

ST ANDREW SCHOOL STUDENT HANDBOOK



Welcome to St. Andrew School! We promise to make the safety of your child our priority. Please know that our staff aim to make this a great school year by offering a positive experience for your child. We are committed to helping students achieve social and emotional growth. Your positive participation and support of our program are the keys to helping your child achieve their greatest potential. We strongly encourage you to be part of our School Advisory Council, and participate in the processes of helping us improve our program offerings and policies, along with guiding the general direction for our school.

Should you have questions about your child, our educational program, or if you need additional information about St. Andrew School, visit our school landing page at <https://standrews.bay.k12.fl.us/> or contact us at (850) 767-4565. Bay District Schools' Code of Conduct and other policies are available online at <http://www.bay.k12.fl.us/district-policies>.

St. Andrew School's Mission/Vision

The mission of St. Andrew School, in partnership with our families and the community, is a commitment to provide a safe learning environment that promotes each child's social/emotional and academic development through positive behavioral supports and research-based practices. All students are provided opportunities to develop and achieve according to their own strengths in preparation for integration into the least restrictive educational and social setting.

Our vision is to provide a standard of excellence and positive support in a safe environment where all students can achieve their full potential in academic, behavioral, and character development.

About our School

St. Andrew School is a Title 1 alternative school for students in pre-kindergarten through fifth grade. Students who attend our school have been identified as having behavioral and/or emotional challenges. Enrollment and attendance is through placement by an Individual Education Plan (IEP) or recommendation from the superintendent.

Students attending our school come from all areas of Bay County. The purpose of our school is to work with students who exhibit behavior that consistently interferes with the academic environment to a point where learning is no longer possible with the

implementation of basic behavioral interventions. The interventions used at St Andrew are necessary for successful learning and are more intense than those that can be provided in a regular classroom or regular school setting.

The educational setting may include a teacher and a paraprofessional in each classroom. The student to teacher ratio is typically 3:1 for ESE students and 10:1 for general education students. All staff members are trained to implement our school-wide positive reinforcement PAWS [Positive Actions Work System] Privileges are earned through our point and levels system, in which students earn increasing privileges by demonstration of positive behaviors which are respectful, safe and reflect problem-solving skills. Targeted behaviors are tracked on point sheets according to the PAWS levels and token economy systems. This positive reinforcement system provides a consistent continuum of rewards and consequences. All staff are trained in de-escalation strategies and crisis prevention techniques.



BEHAVIOR MANAGEMENT PROGRAM
Positive Actions Work System (PAWS)

We believe that through the use of positive reinforcement we can make meaningful changes in the quality of our student's lives and their future outcomes. We strive to provide an environment that supports and encourages student effort, participation, and promotes a positive self-concept, and where students can learn self advocacy and develop empathy for others. The following information details our school-wide behavior management system which is unique and specific to the students who attend St. Andrews School.

PAWS: is a comprehensive framework for the prevention and response to challenging behaviors and the teaching of replacement behaviors. PAWS is built on the principle of using positive reinforcement for behavior modification and provides a continuum of support and privileges. This system provides the structure for maintaining a safe learning environment. All staff members are trained in the implementation of our PAWS system.

The PAWS System includes the following interventions:

- Point and Level System (Tiger Tiers)
- Token Economy System (Tiger Tokens)
- Behavioral Safety Program (Safety Care/Ukeru)
- Crisis Intervention/Restorative Practices (PAWS Protocol)

SCHOOL WIDE EXPECTATIONS AND CLASSROOM RULES

School Wide Expectations: are always positively stated behaviors that form the basis for the development of our school rules. (Example: Keep hands and feet to yourself. Non-Example: No hitting). These expectations will be reviewed with the students each day during morning and afternoon meetings called "Tiger Talk". During these meetings, staff members are expected to model, teach, and re-teach the school wide expectations until all students achieve mastery.

SCHOOL WIDE EXPECTATIONS

Expectations	How to Earn Points	Behaviors to Consider
Stay in area	Get permission before leaving assigned area	Leaving assigned area, wandering, elopement (going to a previously determined safe place to problem solve does not count against points)
Follow directions	Follow directions with no more than one reminder	Refusal to transition, noncompliance with work or other directions
Maintain Self Control	Verbal/Physical: Use School appropriate language and volume/Use hands and feet safely and only touch others' belongings with permission, ask for a break when needed	Screaming, yelling, verbal threats, profanity, name-calling/Touching other people or their belongings without permission; physical aggression toward people or property
On Task Majority of Time	Always ensure that you are doing the required work on time	Off task, refusing to do work, arguing about work, talking without permission, wandering the room, sitting and not working
Personal Goal (problem solving/PBIP)	Use problem-solving skills/ties into the PBIP	Student does not engage in the identified goal area

Classroom Rules: are developed by the teacher and are based on the school wide expectations. (Example: "Stay in area" could become "Raise your hand and get permission before getting out of your seat.>"). The teacher's class rules must be posted in the classroom along with the school wide expectations.

The Points and Levels System: is a research based system designed to manage behavior. Through the levels system, the student can access increased privileges and greater independence by demonstrating improvements in behavior.

Points: are awarded to the student at specific intervals throughout the day and recorded daily on the student's Weekly Point Sheet. An auditory/visual timer will be used to signal to the student when it is time to review and discuss points earned at the end of each interval. The conversation with the student regarding points earned within each interval is directly related to the student's ability to follow the school wide expectations and nothing more. Point sheet data is used to determine the student's level and is a component in determining student readiness to return to their home zoned school. Points are earned using a 0-2 rating scale in ten different intervals throughout the day.

Scoring guidelines:

2 = Student demonstrates the behavior during all or most of the time interval.

1 = Student demonstrates the behavior some of the time during the interval.

0 = Student does not demonstrate the behavior during the interval **OR** had significant problem behavior related to the expectation.

Students are continuously earning points throughout the day, They **NEVER** lose their points - **EVER!** If a student does not display the behaviors associated with the school wide expectations and their identified goal they simply do not earn points in those areas. It is important to recognize that it's **their choice!**

The point sheet should be available to staff for scoring whenever the student is out of the classroom i.e. breakfast, special area, dismissal. At the end of each interval, **the teacher will briefly** interact with each student to discuss the points they have earned within the interval. This process ensures that the student understands how many points they have earned. Younger students may need a token board to help them know their points at any given time. Consulting should take no more than 5 minutes.

