8:00 2:30 – 3:00	Messages will be returned within two school days of receipt
		Email (teacher and therapist emails available on www.tlacad.org)	Anytime	(Issues dire in nature, requiring an immediate response, should go through the front office)
		In person	By scheduled appointment 7:30 – 8:00 2:30 – 3:00	Parent-teacher conferences will be scheduled within one week of request * Parents are also encouraged to respond to teachers/school communication within two school days of receipt

Family to School Communication: Parent - School

For information regarding:	Contact person(s):	Mode of communication:	Time:	Communication reciprocation policy
<ul style="list-style-type: none"> • Events • Policies • Scheduling observations • School calendar • Administrative matters • Issues requiring immediate attention during the school day 	<ul style="list-style-type: none"> • Secretary • Principal • Assistant principal/ESE contact • Director of Behavioral Services 	Telephone (561)296-1776	8:00 – 3:30	Messages will be returned within two school days of receipt
		Email ilawton@tlacad.org thonsberger@tlacad.org kathryn.steele@pbcharterschools.org ddoherty@tlacad.org	Anytime	(If the message is dire in nature, requiring immediate response, contact the front office)
		In person	By scheduled appointment 8:00 – 3:00	Meetings / observations will be scheduled within one week of request

* The Learning Academy will not discuss information regarding a student with anyone other than a parent or guardian unless a Transfer of Information consent form has been completed by a parent or guardian.

TLA Calendar & Cancellation Policies

The Learning Academy follows the School District of Palm Beach County's (SDPBC) annual school calendar (see attached). This includes all holidays recognized by the SDPBC as well as all teacher work days, and professional development days.

The Learning Academy also follows the SDPBC decisions in regards to school cancellations and/or delays due to weather (ex., hurricanes, floods etc.). SDPBC generally makes announcements regarding cancellations by way of the SDPBC website, social media, local television news, and /or mass emails.

Upon receiving any news in regards to cancellations, TLA will also email families and post cancellations on TLA social media pages.

To maintain the safety of all students, in the event of a power outage in the building, school will be cancelled. TLA administration will contact families as soon as the outage is discovered to communicate the cancellation. Students will not be accepted into the building if there is not power. If there is a loss of power in the building during the school day, parents will be contacted and asked to pick their son or daughter up from school as soon as possible.

COVID-19 and Other Infectious Diseases

TLA will take proactive steps to protect the students in the event of an infectious disease outbreak, such as COVID-19. It is the goal of TLA during any such time period to strive to operate effectively and ensure that all essential services are continuously provided in a manner that puts the health and safety of staff and students first. Accordingly, all students and families are required to follow the guidelines and procedures described in this handbook at all times during a public health crisis and as directed by the administration.

Definitions

“Symptoms” means the following with regard to COVID-19: fever of 100.4 degrees or higher, or chills, coughing, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea.

“Close contact” means a scenario where an individual (a) was within 6 feet of someone who was confirmed to have COVID-19 for at least 15 minutes; (b) provided care at home to a person who is sick with COVID-19; (c) had direct physical contact with a person confirmed to have COVID-19; (d) shared eating or drinking utensils with a person confirmed to have COVID-19; or (e) where a person confirmed to have COVID-19 sneezed, coughed, or somehow got respiratory droplets on the individual suspected of having been exposed.

Restrictions on Campus Visitations

During the COVID-19 pandemic, TLA is restricting visitors on campus. Any visitors that come to the campus must wear a face mask at all times covering their nose and mouth. Parents/guardians will not be allowed to visit on campus during the day or to each lunch with their student. TLA may require parents/guardians to attend parent conferences using a telephone call-in number or video conferencing software. TLA may also alter its arrival and dismissal procedures to minimize contact between individuals and ensure social distancing.

