



Student Parent/Guardian Handbook

Table of Contents

Mission of IEP School	3
Program Description	3
Change of Residence	5
General Description Of Curriculum	6
Social Skills Training	6
Positive Behavior Intervention System	7
Charting System	8
Point System Defined	9
Crisis Intervention	12
Behavior Intervention, Seclusion and Restraint Policy	12
Procedures & Guidelines for keeping student after-school	14
Suspension & Expulsion	16
Home Behavior Contract: General Guidelines	17
School Rules	18
Attendance	19
Transportation & Bus Guidelines	21
Dress Code	23
Student Safety	24
Acknowledgement	25

IEP School - Anderson

Student Handbook

Welcome to Independent Educational Programs (IEP School). The Student Handbook is your copy of our student expectations, policies, and procedures. We provide this to you to assist in developing an understanding on how our school works and what is offered. Please review the information contained within the Student Handbook with special attention to all pages that indicate - "review with student". Please return the "acknowledgement page" signed and completed.

Mission of IEP School

The Independent Educational Program mission is to prepare students for independence, responsibility, and successful transitions while providing the highest level of excellence in special education outcomes.

Program Description

Independent Educational Programs (IEP School) is a K-12 publicly funded, non-public school and agency that works closely with districts to provide specialized educational services for children with intensive behavioral needs who are traditionally unable to maintain the required academic and behavioral norms of a general education campus.

Our program is designed to create successful outcomes by teaching children the behavioral, social-emotional and academic skills needed to be reintegrated into a less restrictive educational setting by providing a more structured and highly trained staffed, outcome-based educational environment.

Students receive regular and immediate feedback from staff regarding the behaviors of Learning, Following Directions, Social Interactions, and Accepting Corrections. We use a level system that uses a token economy and level privileges which aids in providing structure and clear incentives for students. Further we have in-house, integrated onsite mental health services that support student outcomes through weekly group counseling/mental health behavioral intervention and individual counseling for those students who need it.

We provide:

- o Highly trained staff, with a 1:4 staff/student ratio of 1 teacher and 2 paraprofessionals (teacher assistants) for each of our classrooms, staff supervision will increase based on the number of students within each classroom.
- o Individualized, reality-based academic instruction in all curriculum areas based on California Common Core standards provided by credentialed special education teachers and trained, full-time paraprofessional/behavioral technicians.

- o Classroom and community-based independent living skills training.
- o Hands on pre-vocational training designed to prepare students for entry-level jobs in the community. This includes:
 - Structured social skills and communication skills training infused in the curriculum.
 - Community service and service learning activities.
 - Team building activities.
- o Comprehensive transition planning and services designed to enable students to transition back to their home school district or a less restrictive educational setting.
- o A highly structured, closely monitored behavior management system utilizing a combination of current best practices, cognitive reality therapy, and behavior modification. The system provides immediate consistent feedback and response to targeted behavior and replacement behavior in a nurturing environment. Staff training is provided annually with regular reviews and updates.
- o Behavior and crisis intervention services pursuant to positive behavior regulations including early behavior intervention services in the public school (to prevent the need for placement in a more restrictive setting)
- o Functional Behavior Analysis, case management, and reporting.
- o Psychological services, and mental health services are integrated into the school program.
- o Daily contact with parents/care providers to communicate daily behavioral progress and pertinent information via a Daily Progress Report
- o Itinerant behavior intervention services for public schools including staff training, consultation, and off site behavior support services.
- o Specialized transportation services

Change of Residence

It is very important that you notify us of any change of residence of your child.

Your local school district is responsible for the education and services for your child and has entered into a contract with Independent Educational Programs, Inc (IEP School) to provide their services. This contract for education services does not obligate any other school district or public agency to continue providing services with us, as they are identified in your child's Individualized Education Program. If your child changes residence or if you move and don't notify IEP School AND the district you are moving from AND to, an IEP Education meeting is required to be scheduled in order for the new district to provide a new and/or continuing the offer of Free and Appropriate Education (FAPE) and services currently allowed within the IEP. A new school district you move into is NOT obligated to continue the same services already specified in the IEP.

General Description Of Curriculum And Course Of Study

Independent Educational Programs, Inc (IEP School) offers a variety of curriculum and educational activities designed to address the development of academic, social, cognitive and coping skills.