Additionally, points should never be called out to the student from behind a desk/table or across the room. The conversation between a student and a staff

member must be one on one. Conversations must be thoughtful and meaningful as described in the sample conversations below:

Sample discussion:

“Did you stay in your area?” (mark points)

“Did you follow directions?” (mark points)

“Did you maintain verbal control?” (mark points)

“Did you keep your hands and feet to yourself?” (mark points)

“Did you (personal goal)?” (mark points)

If a student does not earn all points in a particular area, the staff will **discuss what they need to do**, i.e the specific behavior that you want to see, rather than how they can earn their points from that point forward. To accurately track behavior, points are scored in the **appropriate category**. It should only be on **rare** occasions that a student earns zero points in **all** categories within an interval of time.

At the end of the day, the teacher will conference with students regarding how their day went during **Tiger Talk**. The teacher will remind the students of the behavior that is expected at dismissal in order to continue to earn points during this interval. If the student demonstrates behavior that requires **PAWS** intervention or if the student is returned from the bus, no points will be earned during the 1:30-dismissal interval.

Absences and Points: Students are not penalized for being absent, whether the absence is excused or unexcused. Students are not penalized for OSS on their point sheets. Teachers will indicate an absence with an “X” and an OSS with an “S” on the student’s Weekly Point Sheet as shown below:

Daily Point Data Test 1

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	A	B	C	D	E	F	G	H	I	J	K	L	
1		WEEK											
2		F		M		T		W		H			
3	BEHAVIOR CATEGORIES												
4	Stay in area	20		20		20		20		20			
5	Follow directions	20		20		20		20		20			
6	Maintain self control	20		20		20		20		20			
7	On task majority of time	20		20		20		20		20			
8	Personal goal	20		20		20		20		20			
9	TOTAL POINTS					100		100		100			
10	POSSIBLE POINTS	X		S		100		100		100			
11	WEEKLY AVERAGE FOR LEVEL					100							

Levels: are used to determine student progress over time based on movement up or down the levels system. A student can increase/decrease a level at 2 week intervals (unless a student has had a significant behavior episode). Levels range from 1-4 with Level 1 being the lowest and Level 4 being the highest. See the table below for a detailed description of levels and corresponding privileges. Levels directly relate to privileges earned. Admin are responsible for determining the students' level. Levels will be reviewed weekly and are based on weekly point sheet data, codes, ODRs etc.

Students are expected to wear their color coded lanyard and ID card at all times. Students who are on lower levels may resist wearing their lanyards, this is not a deal breaker for a Level 1 student, they simply may not earn all of their "following instructions" points during a given interval. The expectation of wearing the lanyard should not be too punitive for refusal. Simple reminders of earned time/privileges should work.

Levels management includes:

- Determination based on student weekly point average
- Weekly conferencing to discuss progress, and review expectations
- Movement increases **one level** every two weeks if criteria is met
- Upward movement is sequential
- Criteria for leveling up, staying on a level, and dropping a level
- Color coded student lanyards identifying the students current level
- Indicating the correct Tiger Club based on the student's current level
- Menu of Options for earned time

LEVELS AND PRIVILEGES			
LEVEL 1 TIGER IN TRAINING (Red)	LEVEL 2 TERRIFIC TIGER (Blue)	LEVEL 3 TOP TIGER (Silver)	LEVEL 4 TRUSTWORTHY TIGER (Gold Medallion)
Spend Tiger Tokens (Classroom Only)	Spend Tiger Tokens (Classroom + Tiger Store)	Spend Tiger Tokens (Classroom + Tiger Store)	Spend Tiger Tokens (Classroom + Tiger Store + Tiger's Den)
Use Computer (Educational Activities)	Use Computer (Educational Activities)	Use Computer (Educational Activities + Launchpad)	Use Computer (Educational Activities + Launchpad + Youtube/Music)
Earned Time (Individual)	Earned Time (Group)	Earned Time (With Another Class)	Earned Time (Class/Friend of Choice)
Therapy Dog Visits	Therapy Dog Visits	Therapy Dog Visits (With Another Class)	Therapy Dog Visits (Class Of Choice)
Tiger Clubs (Social Skills Only)	Tiger Clubs (Social Skills + Outside)	Tiger Clubs (Student Picked)	Tiger Clubs (Student Picked)
	Special Area/Recess	Special Area/Recess	Special Area/Recess
	Sensory Room Visits	Sensory Room Visits	Sensory Room Visits
	Tiger Store Visits	Tiger Store Visits	Tiger Store Visits
		Lunch in Cafeteria/Campus	Lunch With a Friend

		VIP Helper (Teacher Picked)	VIP Helper (Student Picked)
			Peer Tutor
			Surprize Rewards
			Go On Field Trips
			Keep Your Phone
			Bring Backpack To School
TO LEVEL UP			
Avg 70+ pts/wk (2 consecutive weeks to move to level 2)	Avg 80+ pts/wk (2 consecutive weeks to move to level 3)	Avg 90+ pts/wk (No Codes) (2 consecutive weeks to move to level 4)	N/A
TO MAINTAIN LEVEL			
Avg 69 or below pts/wk	Avg 70 - 79 pts/wk	Avg 80 - 89 pt/wk	Avg 90 pts/wk (No Codes)
LEVEL DROP			
N/A	Avg 69 or below pts/wk	Avg 79 or below pts/wk OR more than one Code	Avg 89 or below pts/wk OR Code
Note: Any code determined unwarranted by Admin/Paws will be null and void and will not result in a level drop			

TIGER CLUBS (FRIDAY EARNED ACTIVITIES)

Tiger Clubs serve as the primary reward/incentive for the levels system, nothing less nothing more. Tiger clubs are similar in function as Tiger Tokens for the Tiger Store. Tiger tokens are used to reinforce the token economy as Tiger Clubs reinforce movement up the levels system. Tiger Clubs are available for **all students**. These activities are assigned on an individual basis.