Preventing the Spread of Infectious Diseases

All TLA students and families are required to take measures to prevent the spread of infectious diseases such as COVID-19. Students and families should take the following precautionary measures:

- **Check the temperature of your student each day before arriving on campus. Students with a fever of 100.4 degrees or higher or who are feeling ill or displaying symptoms of COVID-19 or any other infectious disease must stay home. Immediately consult with your health care provider.**
- Maintain a distance of 6 feet between you and other individuals when practical to do so.
- Wear a mask covering your nose and mouth during all times that you cannot socially distance.
- Frequently wash hands. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Wash hands before and after touching electronic devices or other equipment that is used by others.
- Avoid touching your mouth, eyes, and nose or otherwise touching your face.
- Cover your nose and mouth when sneezing or coughing. Wash your hands immediately after. Throw used tissues in the trash.
- Try to avoid mixing with other individuals or using other spaces when possible to avoid.
- Wipe down and disinfect surfaces throughout the day.
- Limit nonessential travel outside of school when possible.

- Avoid using public water fountains or sharing utensils with others.

In addition, TLA is taking its own measures to prevent the spread of COVID-19 or similar infectious diseases on our campus, including the following:

- We are providing hand sanitizer stations throughout the campus.
- We are providing more frequent cleaning of the campus and sanitization of surfaces.
- We are requiring all employees, and visitors to wear face masks at all times when social distancing is not possible.
- We are working to have all students to wear face masks at all times when social distancing is not possible
- We are providing face masks to students that do not have one.
- We are requiring employees, students, and visitors to practice social distancing when possible.
- We are restricting having visitors on campus.
- We will attempt to conduct meetings virtually when possible.
- We are suspending all non-essential school events.

Required Reporting

Parents/guardians have an affirmative duty to report to the administration any known or suspected COVID-19 exposure related to the student, including whether the student is suspected of having symptoms of COVID-19, has tested positive for COVID-19, or has had close contact with a person confirmed to have COVID-19 or any similar infectious disease.

Responding to Infectious Disease Exposure

In the event the school administration believes a student is experiencing symptoms of or has been exposed to COVID-19 or a similar infectious disease, the student will be isolated from other students and faculty. The student's parent/guardian will be contacted immediately to discuss the situation and administrators may also question the student and parent/guardian to gather additional information. The administration will seek to determine whether there is indeed a risk that the student is experiencing symptoms consistent with COVID-19 or has been exposed to COVID-19.

If the administration makes an initial determination that the student may have been exposed to or is otherwise experiencing symptoms consistent with COVID-19, the student's parent/guardian will be advised to pick up the student as soon as possible. The student cannot return to school unless the student meets the criteria for returning to school outlined below.

Upon making an initial determination of confirmed or possible exposure, any areas that were utilized by the exposed student will be closed off. The administration will immediately contact the local health department and seek guidance on how to respond. Any mandates or recommendations of the health department will be followed.

Areas used by the exposed student will be cleaned and disinfected, except that staff should wait at least 24 hours to do so unless directed otherwise by the local health department. The families of any students that are believed to be at risk of exposure will be notified. The school will take all precautionary measures to safeguard the identity of the student who is confirmed or suspected of having been exposed to COVID-19.

Returning to School

A student who has been excluded from school due to a confirmed or potential COVID-19 exposure can return to school only in accordance with the criteria below:

Persons with COVID-19 Who Have Symptoms

Those students diagnosed with COVID-19 or who have exhibited symptoms of the disease and have been directed to care for themselves at home by a healthcare professional may not return to school until:

- At least 48 hours have passed since recovery defined as resolution of fever without the use of fever-reducing medications and other symptoms have improved (e.g., cough, shortness of breath); and,
- At least 10 days have passed since symptoms first appeared.

Persons with COVID-19 Who Have Never Developed Symptoms

Those students that have tested positive for COVID-19, but have never exhibited symptoms of the disease may not return to school until at least 10 days have passed since the date of the student's positive COVID-19 diagnostic test (assuming the student has not subsequently developed symptoms since the positive test).