We teach to the following academic content areas as related to grade level CCSS:

- o Language Arts
- o Mathematics
- o Science
- o History
- o Social Science
- o Health
- o Technology
- o Life Skills
- o Career Awareness/Preparation
- o Arts
- o Physical Education

Assessments:

Upon intake into IEP School each student is assessed in reading, math, and language skills. Student learning outcomes are measured through curriculum based assessments, teacher observation, and standardized tests.

Triennial and other assessments requiring a standardized test will use the Woodcock-Johnson IV Tests of Achievement, or a district prescribed standardized test.

Social Skills Training

In addition to our academic instruction we have a rigorous behavior program that utilizes our database, instruction in social skills, self-regulation, mindfulness and Educationally Related Mental Health Services. We teach communication, self regulation and social skills.

Students practice, apply, and generalize these skills- as they learn and progress in independence in applying them they are awarded with prizes, awards, and privileges. When a behavioral problem arises, students are guided through the process of applying the appropriate skill to the problem.

Positive Behavior Intervention System

Positive Behavior Intervention and Supports

1. Every student deserves to be treated with dignity, be free from abuse, and treated as a unique individual with individual needs, strengths, and circumstances. The school shall implement an evidence-based school wide system or framework of positive behavioral interventions and supports.
2. Education environments shall be structured to greatly reduce, and in most cases eliminate, the need to use restraint or seclusion. Positive Behavior Intervention and Supports (PBIS) creates structure to the environment using a non-aversive effective behavioral system. It is a decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.
3. The PBIS prevention-oriented framework or approach applies to all students, all staff, and all settings. Research supports the conclusion that PBIS, when integrated with effective academic instruction, provides the support students need to become actively engaged in their own learning and academic success.
4. Components of a system of Positive Behavior Intervention and Supports include:
 - a. Trained school staff to identify conditions such as:
 - i. Where, under what conditions, with whom and why specific inappropriate behavior may occur.
 - ii. Preventative assessments should include:
 1. A review of existing data,
 2. Interviews with parents, family members and students and
 3. Examination of previous and existing behavioral intervention plans.
 - b. With the analysis of data the school shall develop and implement preventative behavioral interventions and teach strategies and tools to teach appropriate behavior.
 - i. Modify the environmental factors that escalate the inappropriate behavior.
 - ii. Support the attainment of getting needs met
 - iii. Use verbal de-escalation to defuse potentially violent dangerous behavior.
5. Positive programming for behavioral intervention may include the following:
 - a. Altering the antecedent events to prevent the occurrence of the behavior;
 - b. Teaching alternative replacement behaviors that serve the same function as the targeted behavior;
 - c. Teaching adaptive behaviors to prevent inappropriate behaviors;
 - d. Manipulating the consequences in order to have the alternative behaviors produce the desired outcome;
6. Evaluation of the effectiveness of the plan shall be determined by:

- a. Comparison of baseline measure of frequency, duration, and intensity of targeted behavior and of measures of frequency, duration and intensity of the targeted behavior after utilizing the plan;
- b. Documentation of implementation of the plan;
- c. Documentation of skill acquisition of the functionally equivalent replacement behavior.
- d. The effectiveness of the plan shall be reviewed by the teacher, the case manager, parent, and others as appropriate at scheduled intervals determined by the IEP team.
- e. Modifications to the behavior plan may be necessary as a result of outcome data. The teacher and case manager shall conduct additional reviews and, based on the outcomes, shall propose changes to the BIP.
- f. The IEP team may develop the behavior plan to include provisions for altering specified procedures without the necessity for reconvening the IEP team.
- g. The school shall maintain a system that will support students' efforts to manage their own behavior; implement instructing techniques in how to self-manage behavior; decrease the development of new problem behaviors; prevent worsening of existing problem behaviors; redesign learning/teaching environments to eliminate triggers and maintainers of problem behaviors. The system should include family involvement as an integral part of the system.

