



# Student/Parent Handbook

2023-2024



*The K-5 LEAP Student/Parent Handbook is intended to reflect the specifics of the K-5 LEAP program and should be considered as a supplement to the home-school student handbook.*





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# BASIC INFORMATION

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## School Expectations

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**L**isten Actively   **E**ngage in Activity   **A**ct Responsibly   **P**ositive Attitude

## Mission

To provide behavioral interventions for elementary level students through a focus on social-emotional learning by addressing their physical, social, emotional, and cognitive needs to empower them to be ready to learn and to equip families with supports necessary for overall educational success.

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## Vision

Students will return to their traditional school setting when they are consistently demonstrating self-regulation skills necessary to exhibit desired behaviors and are showing engagement in the learning process.

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## General Information

We are so happy to welcome you to our program. We hope you join us in the excitement of what is to come. The K-5 LEAP faculty and staff are looking forward to working with you and helping you reach both academic and behavioral success.

The K-5 LEAP program is built on the principles of applied behavior analysis, positive student-teacher relationships, and parent involvement. Every member of the K-5 LEAP team is a valuable voice and we welcome hearing from you.

Throughout this handbook you will find information to help you navigate daily routines and expectations as well as specifics on how we will help you find success back at your home elementary school.

It is important for each student and parent to discover his/her responsibilities embedded in this handbook. The best way to achieve success is to do it together!

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## Policies

At K-5 LEAP we follow all Fulton County School Board policies and the Student Code of Conduct.

# DAILY OPERATIONS

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## Schedule

Class is in session from 7:50 a.m.-2:10 p.m.

Students can arrive no earlier than 7:40 a.m. and can be picked up no later than 2:15 p.m.

Students will participate in Social-Emotional, Reading, Math, Science, and Social Studies instruction daily.

Tuesdays and Thursdays will include PE. Recess will occur daily.

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## Arrival

Classes begin promptly at 8:10 a.m. K-5 LEAP staff members will greet students at the designated building entrance.

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## Breakfast and Lunch

Meal pay will continue to be connected to each student's ID number.

Breakfast will be served from 7:40 a.m. to 8:00 a.m. daily.

Lunch will be served daily between 11:30 a.m. to 12:30 p.m. Students will have a 30-minute lunch period during this block of time. Students can bring lunch from home if they do not eat school lunch.

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## Dismissal

Classes end at 2:10 p.m. Students cannot be dismissed after 1:30 p.m. for early dismissal. K-5 LEAP staff members will escort students to the designated pick-up location.

**Anyone who is not a parent/guardian must be designated contact in Infinite Campus and have a current photo ID.**

K-5 LEAP staff must be notified in writing if a student is changing his/her regular mode of transportation for the day. **All dismissal changes must occur before 1:30 p.m.**

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## Visiting

Parents/Guardians of K-5 LEAP students are required to visit regularly, and they are welcome to visit at any time. If you are visiting your child, sign in at the school's front office and wait for a staff member to escort you to the classroom. If a non-guardian is visiting, a guardian must send a note to the school with the first and last name of the visitor as it appears on the driver's license prior to the visit. **Phone calls will not be accepted.** Anyone coming to visit a student who has not been given written permission by a guardian will not be allowed into the student's classroom. **All visitors must have a current photo ID.**

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## Snacks

Students are permitted to bring water bottles for use throughout the day.

Snacks are not provided, unless purchased using reward points. Students should *not* bring personal snacks to school.

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## Transportation Changes

K-5 LEAP staff must be notified in writing if a student is changing his/her regular mode of transportation. **All transportation changes must occur 24 hours before the change takes place.**

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## Medication

When possible, medications should be given by parents/guardians before or after school hours. If a student is required to take medication during school hours, and the parent/guardian cannot be at the school to administer the medication, the site's clinic aide will administer the medication in compliance with the following regulations. If medication must be provided at the school, the parent/guardian must follow the medical procedures on the school district website. Students cannot bring any medication to school.

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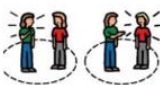








## School Supplies

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Students will have basic school supplies provided to them.