Persons Who Have Had Close Contact with an Individual Confirmed to Have COVID-19

Those students who had close contact with an individual confirmed to have COVID-19 may return to school under the following conditions:

- **Scenario 1:** A student who had close contact with someone who has COVID-19 and will not have further contact or interactions with the person while they are sick.
 - May return to school 14 days after the date of last close contact.
- **Scenario 2:** A student who lives with someone who has COVID-19, the sick person has isolated by staying in a separate bedroom, and the student has had no close contact with the ill person since they isolated.
 - May return to school 14 days after the date the sick person isolated themselves.
- **Scenario 3:** A student who lives with someone who has COVID-19 and who started 14-day quarantine period because of close contact. The student had additional close contact with the person during the quarantine or another household member got sick with COVID-19.
 - The 14-day quarantine period will be restarted from the last date the student had close contact with the person or the date that a new household member got sick with COVID-19.
- **Scenario 4:** A student lives with someone who has COVID-19 and cannot avoid continued close contact. The student is providing direct care to the person who is sick, doesn't have a separate bedroom to isolate the person who is sick, or lives in close quarters where the student is unable to keep a physical distance of 6 feet.
 - May return to school 14 days after the ill person meets the criteria to end home isolation (see criteria above for Persons with COVID-19 Who Have Symptoms).

Negative Test Results

A student may return to school, regardless of the policy outlined above, if they do not have any symptoms of COVID-19, do not have ongoing close contact with someone who has COVID-19, and provide TLA with the negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection

of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected ≥ 24 hours apart (a total of two negative specimens).

Confidentiality of Medical Information

The medical information of students will be maintained in the strictest confidence and will not be disclosed to anyone outside of TLA's administrative and medical staff, except that such information may be disclosed to public health officials or other authorities as necessary. Any notifications to employees or families will not contain the name of the student who is suspected or confirmed to have COVID-19.

Please complete this form and return to school

Assumption of the Risk and Waiver of Liability Relating to Coronavirus/COVID-19

The novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization. **COVID-19 is extremely contagious** and is believed to spread mainly from person-to-person contact. As a result, federal, state, and local governments and federal and state health agencies recommend social distancing and have, in many locations, prohibited the congregation of groups of people.

The Learning Academy (“School”) has put in place preventative measures to reduce the spread of COVID-19; however, the School **cannot guarantee** that you or your child(ren) will not become infected with COVID-19. Further, **attending the School or the School’s programs or activities could increase** your risk and your child(ren)’s risk of contracting COVID-19.

By signing this agreement, I acknowledge the contagious nature of COVID-19 and voluntarily assume the risk that my child(ren) and I may be exposed to or infected by COVID-19 by attending the School and that such exposure or infection may result in personal injury, illness, permanent disability, and death. I understand that the risk of becoming exposed to or infected by COVID-19 at the School may result from the actions, omissions, or negligence of myself and others, including, but not limited to, School employees, volunteers, and program participants and their families.

I voluntarily agree to assume all of the foregoing risks and accept sole responsibility for any injury to my child(ren) or myself (including, but not limited to, personal injury, disability, and death), illness, damage, loss, claim, liability, or expense, of any kind, that I or my child(ren) may experience or incur in connection with my child(ren)’s attendance at the School or participation in School programming (“Claims”). On my behalf, and on behalf of my children, I hereby release, covenant not to sue, discharge, and hold harmless the School, its employees, agents, and representatives, of and from the Claims, including all liabilities, claims, actions, damages, costs or expenses of any kind arising out of or relating thereto. I understand and agree that this release includes any Claims based on the actions, omissions, or negligence of the School, its employees, agents, and representatives, whether a COVID-19 infection occurs before, during, or after participation in any School program.