Charting System

We use an hourly behavior charting system for several reasons:

- o **Immediate feedback:** students need immediate feedback on their behavior if we want them to evaluate the choices they make and grow from the experience. Hourly charting is a systematic way of ensuring immediate feedback.
- o **Recording behavior** hourly is a way of recording and reporting what actually happens with each individual student during each period of each day. Over an entire school quarter we have a specific and accurate record of progress in the charted behavior areas.
- o **The charting system** provides a common language about behavior expectations between teachers, paraprofessionals, and students. When a student questions why they received a certain level or certain number of points for a period, we can show them exactly what behaviors occurred and help change behaviors that don't work.
- o **The common language** between staff and students provides consistency and predictability for students. When we define what each of the four behavior areas mean and exactly how many points a student can earn for each choice of action, we are giving the student the power to control the privileges, rewards, and logical consequences they receive.
- o **The points** are equivalent to currency allowing us to create a token economy. Each point is worth 1 cent. Students can save their points and spend them at the student store when they are on level 3 or 4.

Point System Defined

There are four categories that are charted hourly: **Learning**, **Following Instructions**, **Social Interactions**, and **Accepting Correction**. Each of these areas has been identified in research as skills valued by employers. The criteria for earning points in each of the areas are defined below. Students receive the points associated with the description that most closely fits their behavior.

Learning

- o Persistence and motivation
- o Sense of quality in work
- o Information processing (listening, paying attention, asking appropriate questions)
- o Level of independence, prompts needed
- o Problem solving strategies used

Points:

0 to 1 point – Gives up quickly or doesn't try at all, short or no time on task, poor quality, not paying attention, needs continual redirecting, needs frequent prompting, doesn't use problem solving skills

2 points – Minimal effort, minimal time on task, marginal quality, needs some redirecting, needs some prompting, minimal problem solving skills used

3 points – Tries, is on task all period, shows a sense of quality in work, listens, pays attention, needs no prompting, uses problem solving strategies, performs at expectation levels for current level of functioning

4 points – Exceptional effort and quality of work at current level of functioning

Following Instructions

- o Ownership of problems
- o Follow rules, routines, level privileges, staff direction
- o Live up to commitments
- o Be prepared

0 to 1 point – Doesn't take responsibility for problems or actions, breaks rules or level privileges, doesn't follow direction, doesn't keep commitments, is not prepared for class

2 points – Takes some responsibility for problems or actions, follows some rules or level privileges, follows some directions, keeps some commitments, is marginally prepared for class

3 points – Takes responsibility for problems or actions, follows all rules and level privileges, follows directions, keeps most commitments, is prepared for class

4 points – Demonstrates exceptional preparedness for class, follows all rules even when others are providing distraction

Social Interaction

- o Treat others with respect
- o Teamwork
- o Resolving problems with others

- 0 to 1 point – Blatantly doesn't use most or all social skills
- 2 points – Marginally uses some social skills, requires frequent prompting
- 3 points – Treats others with respect, works as a team member with no prompting, resolves conflicts
- 4 points – Demonstrates exceptional social interactions and teamwork

Accepting Correction

- o Accepts feedback and uses it to grow
- o Overcomes obstacles
- o Doesn't give up when things don't go as desired

0 to 1 point – Doesn't accept feedback, argues, avoids problems, doesn't attempt to overcome problems, gives up

2 points – Minimal effort in accepting feedback and using it to grow, generally avoids solving problems, requires frequent prompting to not give up

3 points – Accepts feedback and uses it to grow without prompting, tries to overcome problems, doesn't give up

4 points – Accepts feedback or consequences with exceptional responsibility

Extra Points

Students can earn extra points by:

- o Doing homework
- o Doing extra work that is assigned by staff
- o Doing things that show they are working on growing and improving
- o Demonstrating exceptional social skills under difficult circumstances
- o Demonstrating the use of their defined replacement behavior

Expense Points

Just as a student can earn bonus points, they may also earn expense points for:

- o Rule violations
- o Blatantly poor social skills
- o Unsafe behavior
- o Property damage
- o Violent behavior

These expense points are also charted in the category of behavior in which they occur.

Level Privileges

Level 4

First served at lunch and student store

Excused first for lunch and breaks

With permission, can come inside classroom at lunch and breaks

Chosen first to do errands, etc.

Generally sought out as being more responsible and requiring less supervision

In some classrooms, given a free period

Level 3

Served second at lunch and student store
Excused second for lunch and breaks
Chosen second to do errands, etc.

Level 2

Save money earned on Daily Point Sheets to be used when on Level 3 or 4
Excused third for lunch
Sit in level 2 area of cafeteria at lunch

Level 1

Save money earned on Daily Point Sheets to be used when on Level 3 or 4
Sit in level 1 area of cafeteria at lunch

Crisis intervention.