Activities are determined by the student's level as indicated in the table below. It is important that students know that club assignments are based on the student's level; levels criteria are consistently applied week over week. **All staff members** are expected to participate in Tiger Clubs on Friday. The students' levels and club eligibility will be reviewed by the admin team prior to the Tiger Club activities. Staff should recheck the status each Friday after 12:00 and **PRIOR TO** starting the transition to clubs. Unless otherwise scheduled, Tiger Clubs will consist of the following:

Level 1 and Level 2 students are automatically assigned to the Enrichment Club and Enrichment + Outdoor Social Skills Club respectively. Level 3 and 4 students may select club choice in rank order from **highest weekly point sheet average to lowest**.

TIGER CLUBS

Level	Club Options
1	Social Enrichment
2	Social Enrichment with the added privilege of earning 15 - 30 minutes of an outside social activity after participation in the social skills lesson
3	Maker Space Special Projects Dance/Karaoke Outdoor Play
4	Maker Space Special Projects Dance/Karaoke Outdoor Play <i>The Tiger's Den (Community Room)</i>

Note: The Tiger's Den is only available to students on Level 4. However, all students will be scheduled to visit The Tiger's Den at the beginning of the school year in order to sample the activities that they are working toward earning.

TOKEN ECONOMY

A **Token Economy** is a system where students earn tokens as an immediate consequence for specific behaviors and then can exchange them later for items or activities. (Cooper, Heron, and Heward, 2006). Our token economy uses **Tiger Tokens** to exchange for items from our Tiger Store/classroom earned time. Tiger Tokens are used to reinforce a **specific behavior** at the moment it happens. These tokens have an assigned value as described below. Do not write in any other amounts. It is recommended to reward no more than one token at a time.

Types of Tiger Tokens:

- **Tiger Paw:** (value of one), should be most commonly used, all classrooms and common areas should be maintained. Given by teachers, TRIAD, Counselor
- **Wow Paws:** (value of five), PAWS, BCBA (e.g. given during classroom walkthroughs to students who are in class and on task, to students walking appropriately in line, in cafeteria for appropriate behavior, etc)
- **Super Paws:** (value of 10), awarded by Admin for outstanding behavior
- **Purple Paws:** (value of 50), a special token delivered by PAWS/admin to students who demonstrate appropriate behavior during a code purple (only 1 purple paw a day can be earned).

Staff are expected to use Tiger Tokens throughout the day EVERYDAY.

Tiger Store: is the place where students can shop for items. Students use their **Tiger Tokens** to shop in the **store**. Visits will be scheduled by the Tiger Store personnel. All students who are on Level 2 or higher should be allowed to visit the Tiger Store, unless they are with PAWS staff **at the time of the visit**. Students are encouraged to spend their Tiger Tokens **on each visit** to the Tiger Store. Students who want to “bank” their tokens rather than spend should be permitted to do this.

COMMUNICATING BEHAVIOR TO PARENTS

Teachers are the only staff members who should speak with a parent regarding behavior. This should **not** be done during instructional time **for any reason**. Contacting a parent should be done during planning time, or before/after school. Most of the information provided to the parent should be done through daily **Class Dojo**. Lengthy explanations about student behavior are discouraged. **Negative comments about**

daily behaviors are discouraged. When communicating about student behavior via Class Dojo teachers should use examples such as:

"Student had ___ day today"

For **Tigers in Training**, who have an especially challenging day, the teacher may include a **brief** comment to address the specific problem:

"Student did well with ___ and needs to work on improving ___ tomorrow."

Staff will always reference the students level when communicating with parents about the student's behavior that day: A sample conversation might include:

"Ezekiel is on level 1. He earned ___ points today. He has _____ days before he can increase his level."

"He has been on level ___ for _____ days." He is working on improving_____."

When a student's behavior rises to the level that becomes serious or frequent the teacher will notify an administrator so that a conference/IEP team can convene to help problem-solve. However, in most cases administration will be aware of significant behavior issues. The main point is that discussions about serious behavior concerns will only be discussed with an administrator present and/or through an IEP/conference.

Trustworthy Tiger	Top Tiger	Terrific Tiger	Tiger In Training
Avg 90	Avg 80 - 89	Avg 70 - 79	Avg 69

KEEPING OUR CAMPUS SAFE

Students may **not** bring/wear at school:

1. Headwear of any type (hat, face coverings, hoods not attached to the shirt, sunglasses, headbands, headphones, etc)worn inside the building
2. Extra shoes/cowboy boots or hard soled shoes, high heeled shoes
3. Jewelry (with the exception of pierced stud earrings)
4. Toys or other items
5. Purses/backpacks/totes
6. Trading cards, i.e. Pokemon, Magic, etc.
7. Large amounts of money without a specified use (over \$10.00 – unless in an envelope with a note)
8. Electronic Equipment
9. Toys
10. Glass containers
11. Gum, candy or carbonated beverages
12. Any item with the intent to sell or trade
13. Any item deemed to pose a safety concern
14. Tobacco products of any kind
15. Fireworks of any kind
16. Weapons: toy or real

The teacher or administrator will confiscate unauthorized items. It will be up to the discretion of the administrator as to whether the item will be returned to the student or if a parent must retrieve the item. Administrative action will be taken if a student returns with the unauthorized item. All items will be labeled with the owner's name and returned only to a parent or guardian.

- **Allowable items:**

- Cell phone (to be collected upon arrival and returned during dismissal)
- Change of clothing (to be stored in the classroom)
- **Small** lunch box containing only food items

Note: sanitary items can be obtained from the health tech.

BEHAVIOR INTENSITY CODES AND CALLS FOR ASSISTANCE

Behavior Intensity Codes are identified by a specific color (**Yellow, Orange, Red**) to describe the intensity of a student's behavior. For example, a **Code Yellow** behavior may require the use of an in-class intervention to deal with a low level disruption, while a Code Red behavior would require additional assistance. When calling for assistance, it is important to state the color as a descriptor of intensity. This will help the PAWS team know what behavior to anticipate.

PAWS team should only receive calls for **Code Orange** or **Red** behaviors. Staff who have been trained in the use of **Ukeru Systems** should use the Ukeru pads available in the classroom to ensure their safety and the safety and wellbeing of others in the room until the PAWS team arrives to assist. A **Code Purple** requires an immediate lockdown due to student behavior. As shown in the table below. All students on campus should return to their classroom or safe space until the Code Purple is lifted. Administrators are the only staff who can call or lift a Code Purple. Students must remain in their location until given permission to leave or until the Code Purple is lifted.