Signature of Parent/Guardian

Date

Print Name of Parent/Guardian

Name of School Participant(s)

Please complete this form and return to school

The Learning Academy Parent / Student Handbook – Acknowledgement

I/we, _____, the parent(s)/guardian(s)

of _____, have received, read and understood the policies and procedures outlined within The Learning Academy Parent/Student Handbook including the *Code of Conduct, Placement Review, Dress Code, Health & Illness Policy, Parental Requirements, Bullying Policy* etc.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

Please complete this form and return to school

The Learning Academy Medical Information Form

Student Name:		Date of Birth:	
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Emergency Contact Information:
Please list persons you would like to be notified in the event of an emergency – in the order you would like them to be notified

Name:		Phone #		Relationship	
Name:		Phone #		Relationship	
Name:		Phone #		Relationship	

Allergies

Does your child have any allergies: Yes No

If YES, please list:

Does your child have an EpiPen at school? Yes No

Diet

Does your child have special diet considerations? Yes No

If YES, please describe:

Seizures

Does your child experience seizures? Yes No

If YES, please describe what your child's seizures look like:

Does your child require medication administration during a seizure? (ex., Diastat, Ativan etc.) Yes No

Please describe when medication is to be administered after seizure activity has commenced (ex., type, length etc.):

What action would you like school to take following a seizure?

Medications

Does your child currently take medications? Yes No

Please list all recurrent medications, times and dosages:

Medication Name	Dosage	Time(s)

Other Medical Issues

Does your child have other health considerations that the school should know about? Yes No

Please describe:

* Please inform The Learning Academy **in writing** if any of the above information changes *

Medication

It is extremely important for The Learning Academy to have a current list of a student's medications on file. In case of medical emergency it will be pertinent for medical professionals to know all medications taken.

Medication Administration at The Learning Academy

For a student to have medication administered at The Learning Academy, the following is required:

- A completed *Physician's Authorization Form* which states the medication name, dosage, and time of administration (forms can be obtained from your child's doctor)
- Medication brought to the school in an original prescription container (*i.e., no plastic bags*) by an adult (*i.e., not in backpacks or lunch boxes*)

These requirements also include the administration of EpiPens, and/or seizure medications.

Medication will only be administered to the student as per the Physician's Authorization Form.

Changes in medications, dosage, or times require an amended Physician's Authorization Form.

It is the responsibility of each student's family to ensure that medications including EpiPens or seizure medications are kept current and readily available.

Diets

If your child has dietary restrictions please communicate dietary alternatives for scheduled food related activities (ex., cooking activities, purchasing lunch etc.) with his/her teacher.

Emergencies

In the event of an emergency, The Learning Academy will take all measures to ensure the health and safety of the students. This may include administering first aid/CPR or calling 911 for immediate professional medical attention. If the gravity of an emergency requires immediate professional medical attention, The Learning Academy will call 911 first, followed immediately by a call to the emergency contacts listed on this form.

Please complete this form and return to school

Consent for Emergency Medical Care

Signing this form represents your consent for emergency dental and/or medical care for your son or daughter, _____ while enrolled at The Learning Academy.

This consent extends to any person or agency (i.e. ambulance, emergency room personnel) acting as an agent of TLA.

Permission includes physical and dental examinations, treatments, tests, and/or any emergency services or surgery deemed appropriate.

Every effort will be made to reach parent(s)/guardian(s). In the event that the parent(s)/guardian(s) cannot be reached, the persons designated to act in your behalf as noted on the emergency telephone call sheet will be contacted. These designated persons will act on your behalf and make any and all medical decisions necessary; whereby relieving TLA personnel from any responsibility for making said medical decisions.

This consent will only be effective in the event a parent/guardian or persons designated to act in your behalf cannot be reached. By signing this form you are giving your consent for (TLA) to call an ambulance to transport your son/daughter to a hospital and to make medical decisions on your behalf.

Local EMS personnel have stated that it may not be possible for them to transport your child to the hospital of your choice.

Parent(s)/Guardian(s) hereby release TLA from any liability.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

Please complete this form and return to school

Functional Behavior Assessment Parental Consent

Student Name: _____ Birth Date: _____

Parent Completing Form: _____ Phone #: _____

To assist the educational team in determining the best interventions to help your child be educated to their maximum potential, it is essential that The Learning Academy conduct a Functional Behavior Assessment and develop Behavior Intervention Plans in the event that he or she exhibit challenging behaviors.