When a student's behavior becomes disruptive or dangerous our program intervenes immediately with the lowest level of behavior intervention appropriate, with a positive, proactive approach.

- We will ask for and encourage students to make better choices. Reminding the student there are better ways to get what they want.
- We will ask a student to utilize their replacement behavior, we will prompt students by reminding them what it looks like to demonstrate their Replacement Behavior.
- If the student refuses or ignores the request made by staff, the student will be given an appropriate amount of time (determined by individual BIP) to comply with the staffs' request. Students will be reminded of the alternative to complying with the staff request (for example, losing privilege or taking space). Remind students of their reinforcers. For example, level privileges, classroom privileges, recess, student store, student of the month.
- Positive reinforcement and reminders of their reinforcers are used. If a student continues in escalation, staff will ask the student to step away for 1:1 training or take space in an alternate work area to minimize disruption of the classroom and allow other students to continue to learn.
- Once in the alternate work area, the student is given time to return to baseline and prepare to transition back to class.
- To end "Taking Space" and get back to class a student must: Identify the target behavior or behavior that they used that was inappropriate. Identify their responsibility and potential consequences for their actions. Identify and practice their Replacement Behavior. Develop a plan to re-enter the classroom. Process with staff over the incident, role play, role model, practice and coach replacement behaviors such as what does "Being Safe" look like.

Behavioral Intervention, Seclusion, and Restraint Policy

1. Independent Educational Programs (IEP School) follows behavioral intervention, seclusion, and restraint regulations according to Education Code sections 56520-56525, 49005-49006.4, and Section 3001 of Title 5 of the California Code of

Regulations. Believing that all students have a right to a safe and secure environment, when behavioral interventions are used, they are used in consideration of the student's physical freedom and social interaction, and are administered in a manner that respects human dignity and personal privacy. Behavioral interventions should be developed collaboratively and should be minimally intrusive and efficient in terms of time, labor and complexity. Interventions should focus on teaching appropriate behavior to replace maladaptive behavior. IEP School shall enforce standards appropriate to student conduct in order to provide a safe and secure environment for students and staff on campus, but are prohibited from using seclusion and behavioral restraint to control student behavior except to the limited extent authorized by law.

2. Additionally, Ed. Code § 56521.2 requires behavior support for students whose behavior impedes the learning of himself or others. This section prohibits the use of:
 - (1) any intervention designed to, or likely to, cause physical pain, including, but not limited to, electric shock;
 - (2) an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
 - (3) an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
 - (4) an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
 - (5) restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as floor assisted containment, except that floor assisted containment or similar techniques may be used by trained personnel as a limited emergency intervention;
 - (6) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
 - (7) an intervention that precludes adequate supervision of the individual; and
 - (8) an intervention that deprives the individual of one or more of his or her senses.

3. The California Education Code requires the following with regard to emergency interventions (Ed. Code §§ 56521.1, 56521.2):
 1. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the student with a disability, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.
 2. Emergency interventions shall not be used as a substitute for the systematic BIP that is designed to change, replace, modify, or eliminate a targeted behavior.

3. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the school site administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include:
 4. Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
 5. Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as floor assisted containment may be used as an emergency intervention by staff trained in those procedures.
 6. An amount of force that exceeds that which is reasonable and necessary under the circumstances.
 7. To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and the student's school district and SELPA of residence, shall be notified within one school day if an emergency intervention is used or serious property damage occurs. A behavioral emergency report shall immediately be completed and maintained in the file of the student with a disability. The behavioral emergency report shall include all of the following:
 - a. The name and age of the student with a disability.
 - b. The setting and location of the incident.
 - c. The name of the staff or other persons involved.
 - d. A description of the incident and the emergency intervention used, and whether the student with a disability is currently engaged in any systematic BIP.
 - e. Details of any injuries sustained by the student with a disability, or others, including staff, as a result of the incident.
 - f. All behavioral emergency reports shall be sent to parent/guardian, LEA and correlating SELPA within 24 hours.
 - g. If emergency services are involved, notification to parent/guardian is required as soon as possible, but no later than by the end of the day

Procedure And Guidelines For Keeping Students After School/Restorative Time/Tutoring/Detention

IEP school uses after school time as a replacement behavior training opportunity. Our program keeps students after school for the following reasons:

First, to incentivize our students to be in class and use their time in a responsible manner. An example of that would be in a situation when a staff member notices a pattern of a student missing or refusing academic time or assignments during the school day.