# SCHOOL EXPECTATIONS

## K-5 LEAP Matrix

| Expectations                    | Classrooms   | Gym  | Lunchroom   | Hallways  | Restroom  | Playground   | Bus   |
|---------------------------------|--|--|---|---|---|--|---|
| <b>L</b> isten<br>Actively      | <b>VL - Code 2</b><br>Turn in your work<br> | <b>VL - Code 2</b><br>Follow directions quickly<br> | <b>VL - Code 1</b><br>Stay with your class/at your table<br>       | <b>VL - Code 0</b><br>Do your part to keep the line straight<br> | <b>VL - Code 0</b><br>Limit peer interaction<br>          | <b>VL - Code 3</b><br>Follow directions quickly<br> | <b>VL - Code 1</b><br>Watch for your stop<br>    |
| <b>E</b> ngage<br>in Activities | Be prepared and use materials properly<br>  | Take care of and use equipment properly<br>         | Be kind to your tablemates<br>                                     | Walk and keep hands off the wall<br>                             | Use the toilet, wash your hands, and leave<br>            | Take care of and use equipment properly<br>         | Stay seated (Bottom to bottom, back-to-back)<br> |
| <b>A</b> ct<br>Responsibly      | Complete your own work<br>                  | Work as a team<br>                                  | Clean up food and tray when finished<br>Throw away your trash.<br> | Stay in line and in your square<br>                              | Keep bathroom clean<br>Wash hands with soap and water<br> | Take turns and include others<br>                   | Keep walls and seats free of writing<br>         |
| <b>P</b> ositive<br>Attitude    | Use Kind Words<br>                          | Be a good sport<br>                                 | Use your manners<br>   | Smile and Silent Wave<br>  | Allow privacy<br>   | Be a good sport<br>                                 | Speak nicely to everyone<br>                     |

### Voice Levels

|                                     |  |   |                         |
|-------------------------------------|--|---|-------------------------|
| <b>Code 0</b> - Silent/Teacher Talk | <b>Code 1</b> - Speak only to the person next to you | <b>Code 2</b> - Speak to the people at your table | <b>Code 3</b> - Outside |
|-------------------------------------|--|---|-------------------------|

# PROGRAM STAGES

Upon entry into K-5 LEAP, students will begin working through the program stages. There are three stages at K-5 LEAP:

## Stage 1 – Hop Stage

## Stage 2 – Jump Stage

## Stage 3 – LEAP Stage

Students will spend a minimum of three weeks at each stage and can be promoted into a higher stage only if they maintain mastery of their behavior goals (goals are student-specific and set with the team upon entry). Students in kindergarten and first grade are anticipated to spend approximately six weeks in each stage. Each stage increases available privileges and student independence for students in grades 2-5 (younger students continue to receive increased support due to age).

In addition, as students move through the stages, adult support decreases. Students who reach the third week of Stage 3, LEAP Stage, will begin transitioning back to their home elementary school with support.

| <b>FCS K-5 Stages</b> |                               |  |   |
|-----------------------|-------------------------------|--|---|
|                       | <b>Location/Activity</b>      | <b>Privileges</b>  | <b>Supports</b>   |
| <b>Hop (1)</b>        | Classroom                     |  | Single desk + assigned location*  |
|                       | PE                            |  | Assigned location at all times + remain close to a Registered Behavior Technician |
|                       | Breakfast/Lunch               |  | Assigned seating in the cafeteria   |
|                       | Arrival/Dismissal/Transitions |  | All transitions must occur with support of a Registered Behavior Technician       |
|                       | Recess                        |  | Playground equipment only   |
|                       | Off campus                    |  | No traveling off campus + home school visits K-5 LEAP                             |
|                       | Other                         |  | Classroom jobs only (teacher limits) + work/read in classroom only                |
| <b>Jump (2)</b>       | Classroom                     | Choice of location (teacher can limit options)                               | Single desk   |
|                       | PE                            | Distance from a Registered Behavior Technician                               | Assigned location at all times  |
|                       | Breakfast/Lunch               | Choice of seat in cafeteria  | Spaced out seating in cafeteria   |
|                       | Arrival/Dismissal/Transitions | Transition inside without direct support of a Registered Behavior Technician | Registered Behavior Technician supports outside only                              |
|                       | Recess                        | Access to additional recess equipment (balls, jump ropes, etc.)              | Playground equipment  |
|                       | Off campus                    | May make one visit to home school  | Home school visits K-5 LEAP   |
|                       | Other                         | Can hold any classroom job, work/read in classroom or in staff office        | No jobs outside of classroom  |



|                 |                                   |   |  |
|-----------------|-----------------------------------|---|--|
| <b>LEAP (3)</b> | Classroom                         | Choice of type of seat + location (teacher limits)  |  |
|                 | PE                                | Choice of location (teacher limits).<br>Distance from a Registered Behavior Technician  |  |
|                 | Breakfast/Lunch                   | Choice of seat in cafeteria   |  |
|                 | Arrival/Dismissal/<br>Transitions | Registered Behavior Technician does not support transition inside or outside  |  |
|                 | Recess                            | Access to additional recess equipment (balls, jump ropes, etc.)   |  |
|                 | Off campus                        | May make at least two visits to home school   |  |
|                 | Other                             | Can hold jobs inside and outside of the classroom and may work/read in any location (outside must be with a Registered Behavior Technician) |  |