A **Functional Behavior Assessment (FBA)** is a process to determine why specific behaviors are occurring. The purpose of an FBA is to explore the relationship between the environment and behavior. The process consists of three parts: A review of the student's records, interviews with relevant individuals, and data collection from direct observation. Based on the information gathered from the FBA process an individualized Behavior Intervention Plan (BIP) will be developed. Components of the plan may include, but are not limited to, environmental modifications, replacement skills, and consequent strategies.

Results of the FBA process and the subsequent BIP will be shared with the student's family and IEP team.

- Yes, I give my permission for (TLA) to conduct an FBA.
- No, I do not give (TLA) permission to conduct an FBA.
- I would like more information before I give my consent for an FBA.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

Please complete this form and return to school

Nutrition & Lunches

Due to the varied and restrictive diets of many of our students, The Learning Academy has elected to not participate in the Food Service program through The School District of Palm Beach County. All students are required to bring their own lunch and snack to school on a daily basis.

I _____ the
parent(s)/guardian(s) of _____ agree to send to

The Learning Academy a nutritious lunch and appropriate snacks each day that my son or daughter attends the school.

Further, I also agree to provide disposable utensils, dishes, etc. should my son or daughter's lunch require them.

Food should be sent to school in a lunch box with ice packs. Lunches are able to be reheated in microwaves in the classroom.

The Learning Academy will provide drinking water for students at meals and throughout the day.

The Learning Academy may provide snacks, edible re-enforcers, and appropriate food and drink during educational programming or celebrations.

Please indicate your preference:

- Please do **NOT** give my child food or drinks other than what I/we have provided.
- The Learning Academy has my permission to give my child food or drinks other than what I/we have provided.



STUDENT ATTENDANCE DAYS FOR THE 2021-2022 SCHOOL CALENDAR
THE SCHOOL DISTRICT OF PALM BEACH COUNTY
SCHOOL CALENDAR 2021-2022

- Regular Student Attendance Day
- No School for Students
- DUTY/PPD** Teacher Work Day / Professional Development Day

AUGUST 2021					SEPTEMBER 2021					OCTOBER 2021					NOVEMBER 2021					
MON	TUES	WED	THUR	FRI	MON	TUES	WED	THUR	FRI	MON	TUES	WED	THUR	FRI	MON	TUES	WED	THUR	FRI	
<input checked="" type="checkbox"/>			1	2	3					1	1	2	3	4	5					
<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	8	9	10	4	5	6	7	8	8	9	10	<input checked="" type="checkbox"/>	12					
<input checked="" type="checkbox"/>	13	14	15	<input checked="" type="checkbox"/>	17	11	12	13	14	15	15	16	17	18	19					
					20	21	22	23	24	18	19	20	21	22	22	23	24	25	26	
					27	28	29	30		25	26	27	28	29	29	30				
DECEMBER 2021					JANUARY 2022					FEBRUARY 2022					MARCH 2022					
MON	TUES	WED	THUR	FRI	MON	TUES	WED	THUR	FRI	MON	TUES	WED	THUR	FRI	MON	TUES	WED	THUR	FRI	
		1	2	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4	5	6	7		1	2	3	4		1	2	3	4
					10	11	12	13	14	7	8	9	10	11	7	8	9	10	11	
					17	18	19	20	21	14	15	16	17	18	14	15	16	17	18	
					24	25	26	27	28	21	22	23	24	25	21	22	23	24	25	
					31					<input checked="" type="checkbox"/>	21	22	23	24	<input checked="" type="checkbox"/>	21	22	23	24	
										28					<input checked="" type="checkbox"/>	28	29	30	31	
APRIL 2022					MAY 2022					JUNE 2022										
MON	TUES	WED	THUR	FRI	MON	TUES	WED	THUR	FRI	MON	TUES	WED	THUR	FRI						
				1	2	3	4	5	6			1	2	3						
					9	10	11	12	13	6	7	8	9	10						
					16	17	18	19	20	13	14	15	16	17						
					23	24	25	26	27	20	21	22	23	24						
					30	31				27	28	29	30							

To view the complete Official 2021-2022 School Calendar click on the link below:
[OFFICIAL SCHOOL CALENDAR](#)