Second, to incentivize and teach our students how to ride the bus or van safely. Students who have behavior issues riding the bus/van and receive bus citations are held after school to review bus rules and/or practice/role play riding the bus/van safely.

Third, after school is used as a safety precaution when a student's behavior escalates right before they are to be transported home. In this case the student is not able to ride in the bus/van safely. Our program uses this time to review the student's behavior plan and replacement behaviors together with the student to assist them in learning and using appropriate behaviors in various situations. Once the student is safe to transport and a vehicle is available the student would be taken home.

Fourth, If a student is unsafe, and/or damages property such that the damage may not be repaired by the end of the day, he/she may receive time after school to repair or provide restitution for the property damage.

Last, after school can be used as a reward for a student who has the need to get some extra attention/mentoring. In this case a student would stay after school who loves to assist the teacher with classroom preparation. I.e. make copies, change the white board, update the daily schedule, file, and clean desks.

Students are kept after school only as long as necessary to complete the task and for no more than one hour. Usually, students are kept after school for 45 minutes to an hour or until transportation home is established. If the student continues task avoidance the team, including the parent/guardian may make the decision to continue after school intervention the following day. Once again, this is an intervention and is not punitive.

In the case that staff determines that after school time is appropriate, a student is kept after school the following procedures will be observed:

1. Staff will contact the parent/guardian to inform them of the reasons the staff have determined that after school time is appropriate and obtain parent/guardian agreement before after school time is used. The only time our program would keep a student after school without advanced parent/guardian permission would be for safety reasons. I.e., the student is too escalated when school is dismissed to ride safely in a bus/van.
2. Staff will contact the parent/guardian by phone to inform them of the infraction, the consequences, and to develop a plan for the student to be picked up or brought home when the student has completed the time after school for the day. As applicable, this involves informing the parent/ guardian of behaviors such as needing to make up work after school, review bus rules after suspension from bus, property damage or in a positive situation of helping out around campus. If the parent/guardian cannot be contacted and the school does not have express authorization from the parent/guardian to keep the student for that day, the student will NOT stay after school unless there is a safety issue for the student, other students or staff members.
3. Once permission is given by parent/guardian, staff will notify the student that permission has been granted for them to stay after school while also communicating with the student the reason this decision has been made. This communication with the student will be done confidentially and not in front of peers.

Parents/ Guardians will be provided with a detailed review of After School procedures in their Intake packets when the student is enrolled and be asked if they are willing to allow their students to participate. Their signature and verbal authorization at the time of the event will determine whether After School will be offered.

Suspension And Expulsion Policy

We use suspension and expulsion only as a last resort. All avenues of behavior intervention and additional supervision are considered prior to the suspension or expulsion of any student, unless there is an immediate safety risk. Students who present an immediate safety risk, and for whom our behavior intervention procedures, increased supervision, and refocus room procedures are not judged to be effective, will be considered for suspension or expulsion. The decision to suspend or expel a student must be made by the Administrator or the Administrator's designee.

In the event that a student is suspended or expelled, the following procedures are required:

1. The Administrator, or their designee, will hold an informal conference with the student and, when possible, the teacher to explain the reasons for the suspension.
2. The Administrator, or their designee, will notify the parent and will ensure that the parent comes to pick up the student. When the parent arrives the Administrator, or their designee, will explain the reasons for the suspension and the length of the suspension.

3. The Administrator, or their designee, will immediately notify the school district or SELPA by phone of the action taken and follow up, in writing, with the following information:
 - a. Name
 - b. Date
 - c. Time of and description of offense
 - d. Copy of behavior intervention plan, if one exists
 - e. Rationale for suspension.
4. Prior to expulsion, the Administrator, or their designee, will ensure that a pre-expulsion educational assessment is conducted and conduct a manifest determination, at an IEP meeting, to determine if the student was placed appropriately at the time of the misconduct and if the misconduct was a manifestation of the student's identified disability.

In the event that a student is suspended or expelled, the Administrator, or their designee, will follow the procedures pursuant to the suspension or expulsion of pupils with exceptional needs, as defined in sections 48900-49000 of the California Education Code.