\* For all items that indicate "assigned location", the location where the student is to remain will be assigned by the classroom teacher. That location may be changed pursuant to the needs of the student and class.



# BEHAVIOR REWARD SYSTEM

Students will work to earn points while at K-5 LEAP. Points can be exchanged for items on the reward menu based on the student's stage.

- Points will be collected via PBIS Rewards. Students will be informed of their point total individually.
- Students will have an opportunity to earn at least 30 points weekly for following expectations ("caught being good"), going above and beyond without being asked, persevering through a difficult task, etc. A maximum of half the total points earned can be carried over week to week.

| Stage    | Reward Option   | Point Cost |
|----------|---|------------|
| Hop (1)  | <ul style="list-style-type: none"> <li>• Choose your class job for the day</li> <li>• Write with a special pencil or pen for a day</li> <li>• Positive phone call home – student and teacher call together</li> </ul>   | 5          |
|          | <ul style="list-style-type: none"> <li>• Choose the game during PE</li> <li>• Draw on the white board (15 minutes)</li> <li>• Choose music for the class to listen to (teacher gives list of choices)</li> <li>• Small treat (low sugar candy, mint, etc.)</li> <li>• Sensory box: fidgets, putty, sand timers, pinwheels, etc. (15 minutes)</li> </ul> | 15         |
|          | <ul style="list-style-type: none"> <li>• Sit in the teacher's chair/at teacher's desk</li> <li>• Extra time to draw at desk (15 minutes)</li> <li>• Time to talk with a friend or adult (10 minutes)</li> </ul>   | 20         |
|          | <ul style="list-style-type: none"> <li>• Extra computer time (15 minutes, approved program)</li> <li>• Puzzle or reading time with the administrator or staff of choice</li> <li>• 'Show and Tell' to class on Friday</li> <li>• Read a book to the class</li> <li>• Reduced assignments</li> </ul>   | 25         |
| Jump (2) | <ul style="list-style-type: none"> <li>• Be the line leader and/or teacher's helper for the day</li> <li>• Sit in teacher's desk/chair</li> <li>• Lie down during independent work</li> <li>• Snack (chips, fruit, granola bar, etc.)</li> </ul>  | 20         |
|          | <ul style="list-style-type: none"> <li>• Homework pass</li> <li>• Lunch with a school staff member (admin, teacher, etc.)</li> <li>• Sensory break: walk, exercise ball, music, hula hoop, yoga (15 minutes)</li> </ul>   | 30         |
|          | <ul style="list-style-type: none"> <li>• Free choice Friday (one hour)</li> <li>• Have a dance-off</li> <li>• Show off a talent to the class</li> <li>• Play a game with a friend or adult (30 minutes)</li> </ul>  | 40         |
| LEAP (3) | <ul style="list-style-type: none"> <li>• Make a Friday announcement</li> <li>• Classwork pass</li> <li>• Play a game with the class</li> </ul>  | 30         |
|          | <ul style="list-style-type: none"> <li>• Teach the class (one lesson)</li> <li>• Help in another classroom/mentor another student</li> <li>• Listen to music while working (1 day)</li> </ul>   | 40         |
|          | <ul style="list-style-type: none"> <li>• Extra recess with a friend (Stage 3) or an adult</li> <li>• Extra 5 points on homework/quiz</li> </ul>   | 50         |