BEHAVIOR INTENSITY CODES

CODE YELLOW Intensity 1	CODE ORANGE Intensity 2	CODE RED Intensity 3
Behavior that is disruptive and interferes with learning and functioning but are not directly harmful	Behavior that is potentially harmful and may need outside intervention	High intensity behavior that is dangerous/very dangerous and have a significant likelihood of causing serious harm
PAWS/Outside Assistance Is Not Needed Interventions Can Be Managed by Classroom Staff Practice Good Safety Habits De-escalation techniques: (Help, Prompt, Wait) Safety stance Elbow Check Management of Dangerous Objects Safety of Vulnerable Individuals	PAWS/Other Outside Assistance May Be Needed Continue Practicing Good Safety Habits Be Prepared To Use Physical Safety/Physical Management (Ukeru Pads)	PAWS/Outside Assistance Is Needed Continue Practicing Good Safety Habits Ensure Safety of Vulnerable Individuals/Classroom Evacuation May Be Necessary Physical Management Is Necessary (Ukeru Pads/Safety Care Holds) PAWS In Charge Upon Arrival PAWS will notify Admin
Examples Include: Swiping/kicking materials off a desk Leaving assigned area without permission Inappropriate language Horseplay/ "kangaroo boxing" Chair tipping	Examples: Sustained, intentional scratching/hitting/fighting chair throwing (without damage/injury) Roaming outside classroom	Physical attack (hitting very hard, choking) Throwing/using objects in which serious injury is imminent Elopement off campus Fighting in which serious injury is imminent
Required Documentation: Point Sheet (student unable to earn pts)	Required Documentation: Point Sheet (student unable to earn pts) Student Documentation in Focus PAWS Log (if applicable)	Required Documentation: Point Sheet Point Sheet (student unable to earn pts) PAWS Log Office Discipline Referral (ODR) (teacher will complete only if requested by administration, PAWS Lead or BCBA)
Parent Notification Method: Class DoJo	Parent Notification Method: Class DoJo	Parent Notification Method: Admin only

PAWS PROTOCOL

PAWS Protocol begins when **it becomes necessary to remove a student from the classroom**. A Code Orange behavior **may** result in student removal from the classroom. Code Red behavior will **always** result in student removal from the classroom (either voluntarily or involuntarily). PAWS will assist the student to the **Safety Room** followed by time spent in the **Support Room** until there is sufficient evidence to suggest that the student is able to return to class. The entire process can take 1 hour or more before a student returns to class.

Paws Protocol concludes with a restorative meeting between the student and other relevant parties. The teacher will bring the student's point sheet to the restorative meeting, to be reviewed and marked prior to the student returning to class (**focusing only on the points that can still be earned for the rest of the day**). After the restorative meeting the student will then return to class **for a fresh start with no further discussion of the previous behavior**.

The Support Room: is a place where students can demonstrate their ability to follow directions after a behavior crisis. This provides an opportunity for them to gradually be introduced back into the classroom environment once they are ready.

- The Support Room should be a controlled, safe, and **neutral environment**, not punitive and not fun.
- While students are in the Support Room, teachers must provide the PAWS staff with work for the student that can be done **without adult assistance**. Only paper/pencil work is allowed. No crayons or other art supplies, and no computer-based work. Staff will prepare a Support Room folder of work for each student to be given to the PAWS Team and returned with the student.
- PAWS staff will provide the students with only the materials that are needed to do their assigned work.
- Students do not earn points while they are going through the PAWS Protocol process. They can begin to earn points again as soon as they return to their class.
- A sack lunch will be obtained for students by the PAWS staff, when applicable. Classroom staff **should not order a hot lunch for students when they are following the PAWS Protocol**
- PAWS Team will notify the classroom staff when a student is ready to restore and return to class.
- A restorative meeting will be held with the student and other relevant individuals prior to their returning to class.

Exit Criteria:

- Minimum of one hour duration
- The student must demonstrate appropriate verbal and physical behavior and be able to follow simple directions.
- The Think Sheet and Restorative Meeting with the teacher (and/or others involved, if applicable) must be completed prior to the student returning to class.

Other Support Room Notes:

- Only authorized staff will enter the Support Room.
 - Only administrators or PAWS Team members should bring students to the Support Room. Teachers will not self-deliver students.
- Note: Students who leave class must be taught that they should sit quietly outside PAWS Support Room when they are ready to complete the PAWS Protocol.**
- All staff interactions with students should be calm, neutral, and “strictly business.” Staff should not be overly firm or overly friendly in their interactions to avoid accidentally reinforcing negative behaviors with too much attention
 - Student behavior should NOT be discussed in the presence of students. **Personal conversation should be at a minimum**
 - Discussions about student behavior should take place outside of the room.
 - PAWS staff should communicate with students in a calm, neutral manner, giving one direction at a time.
 - PAWS staff should avoid talking about **any** student behavior in the presence of students. Keep personal conversation to a minimum. Interactions with students should be neutral and “strictly business” to avoid accidentally reinforcing negative behaviors with too much attention.

RESTORATIVE PROCESS

Restorative practices are intended to help students to develop a sense of responsibility and accountability for their actions. During restorative meetings, the focus should be on the student recognizing their actions and how they affect others, then restoring the relationship and planning to make better choices in the future.

To facilitate the restorative process, the PAWS Staff will ask a member of the Triad Team to facilitate the restorative meeting once the student has completed the Think

Sheet and is able to follow directions. The Think Sheet can be completed in a conversational manner with the staff member recording the student responses. Other questions or relevant details may be added as appropriate.

Once the Think Sheet has been completed, a Restorative Meeting will be set up with the individuals involved. The Restorative Meeting will be held with Triad staff. This leader will facilitate the Restorative Meeting by guiding the discussion, keeping things on topic, allowing each person the opportunity to speak, and ensuring that respectful listening is occurring.

At times, there may be other staff members present while this meeting is occurring. These staff members should be cautious not to interrupt the meeting or cause distractions or disruptions.