Home Behavior Contract: General Guidelines

Our goal is to create an environment that will assist students to develop positive behavior habits that will enable them to be successful as they grow up in all settings. We want students to develop their own internal controls. We believe that we can be most effective with your help. We have found that consistency is very important. If students get the same message at home as they get at school they achieve success more quickly than if the messages from the school and home environments are different. We want you to know how we approach behavior in the hopes that you will use the same approach at home.

We know that once students learn behaviors that don't lead to positive outcomes, it takes time to teach and train students to use new, more positive behaviors. We know that we need to do several things in order to be successful:

- o Establish clear, consistent expectations.
- o Develop positive relationships with students, assist them in seeing/recognizing their good qualities that they don't often see independently.
- o Give them some tools to use that will help them achieve positive outcomes.
- o Support, reinforce, and celebrate their accomplishments.
- o Respond to inappropriate behaviors with clear, consistent, predictable natural and logical consequences that will tend to remove the incentive for a student to continue the negative behavior. This is most effectively done in an impersonal, matter-of-fact way, but with an encouraging statement that tells the student we know they are in control of their behavior and hope they make a better choice in the future.

Using these principles, we help students develop their own internal controls. By developing a contract with your child, you can establish what is expected, define the rewards and consequences and be sure that he or she understands from the beginning. Then when your

child has a bad day and receives a negative consequence, you can impersonally refer to the contract, encourage your child to make a better decision next time and provide support in making the change. It is critical that you do not accept any excuses or allow your child to escape the consequences. If you do, you will be negotiating on every consequence. Your child will not be able to predict the consequence and will not develop an internal set of controls. You will NOT see a change in behavior. It has been the professional opinion of the staff at Independence Educational Programs, Inc. that if you consistently follow these principles, develop a contract with your child, and follow it, you will see an improvement in your home environment.

We would like to help you to develop a contract/plan with your child that will create more consistency from school to home, if you would like. You will have to be willing to make all preferred activities, freedoms, and rewards contingent on appropriate behavior. Affection and love must be present, especially during the tough times. Affection and love should never be withheld or conditionally given based only on appropriate behavior

School Rules

1. Get permission before you touch anything that does not belong to you. By doing this you show respect for others.
2. Keep your area clean. Clean up your mess. This shows responsibility.
3. Report any damage you do before others report it. This shows responsibility. If you damage anything carelessly you will have to repair it, replace it, or pay for it. If you don't report it there are additional consequences.
4. Follow the dress code and good hygiene habits. Others will appreciate your appearance and maturity.
5. Follow directions of the staff. If you disagree, first do what is asked and then bring it up later. Don't argue about the direction at the time. This shows self-control.
6. Make sure you have permission from staff to go to the office, bathroom, cafeteria, or other areas. Use bathrooms and get your drink of water during breaks. This shows responsibility. All students must stay on campus unless accompanied by staff.
7. Follow all laws. No drugs, tobacco, or weapons allowed on campus.
8. No sitting on tables, no feet on furniture.
9. Touching anyone is strictly prohibited. Hitting, rough horseplay, sexual touching or any actions that hurt others is not allowed.
10. Keep language and noise level appropriate. No swearing, gang talk, or gestures. No yelling, screaming, or disruptive noises.
11. Always stay in sight of staff. Stay in bounds. Ask permission before you go anywhere.
12. Cell phones are to be turned into staff. It is your responsibility to ask for it before going home.

Attendance- Expectations, Policy, and Interventions

Attendance Expectations

Students will be expected to attend class regularly and to be on time in order to receive maximum benefits from the instructional program, to develop habits of punctuality, self-discipline and responsibility, and to assist in keeping disruption of the educational environment to a minimum. While it is possible for an absent student to make up much of the school work missed, it is impossible to completely compensate for absence from the classroom experience. Consistent attendance in classes is crucial to each student's personal and academic growth.

Positive Attendance

Reinforcement options for school and classrooms- 100% Attendance

Weekly:

Free time- Games, Tech, Choice Time, Legos

Raffle/Prize Box

Special treat

School Supplies,

Bonus points

Monthly, Quarterly and/or Annual Attendance

Certificate/ Awards

+5

Ice Cream Social

Special Lunch

Gift Card

Full Period "off" work tasks- Choice time

Attendance Policy Related to Absences

Tardies

An absence anytime throughout the day in excess of 30 minutes without a valid excuse is considered an unexcused absence. The following guidelines apply for excessive tardies that result in unexcused absences.