# CONSEQUENCES

| FCS Consequences  |   |  |
|---|---|--|
|   | Action/Offense  | Consequences   |
|    | Master your behavior goal through Stage 3   | Return to your home school   |
|   | Master your behavior goal for 3 weeks   | Move up a stage and earn access to additional rewards on the reward menu |
|   | Collect points  | Shop for a reward on the reward menu                                     |
|   | Proof of meeting expectations<br>Going above and beyond<br>Persisting through a hard task | Earn a point   |
|   | 1st Minor Offense   | Reminder of expectation  |
|  | 2nd Minor Offense   | Re-teach the expectation   |
|   | 3rd Minor Offense   | Reflection and restoration (Refocus)                                     |
|   | 4th Minor Offense or 1st Major Offense  | Reflection and restoration (Refocus) and call home                       |
|   | 5th Offense or 2nd Major Offense  | Office referral, re-teach expectations and call home                     |

# DISCIPLINE

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## General Discipline

Students will be expected to follow the FCS Code of Conduct while at K-5 LEAP. The school administration will follow the processes outlined in the FCS Code of Conduct including investigating incidents and communicating with parents.

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## Minor/Major Offenses

Discipline will be administered based on the level of the infraction and in keeping with the District's progressive discipline model. Though some exclusions may apply depending on the nature of the actual incident, Tier 1 infractions will be considered minor acts of misconduct, Tier 2 will be considered intermediate acts of misconduct and Tier 3 and 4 infractions will be considered major acts of misconduct.

Major/minor offenses will receive consequences based on the chart on page 12. School administration maintains the ability to adjust the consequence based on the actual incident.

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## Restart

Student behaviors that affect the classroom environment may require a "Restart." At K-5 LEAP, "Restart" will be done in the classroom setting, unless the behavior is so disruptive the student needs to be removed. When a student displays persistent problem behavior without responding to previous intervention attempts, he/she will be asked to "restart" by the teacher. The student will enter a quiet space within the classroom. A timer will be set for 3-5 minutes as the student begins the process of calming.

Depending on the classroom setting, calming fidgets may be provided. Once the time expires, a Registered Behavior Technician will ask the student to step out of the classroom. The student will be asked a series of reflective questions and the Registered Behavior Technician will assist the student in developing a "Restoration Plan."

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## Restoration

After completing the "Restart" process with the Registered Behavior Technician, the student will have a Restoration Plan completed which he/she will share with the adult affected by the incident. Together they will follow the steps to restoration. Restoration steps may include one or both parties apologizing, writing a note, cleaning up a mess, or another supportive discipline management technique outlined on the Response Matters: Discipline Response Guide.




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## Major Infractions

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Major infractions will result in a documented office referral or other form of documentation. This is a last resort and will only occur if other disciplinary consequences (see page 12) do not stop the problem behavior.

# PARENT EXPECTATIONS

| When   | Expectation  |
|--|--|
| <p><b>Hop Level</b></p>     | <ul style="list-style-type: none"> <li>• Attend entry meeting at K-5 LEAP</li> <li>• Entry home visit from K-5 LEAP staff</li> <li>• Attend Parent Workshop Session 1</li> <li>• Meeting with administrator or lead to review progress weekly (in-person or virtual)</li> <li>• Daily sign and return updates from teacher</li> <li>• Second home visit from K-5 LEAP staff</li> <li>• In-person visit/observation with student at K-5 LEAP twice during first three weeks.</li> </ul> |
| <p><b>Jump Level</b></p>    | <ul style="list-style-type: none"> <li>• Attend Parent Workshop Session 2</li> <li>• Meeting with administrator or lead to review progress weekly. (In person or virtual)</li> <li>• Daily sign and return updates from teacher</li> <li>• Third home visit from K-5 LEAP staff</li> <li>• In-person visit/observation with student at K-5 LEAP once during this level.</li> </ul>   |
| <p><b>LEAP Level</b></p>  | <ul style="list-style-type: none"> <li>• Attend Parent Workshop Session 3</li> <li>• Daily sign and return updates from teacher</li> <li>• At least one meeting every 2-3 weeks with administrator or lead to review progress (in-person or virtual)</li> <li>• Fourth home visit from K-5 LEAP staff</li> <li>• Participate in transition process</li> </ul>  |

# CRISIS MANAGEMENT

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## Positive Crisis Intervention (PCI)

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All staff at K-5 LEAP working directly with students are trained in the techniques of PCI. PCI techniques focus on de-escalation and provide safe processes for restraint.