- When the student returns to class, they should be welcomed back and reoriented to the task at hand.
- In class, students should immediately begin receiving reinforcement as usual, including earning points, Tiger Tokens, and verbal praise.

DISCIPLINE

Students attend St. Andrew School due to their intensive behavior needs. The use of out of school suspension (OSS) is a punitive disciplinary strategy that does not influence or significantly improve the behavior of students who attend St Andrew. OSS is **never an automatic consequence for students who attend St Andrew**. The goal is for students to remain at school as much as possible. When students are at school they have opportunities to learn and to practice correct behavior.

Out of School Suspension (OSS): will only be used for major infractions in the most extreme cases of physical attack/fighting that may result in serious injury to staff/students, elopement on or off campus/Code Purple violations in which significant staff resources are needed or in cases where a student's behavior is to a degree over a sustained period of time that other placement options may need to be considered for student and school safety. These instances will be determined by an administrator/administrative review. When a student has been suspended, they are not able to earn points for the day. Points don't count for or against the student when they are not at school - for any reason.

Staff should indicate OSS on the Weekly Point Sheet by marking an "S" on the indicated day(s) as described previously. **NEVER score a zero for points when a student is not at school.**

Office Discipline Referral (ODR): requires approval of an administrator before documenting in Focus. ODRs document major infractions **only**. All other infractions (major or minor) will be documented in Focus under **Student Documentation**. **Speak with an administrator before attempting to input any ODR in Focus.**

Restraint: Per Florida Statute, the use of physical restraint should be used only when there is an imminent risk of serious injury. Under no circumstances will any kind of physical interaction take place between a student in crisis and staff except those who are certified in a district approved crisis management system such as CPI or Safety Care. Physical management procedures should only be used by individuals who have been trained and hold a current certification to use them. In most cases non restraint methods such as Ukeru will be employed to ensure the safety of students and staff.

All physical restraints will be documented by the person or persons involved in the physical restraint. The form titled “**Documentation/Reporting Use of Manual Physical Restraint**” is a required district form to be used by any staff member involved in a physical restraint. This form should be **completed** immediately after the intervention occurs and given to the Assistant Principal on the **same day**.

ADDITIONAL ALTERNATIVE SETTINGS

In instances of extreme and/or repeated acts of violence: physical attack on staff students, fighting, sustained/repeated disruptions to the school environment repeated instances of elopement from class/campus and where the use of all available methods of de-escalation/intervention techniques and strategies mentioned above have been utilized and over a reasonable period of time; and if the student is unable to demonstrate a response to these interventions, the principal may request that an IEP team convene to consider a more restrictive setting/school day. This may include in order of the restrictive environment: a shortened school day, Home Delivery/virtual instruction, consideration of the Hospital/Homebound disability, or a combination of these methods. The end goal is always to reintegrate the student into the school environment as soon as reasonably possible. The IEP team will determine the least restrictive of these environments.

BULLYING

Bullying Expectations of Bay District School Board in regard to bullying (Policy 7.207):

The School Board expects students and employees to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

1. The School Board prohibits the bullying of any student or school employee:
 - a. during any educational program or activity conducted by the District;
 - b. during any school-related or school-sponsored program or activity or on a District school bus;
 - c. through the use of any electronic device or data while on school grounds or on a computer system, or computer network of the District. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section;
 - d. through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity, or on a District school bus; or
 - e. while the District does not assume liability for incidences that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer.
2. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systematic methods for student and staff recognition through positive

reinforcement for good conduct, self-discipline, good citizenship, and academic success, as seen in the required school plan to address positive school culture and behavior,

3. Student rights shall be explained as outlined in this policy and in the Student Code of Conduct.
4. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in this policy and in the Student Code of Conduct.



Visit <http://standrew.bay.k12.fl.us/> and click on FortifyFL at the bottom of the website to submit an anonymous report of a bullying incident. The Bay County School Board policies are subject to change at the discretion of the School Board. The complete School Board policies are available at each school, at the District's web site www.bay.k12.fl.us, and at the Superintendent's office at 1311 Balboa Avenue.

NON-DISCRIMINATION STATEMENT

Current Board Policy 2.111

No person shall on the basis of race, ethnicity, color, religion, sex, gender, gender identity, sexual orientation national origin, disability, age, genetic information, pregnancy, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to harassment or discrimination under, any educational program or activity or work environment. This practice shall apply equally to students, employees, applicants for employment and all persons having business with the School Board. The District also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. The following person has been designated to handle inquiries regarding non-discrimination policies:

Holly Buchanan, Executive Director of Human Resources, 850-767-4100,
buchahd@bay.k12.fl.us

ATTENDANCE

Students are expected to be in school, to be on time and to stay all day unless prohibited by illness or other serious crisis. Florida Law 232.01F.S. requires children ages 6-16 to be in regular attendance in school and holds parents accountable for meeting this requirement (232.09F.S.S). Your child is in jeopardy of violating these statutes as indicated below:

- 5 or more absences (excused or unexcused) in a month
- 10 or more absences (excused or unexcused) in the past 90 days. Enforcement of school attendance 232.17 F.S. School Board Policy 7.104; 7.105
- 15 or more unexcused absences in the past 90 days, Habitual Truant 39.01F.S.

Criteria for approved absences as stated by the School Board include: illness, medical care, death in the family, legal reasons, religious holidays, pre-approved family leave, or school sanctioned activities. Parents are requested to justify each absence of the student within 24 hours of the absence with a written excuse to the school. If the above absences are found unexcused, you or your child may also be at risk for:

- Notification to AFDC: we are required to notify the AFDC office when recipients of AFDC are not attending school regularly. This could result in a reduction of benefits.
- Court action for truancy

If a prolonged absence is foreseen by the parent, a request can be made through the office that makeup work be gathered for the child and picked up in the office after 2:00. For the protection of your child during the school day, students may not leave the school campus unescorted. If it is necessary for a child to leave school, parents must sign the child out in the office. Teachers will not release students unless notified that the child has been signed out in the office.

Checking Out Students: Students will be called to the office when you arrive. We cannot call students up to the front office before you arrive to check him/her out. Excessive checkouts are disruptive to the teachers and students. Please try to keep your child at school unless you have a legitimate reason for checking out. Students will not be checked out early beginning at 1:30 PM. **Please bring your driver's license or identification when you come to school.** You will need it every time you check your student out and/or come on campus!