Absences

School Site (IEP School) should be notified of all absences by phone the day of the absence, providing a rationale or explanation for the absence for recording purposes prior to 9 AM. The school site will make reasonable efforts to contact you, should notification not occur, however in the case notification is not received, contact is unable to be made, or verification of absence is not otherwise noted; the absence will be considered unexcused.

Our goal is to identify students with attendance problems and provide early intervention with the student and parent(s).

Generally concerns related to absences arise after any unexcused absence and the 5th day of excused absence within a year. It is IEP Schools request that after the 3rd day of consecutive absence we be provided a doctor note related to the cause of the extended absence, when it is health related.

IEP School does not participate in independent study for students that do not have health related absence needs. This is due to the needs of all of our students, the nature of our program, and our commitment to students being physically present in school. We can, upon request, work directly with districts if you experience extenuating circumstances to warrant this request, however final determination of the request will lie with your District of Residence.

SARB Process

The District of Residence (DOR) chooses to initiate the SARB process by notifying parents of their student's attendance problem, typically with a series of three letters. The letters may request a conference to explore ways to address the identified problem. There are many parents and students who are able to resolve attendance issues after receiving the first or second letter and may not be referred to SARB. The general steps in this intervention process are as follows:

- Mail 1st letter to parent(s) requesting conference after 3 days unexcused absence or 10 days of excused absence.
- Mail 2nd letter to parent(s) after 5 days unexcused absence or 12 days of excused absence.
- Mail 3rd letter to parent(s), County SARB and local SARB Chair to schedule SARB meeting. This letter is sent after a student has 7 days of unexcused absence or 15 days of excused absence. County SARB will also forward the third letter to CalWORKS for possible sanctions.
- Scheduled SARB meeting is held with parent(s), students and school representatives to develop a plan (contract) with a timeline for correcting attendance problems.

If the SARB intervention does not correct the problem, a 4th letter is mailed to the parent and the school may request the District Attorney to prosecute the parent(s) for violation of Education Code 48200, if the student is in grades 1-8. If a student is in grades 9-12, the student may be cited to court by local law enforcement.

Transportation- Absence Procedure, Rules and Citations

Please note the following for transportation with IEP School and County buses:

- Our in session school hours are 8:00 AM to 2:30 PM.
- Every Wednesday except major holidays are Minimum Days from 8 AM to 12:30 PM.
- Transportation will occur before and after these instructional minutes, unless otherwise specified by your district or our Head of Transportation

Transportation Rules Regarding Absence:

1. Parents are to call and inform Debra Frederick- Administrative Assistant, or their District/County Bus Barn if your student will not be needing a ride. When you don't inform transportation it slows down the route and delays other parents who are waiting to get to work and their students off to school.
2. **IF** your child misses three days in a row, no call, or no show at bus stop or at pick up location, transportation will be discontinued until you call the bus barn or head of transportation to inform them that your child will need a ride to school.
3. If your child is on IEP transportation, please make sure to contact Ms. Debi, with any questions or concerns in transportation.
4. Ms. Debi will be contacting IEP School Transportation families the week before school, to make sure pick up and drop off times and location are the same or if things need to be changed.
5. For District/County Bus Transportation students- Bus Barns will be contacting you prior to the start of school independently.

Again, for any questions or concerns regarding IEP School transportation, please contact Ms, Debra Frederick (530) 365.2393 or (530) 209.8630

For your convenience, we have also included the bus barn transportation numbers:

Cascade Transportation: 378-7015

Shasta County: 225-0340

Cottonwood: 347-5530

Bus Rules

1. Be at the bus stop before the bus arrives.
2. Buses are not required to stop if no one is waiting at the stop.
3. Obey driver promptly.
4. Always occupy seat promptly and remain seated facing forward, no feet in aisle.
5. Classroom conduct and voices are to be observed. You may speak quietly to those next to you.
6. No eating, drinking, smoking, or chewing gum on the bus/van at anytime
7. Keep your hands, feet and belongings to yourself and inside the bus
8. Keep bus clean and orderly and do not abuse or damage equipment
9. Acceptable language; no profanity rude gestures, teasing, or bullying at anytime
10. Do not distract the driver. Unnecessary conversation with the driver is prohibited when the bus is in motion
11. Use of cell phones on buses and in school vans is prohibited unless improved by van bus driver

Riding the bus is a privilege. Abuse of the above rules may result in loss of that privilege and/or bus citations.