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## Restraint

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Physical restraint may be used in schools only in situations in which the student is an immediate danger to themselves or others. Restraint techniques will only be used after attempts have been made to de-escalate the student without physical intervention. Use of restraint is guided by District Policy JGFA. All instances of restraint will be documented, debriefed, and communicated with parents within one (1) school day. **Documentation will be shared with parents via e-mail unless otherwise stated.**

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## Alternatives to Seclusion

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Seclusion is a procedure that isolates and confines the student in a separate area. **Use of seclusion is prohibited in all schools.** Instead, staff will choose between two options when a student is in crisis:

1. Removal of the other students from the classroom
2. Non-physical transition to the sensory room

Regardless of the option chosen, an adult will always remain with the student while other students continue instruction. In addition, the student in crisis will continue to have access to meeting his/her needs as requested (i.e., drink water, restroom breaks, etc.).

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## The Lily Pad (Sensory Room)

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The K-5 LEAP site has a dedicated space to provide a calming area for students who need a break or a space to de-escalate. The Lily Pad is equipped with activities, soft seating, fidgets, and other calming materials. An adult is required to be in the sensory room with the student at all times.

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## Calming Corners

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Calming Corners are in each room to provide a quiet place for students to refocus with the intent of returning to instruction. Unless the student's behavior escalates to extremely disruptive or dangerous to self or others, he/she will use the Calming Corner rather than being removed from class. Calming Corners will be utilized as part of the consequences outlined in this handbook. Calming Corners can also be requested by students who proactively request a break before challenging behaviors.

# TRANSITION PROCESS

| Step | Action   | People Involved  | Location                        | Timeline  |
|------|--|--|---------------------------------|---|
| 1    | Weekly check-in with home school (virtual, phone, in person, etc.)                             | <ul style="list-style-type: none"> <li>• K-5 LEAP staff</li> <li>• Home school Teacher/Admin/Counselor</li> <li>• Student</li> </ul>   | Varied Platforms                | Hop Level<br>Jump Level<br>Week 1 of LEAP Level |
| 2    | Home school visit to K-5 LEAP  | <ul style="list-style-type: none"> <li>• K-5 LEAP staff</li> <li>• Home school Teacher/Admin/Counselor</li> <li>• Student</li> </ul>   | K-5 LEAP                        | Week 3 of Hop Level                             |
| 3    | Visit to home school classroom   | <ul style="list-style-type: none"> <li>• K-5 LEAP</li> <li>• Home school Teacher/Admin/Counselor</li> <li>• Parent</li> <li>• Student</li> </ul>   | Home school                     | Weeks 2 and/or 3 of LEAP Level                  |
| 4    | Student presents success story to home school team (based on age).                             | <ul style="list-style-type: none"> <li>• K-5 LEAP Administrator and teacher</li> <li>• Home school Teacher/Admin/Counselor</li> <li>• Parent</li> <li>• Student</li> </ul>                               | K-5 LEAP                        | Week 3 of LEAP Level                            |
|      | Parent and student meet with home school team to review expectations/behavior plan for return. |  |                                 |   |
|      | Create home school treatment   |  |                                 |   |
|      | Training for home school staff and parent on specifics of treatment plan                       |  |                                 |   |
| 5    | Re-enter for full day at home school   | <ul style="list-style-type: none"> <li>• K-5 LEAP Behavior Tech</li> <li>• K-5 LEAP Administrator or Lead</li> <li>• Home school Teacher/Admin/Counselor</li> <li>• Student</li> <li>• Parent</li> </ul> | Home school                     | First day at home school                        |
| 6    | First week home school supports  | <ul style="list-style-type: none"> <li>• K-5 LEAP staff</li> <li>• Home school Teacher/Admin/Counselor</li> <li>• Student</li> <li>• Parent</li> </ul>   | Home school<br>Varied Platforms | First 3-5 days at home school                   |
| 7    | First Month Supports   | <ul style="list-style-type: none"> <li>• K-5 LEAP staff</li> <li>• Home school Teacher/Admin/Counselor</li> <li>• Student</li> <li>• Parent</li> </ul>   | Home school<br>Varied Platforms | First month at home school                      |

# ACKNOWLEDGEMENT OF READING OUR PARENT AND STUDENT HANDBOOK

## Parents/Guardians:

My signature on this document acknowledges I have read and understand the policies, procedures, and protocols listed in my child's school handbook. I also understand my child and I will be held accountable to the policies, procedures, and protocols as set forth in this school handbook.

Parent's Name: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Student:

My signature on this document acknowledges I have read and understand and/or have had explained to me the policies, procedures, and protocols listed in my school handbook. I also understand that my family and I will be held accountable to the policies, procedures, and protocols as set forth in this school handbook.

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_