Teachers Observations: Per School Board Policy 5.11A – Consent must be granted by the building principal and the teacher notified at least one day prior to the

observation. Parents or caretakers who are visiting for an observation will be respectful of the learning environment and will be there to observe. A conference may be held following the observation, if requested. That conference will be scheduled by requesting a follow-up meeting with the STA administration.

CAFETERIA

Breakfast and Lunch are served each day. The lunch includes milk, but students may also purchase extra milk when desired. Bay District Schools participates in the National School Lunch Program and breakfast/lunch are available for free to all students. Breakfast is served each day in the cafeteria starting at 7:05 am and lunch will be served from 10:30-12:00. Breakfast and lunch are free to St. Andrew School students.

Parents are invited to eat lunch with their children (*please notify the front office the day prior if you plan to eat lunch with your child*). When eating lunch with your Tiger, please remember that all Tiger privileges are based on the student's earned level including eating lunch with someone. If you are unsure if your child is on a level appropriate for this privilege please check with your child's teacher. You may not invite other children to eat at the tables with you and your child. Students may bring lunches from home but we ask that no sodas or fast food be dropped off, please. Do not send food that requires special tools or microwave use.

Note: Please see the Behavior Management section regarding requirements specific to St. Andrew School.

CARE OF SCHOOL AND PERSONAL PROPERTY

We try to instill student pride in the appearance of their school. Students will not mark on school furniture, walls, ceilings, floors, or equipment with pens, pencils, markers, or any other instruments. Students will not tamper with fire alarms, fire extinguishers, plants, trees, or any other electrical system in the school. Anyone who willfully destroys school property through vandalism, arson, or larceny, or who creates a hazard to the safety of our students will be referred to the proper law enforcement agency & result in school discipline.

Students are cautioned not to bring large amounts of money, devices, iPods, cell phones, or cameras to school. If a student wears glasses or a watch, we ask that the

student take responsibility for the care of them. If it is necessary to bring more money than needed to pay for lunch, they are responsible for their own money. Students should not leave money or other valuables in the desks. STA faculty & staff are not responsible for any damaged or lost items.

COMMUNICATION

Phone Calls: You may call to speak to your child's teacher before and after school, or during their planning time. You may also email or message them on Class Dojo. We do not put calls through to the classroom so that you may speak to your child. If you receive a call from the school, the caller should leave a message. If there is no message, then they should call you back. Our school policy for all staff is that we return phone calls or messages within a 24-48 hour window.

Class Dojo: All teachers at St. Andrew School use Class Dojo as a preferred method of communication. The easiest way to reach your student's teacher will be by communicating with them through Class Dojo. Directions to sign up for Class Dojo's parent view will be sent home the first week of school. Our school policy for all staff is that we return phone calls or messages within a 24-48 hour window. Please do not send urgent or time sensitive messages via Class Dojo. If you have a time sensitive matter, please call the front office at 767-4565.

Registration in Parent Portal: All K-12 parents who will have students enrolled with Bay District must complete the online registration application on Parent Portal. The online application replaced the paper registration cards. **Your child may ONLY be checked out to the people who are listed on Parent Portal.** The office staff cannot make changes to any information on Parent Portal over the phone. You must come to the front office if you are unable to access the Parent Portal. **Notes cannot be accepted.**

Parent Resource Guide: The Bay District Schools Parent Resource Guide may be accessed [on the school board website](#). Paper copies of the Bay District Schools Parent Resource Guide are available upon request at schools or by calling 850-767-4311. Parents and students should read this guide carefully. Note: The electronic edition of the Parent Resource Guide is the latest edition. It replaces earlier electronic and printed editions.

Miscellaneous Items Dropped Off During the Day: If you drop off items for your student during the day (lunches, money, shoes, forms, homework, etc.), we will email

the teacher to notify the student. This is an effort to avoid classroom interruptions and allows the teacher to send the students to pick up their items when it is convenient.

DRESS CODE

The colors for St. Andrew School are red, blue, and white. Parents always want to know the official shades of these colors. They are *officially*: Navy Blue and Red. However, any shade of red or blue is acceptable. Parents are encouraged to purchase, from the school, official school or class t-shirts. See the official BDS school uniform policy below.

[STUDENT UNIFORM AND GROOMING 7.209 \(BDS Policy\)](#)

Appropriate dress is the primary responsibility of the student and his/her parent or guardian. In order to promote safety, personal hygiene, academic well-being, and moral development, students shall be expected to comply with reasonable requirements relating to dress, grooming and personal appearance. Students are expected to come to school dressed appropriately with proper attention having been given to personal cleanliness, grooming, and neatness of dress as outlined in Bay District Schools School Board Policy: **7.209 Student Dress Code and Grooming**.

Please [Click Here](#) to see the latest updates to the BDS School Board Dress Code Policy.

Any interpretation of the dress code that is required of this policy shall be the responsibility of the principal of each school. The Superintendent is authorized to make the final decision regarding the interpretation, application and enforcement of this policy and to make certain that it is being uniformly applied and enforced at each of the schools within the District.

Note: Please see the Behavior Management section regarding requirements specific to St. Andrew School.

FIELD TRIPS

Field trips of educational interest will be arranged by the teacher at various times. In order for children to participate, permission slips and medical authorization forms must be signed by the parent or caretaker and returned to the child's teacher by the due date. Field trips are optional and a privilege at St. Andrew School. Administration has the right to revoke a student's access to a field trip at any time due to concerns with behavior.

Note: Please see the Behavior Management section regarding requirements specific to St. Andrew School.

Chaperones for field trips must be cleared through the fingerprinting process each year. You must present a valid BDS Chaperone Badge in order to chaperone at an STA Field Trip. The chaperone badge may be acquired through the BDS Safety and Security office. A parent may not attend a field trip as a chaperone without completing these requirements.

Payment for some of these trips is online through Pay Activities Online where payment may be made using a credit or debit card at <http://osp.osmsinc.com/Bay/> Cash/check payments will incur a service charge.