Bus citations will be taken very seriously and will result in consequences at school.

Procedures Regarding Bus Citations/IEP Transport

Dangerous and disruptive behaviors on the bus/van have the potential to endanger others. Because of this, bus citations will be taken very seriously and will result in consequences at school.

First citation:

Student will be expensed 10 to 20 points, depending on the nature of the incident, and will start out in time out to process the incident.

Second citation:

Student will be expensed 10 to 20 points, start out in time out to process incident, and stay after school that day.

Further citations:

Student will be expensed 10 to 20 points, start out in time out to process incident, stay after school, and 1 to 2 days suspension from bus (parent will be notified).

Bus incidents that happen on the previous day's afternoon ride home will be reflected on that day's point sheet and may affect level.

In addition, for serious incidents, level privileges may be suspended for that day at teacher discretion, because the student has not shown the responsibility to handle more freedoms.

Dress Code

We take pride in the appearance of our students. Your dress reflects the quality of the school, just as your schoolwork and conduct does. All students are expected to dress and groom themselves neatly in clean clothes that are suitable for school activities.

Guidelines are as follows:

1. No swim trunks, running shorts, or similar type shorts may be worn.
2. No apparel may be worn that is:
 - a. Low cut sides or neck
 - b. T-shirts that have been cut to make a tank top
 - c. Open sided shirt
 - d. Strapless or tube top
 - e. Exposing the midriff
 - f. Backless, halter, or one shoulder
 - g. Spaghetti straps, swim-type, leotard top
 - h. See-through, spandex, or mesh type that expose undergarments
3. No clothing or footwear that is considered sleepwear is allowed.
4. No underclothing may be exposed.
5. No apparel (including brand names) may be worn which have slogans/pictures which directly or indirectly refer to sex, drugs, crude language, alcohol, or illegal activities.
6. No hats, caps, or non-essential head cover may be worn during school hours.

7. No sagging pants are allowed – no waist band below the waist.
8. No gang related student attire is allowed, visible or not. These include but are not limited to:
 - a. Bandanas
 - b. Gang related colors
 - c. Gang related names
 - d. Gang related symbols
9. No high heeled shoes over 2 inches.
10. All haircuts must be appropriate.
11. Dresses or skirts must be long enough for the hemline to touch the tips of fully extended arm/hand/fingertips.
12. No sharp or dangerous accessories are allowed on campus. This includes belts, jewelry, wristbands, wallet chains, etc.
13. No belts hanging from belt loops.
14. No writing on body or clothing.

THIS IS ONLY A PARTIAL LIST. THE GUIDELINES MAY CHANGE IF THE NEED ARISES OR AS DETERMINED BY THE ADMINISTRATION.

Student Safety

Information for Use in Emergencies

All pupils must have emergency information on file updated each year by the parent or guardian at the beginning of the school year. If your child is ill or injured during regular school hours and, requires reasonable medical treatment, and if you cannot be reached, the county office or the principal cannot be held liable for reasonable treatment of your ill or injured child without your prior consent, unless you have previously filed a written objection to any medical treatment other than first aid. [EC§ 49407; 49408] For the protection of the student's health and welfare, parents are required to provide the school with information necessary in emergency situations. This information should be kept current and the parent must inform the school when the information changes. The information includes: The home address(es) and phone number(s) The business or employment address(es) and telephone number(s) The name(s), address(es) and telephone number(s) of one or more relative(s) or friend(s) who is authorized to care for the student in an emergency situation, including a medical caregiver, if the parent can't be reached. [EC§ 49408]

Student Searches

Staff of the IEP School may search a student, a student's purse or backpack, at any time to ensure safety to staff and other students. Especially if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v T.L.O. (1985) 469 U.S. 325]

Acknowledgment

By acknowledging receipt of this student handbook, students AND parents state that they have received, read, understand, and agree to abide by the policies, procedures and practices as outlined related to Independent Educational Programs, Inc. programmatic structures and interventions. This also acknowledges that students AND parents agree to abide by any other applicable laws and school policies and regulations governing IEP School and they further understand that any violation may result in loss of student privileges, disciplinary action, and/or appropriate legal action.

(This includes acknowledgement of all of the above related to but not withstanding this Student Handbook in conjunction with the Student Enrollment Packet and all policies, procedures and practices as outlined there.)

Student Signature

Date

Parent Signature

Date

(Please return this sheet to the school)