GRADING SCALE

Your child's grades are available for your review at any time on the Bay District Parent Portal System by registering and logging in at www.bay.k2.fl.us.

A	90-100	Outstanding Progress	S	Satisfactory
B	80-89	Above Average Progress	N	Needs Improvement
C	70-79	Average Progress	U	Unsatisfactory
D	60-69	Lowest Acceptable Progress		
F	50-59	Failing		

SUPPORT FOR FAMILIES AND STUDENTS

Parent Conferences/IEP Meetings: Parents will be informed of and encouraged to attend any meetings concerning your child's education. IEP meetings will be scheduled to discuss issues such as additional testing, mainstreaming, behavioral issues, re-evaluation requirements and attendance concerns. Your input is vital to your child's education. **When parents do not attend these meetings, school staff and/or the IEP team will make the appropriate decisions for individual students.**

Counseling and Support Agencies: There are a variety of community counseling and support agencies available to help support your child and family. Many are available

to you free of charge. If you are interested in accessing these services please contact your child's teacher, school counselors or administration.

School Counselors: The school counselors are available to: (1) answer questions about the programs at the school, (2) review your child's progress, (3) interpret standardized test scores, (4) discuss special programs, or (5) meet with you about other concerns regarding your child. If you have any questions or concerns, contact the counselors at 850 -767-4565.

MEDICAL NEEDS/ILLNESS

Illness of Students at School: It is extremely important that we have a phone number where you can be reached in case of illness of your child. We appreciate having the name of a neighbor or family member who might be trusted to pick up your child when you cannot. As names and phone numbers change, please try to keep the school office personnel informed by updating your parent portal for your child's safety.

Medication: Medication (including anything over the counter, i.e. cough drops, Tylenol, etc.) may not be on campus or administered to a student without a completed "Permission to Administer Medication" form. This form must be completed by the parent AND the doctor. You may obtain this form from the front office. For safety reasons, NO medications are allowed on the bus!

Head Lice: Bay District Schools has a "nit-free" policy. Head lice/nits can be a problem in any elementary school. If your child is found to have head lice/nits, you will be required to pick up your child and provide treatment. The student must be certified "nit-free" by office personnel with the parent or guardian present before being readmitted to school.

Bed Bugs and Other Pests: Any student infested with bed bugs or other pests shall be excluded from attending school, participating in school sponsored activities, and riding the school bus until the student has received treatment for bed bugs and other pests. The student must be checked at school by office personnel with the parent or guardian present before being readmitted to school. The school principal or designee shall investigate the absence of a student who is absent from school in excess of three days because of bed bugs or other pests.

TEXTBOOKS / TECHNOLOGY

Textbooks and Media/Technology Material: Textbooks, library books and other school materials are loaned to students by the Bay District School Board. If these articles are lost or damaged, students will be required to pay for them.

Bring Your Own Device: Students may bring their Personal Electronic Mobile Devices to school during specified times according to BDS School Board Policy 7.211. The policy is known as the Bring Your Own Device (BYOD) policy. BYOD access will be granted ONLY after teachers have obtained permission and participated in BYOD training. The BYOD policy includes, but is not limited to cell phones, pocket PCs, laptops, tablets, or other PDA type equipment. Students who bring their devices MUST log in and use the BDS filtered wireless network during the school day.

STUDENTS WILL BRING THEIR DEVICES AT THEIR OWN RISK. THE DISTRICT WILL NOT BE RESPONSIBLE FOR LOST, DAMAGED, STOLEN, or MISPLACED DEVICES. The District WILL NOT be responsible for virus, malware, or other computer related issues associated with connecting to the wireless network. These devices will be used in the classroom for educational purposes when the teacher deems their use appropriate. Students may use these devices before and after school if signed on to the wireless network, where it exists. Teachers and administration will determine when/if students may use devices in the classroom.

BYOD Guidelines (For more detailed information, see BDS policy 7.211.)

- Devices may not be used in any way that disrupts the educational environment, or violates the rights of others. Devices may not be used to cheat, violate school conduct rules, or to bully staff or students. Misuse will be subject to disciplinary action.
- Cell phone conversations during instruction or class time will take place ONLY under the supervision of school personnel.
- Using any device that permits recording the voice or image of another person without the direct consent of the other party is PROHIBITED.
- Students must comply with staff directives and devices must be on silent or vibrate mode during class time.

Note: Please see the Behavior Management section regarding requirements specific to St. Andrew School.

TRANSFER REQUESTS

Request to transfer

If an academic need arises and a parent desires to request a transfer for his/her child from one teacher to another, the following process will be used:

1. Parent initiates the request for a teacher transfer using the form online in Parent Portal.
2. The principal schedules a parent-teacher conference (required attendance by the parent and teacher and facilitated by the principal) to discuss the parent's concerns.
3. The principal renders a decision on the transfer request within two weeks of the form being received.

Request to transfer from an out-of-field teacher

If a parent desires to request a transfer for his/her child from one teacher to another for out-of-field reasons, the following process will be used:

1. Parent initiates the request for a teacher transfer using the form online in Parent Portal.
2. The principal schedules a parent-teacher conference (required attendance by the parent and teacher and facilitated by the principal) to discuss the parent's concerns.
3. The principal renders a decision on the transfer request within two weeks of the form being received.

TRANSPORTATION

Bus Stops: The Bay District School Board provides buses and drivers for the transportation of students. Bus stops are set by the School Board and not by the bus drivers. Please discuss the following with your child: (1) arrive at the bus stop five (5) minutes before the bus time, (2) stand off the side of the roadway while awaiting the bus, and (3) obey the driver at all times. If you have questions or concerns regarding the transportation of your child, please feel free to call the school at 850-767-4565, or transportation at 850-767-4495.

Car and Bus Transportation Changes: Please contact the front office prior to 1:30 pm

STUDENT DROP OFF (AM)

Morning Car Riders: Students who ride with their parents are expected to report to school **no earlier than 7:05 am** each morning. Car riders may be dropped off from

7:05 until 7:30 in the front of the school by Building 8 Administration where a staff member is stationed to receive them. **Parents are to pull forward in this area and remain in their car.** Students should be prepared to exit on the passenger side of your vehicle as soon as all cars have pulled up and come to a complete stop. Car riders arriving after 7:30 am **must be escorted into the main building and checked in at the front office by the driver** before proceeding to breakfast or class.

Dismissal is at 2:00 pm. St. Andrew School will not dismiss a student after 1:30 unless prior arrangements have been made with the front office. A pattern of early departures may result in an unexcused absence. Students attending St Andrew School are expected to report to school no **EARLIER** than 7:05 am and no **LATER** than 7:20 am each morning. If your child needs breakfast please have them to school by 7:15. No supervision is provided before 7:05 am or after 2:05 pm school.

STUDENT PICK UP (PM)

Afternoon Car Riders: Parent pick up in the afternoon will occur at the same location: front of the school, Building 8 Administration. **Parents are to pull forward in this area and remain in their car and allow school staff to bring the student to the car. There is NO SMOKING in this car rider loop.** We will issue a car rider tag for easy identification to the primary parent/guardian. Students will only be released to cars with these car rider tags. All other parents, guardians, family members or friends will have to park outside of this pick-up loop and enter the office to show identification in order for a student to be released to the individual. The individual picking up the student must be listed as a contact on the Parent Portal.

Car Line Procedures:

- Pull car forward as far as possible
- Do not exit your vehicle in the drop-off line. School staff may open the door and assist the student into the vehicle, if necessary.
- After the first two weeks of school, once the procedures are understood and become routine, the car line dismissal ends by 2:10 pm. We expect all St. Andrew School students to be picked up by 2:10 pm daily on full school days.

STUDENT PARTICIPATION IN THE PLEDGE OF ALLEGIANCE

Florida HB 7029, signed into Law by Governor Rick Scott on April 14, 2016, amended Florida Statute 1003.44 by spelling out requirements. In accordance with the law, upon written request from the student's parent/guardian, Bay District students may be

excused from participation in the Pledge of Allegiance. Updated provisions, effective July 1, 2016, from the FL Statute 1003.44 include:

When the national anthem is played, students and all civilians shall stand at attention, men removing head coverings except those worn for religious purposes.

The Pledge of Allegiance is defined:

“I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

- The Pledge of Allegiance shall be rendered by students standing with the right hand over the heart.
- The Pledge of Allegiance shall be recited at the beginning of the day in each public elementary, middle, and high school in the state.
- Each student shall be informed by a written notice published in the student handbook or a similar publication pursuant to s. 1006.07(2) that the student has the right not to participate in reciting the pledge. Upon written request by his or her parents, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart.
- When the pledge is given, non-exempt students must show full respect to the flag by standing at attention, men removing any headdress, except when such headdress is worn for religious purposes.

If you would like your student to be exempt, please contact your child's school directly. The school will advise you how to proceed with your written request.

Religious Expression Bill (SB 436) - Students in Florida's public schools cannot be punished for including religious materials in their coursework, and that they may pray at school during non-course time. It further states that school employees also may participate voluntarily in religious activities that are initiated by students before or after the school day.

VISITING CAMPUS/VOLUNTEER OPPORTUNITIES

Pets - No pets are allowed on campus.

School Visitors: Parents are always welcome! We encourage parents to become involved in school activities, to volunteer their time and talents, and to visit the school whenever possible. Please remember that our number one focus is learning for all students. Unnecessary interruptions may waste time and hinder learning. Therefore, any visits during the school day should be pre-arranged. Teachers must receive a minimum of 24 hours notice before parent observations and/or conferences.

- a. **For the protection of the students and faculty** it is required that any person entering the building during the day come directly to the office to sign in before going to any other part of the school. A visitor's driver's license will be scanned each time he/she visits and a badge will be issued for the visitor to wear. **No students will be permitted to leave the building with a visitor unless the child has been signed out of the school office and that person is listed on Parent Portal.**
- b. **BDS Chaperone Badge:** any parent or caretakers may acquire a BDS Chaperone badge from the Bay District Schools Safety & Security Office. Badges are issued by the BDS Safety & Security Office, Phone Number: (850) 767-4347. The office is located at 520 School Avenue, Panama City, FL 32401. Requirements for a BDS Chaperone badge are:
 - i. TWO forms need to be completed in their entirety before arriving at the fingerprinting office. (You may print the two forms from our monthly parent newsletter the Tiger Tales Mail, or come to our lobby where we have printed copies available).
 - ii. The cost is \$35.00 per person and the badge is valid for one year after the fingerprinting takes place.
 - iii. Children are not permitted in the fingerprinting office due to safety.
- c. **On Campus:** While on campus, visitors must be under the supervision of STA Staff at all times. Visitors are not permitted to supervise any students, other than their own child.
- d. **Younger Siblings:** St Andrew School may have events that do not permit younger siblings (*children who do not attend St Andrew School*) to attend as guests with parents and caretakers. Please understand that this is for the safety of your child and all participants in those events. Events which do not permit younger siblings to attend will be advertised as such.

School Board Policy Visitors 2.115: Any person, other than an employee or student of the school, entering the premises of the school shall report immediately to the office of the principal. **Permission must be obtained from the principal or his/her designee before proceeding.** This rule shall apply to all visitors, parents, and salespersons and may not be disregarded except in case of an emergency.

Checking Out Students: Students will be called to the office when you arrive. We cannot call students up to the front office before you arrive to check him/her out. Excessive checkouts are disruptive to the teachers and students. Please try to keep your child at school unless you have a legitimate reason for checking out. Students will not be checked out early beginning at 1:30 PM. **Please bring your driver's license or identification when you come to school.** You will need it every time you check your student out and/or come on campus!

Teachers Observations: Per School Board Policy 5.11A – Consent must be granted by the building principal and the teacher notified at least one day prior to the observation. Parents or caretakers who are visiting for an observation will be respectful of the learning environment and will be there to observe. A conference may be held following the observation, if requested. That conference will be scheduled by requesting a follow-up meeting with the STA administration.

School Volunteers: Volunteering contributes to the quality education of our students and is also a rewarding experience for volunteers. Volunteers are an important part of our school. Volunteer jobs run from short-term projects such as helping on a field trip to longer-term commitments. There are even volunteer jobs that can be done at home. **If you would like to volunteer at our school, please complete and submit a volunteer application for a background check to the front office. A new application must be completed each school year.**