



2023 - 2024

STUDENT/FAMILY HANDBOOK

*A Regional Center of Excellence, Serving Students with Social/Emotional Challenges,
Through Evidence-Based Instruction and Whole Child Practices for Lifelong Success.*

LOCATION

5515 44th Street East, Puyallup, WA 98371

Office Phone: 253-778-7900

Website: www.relifeschool.org

ADMINISTRATION

Principal – Dr. Reginald S. Reid

Assistant Principal – Megan Jennings

Dean of Students – Andrea Broom

Mental Health Therapist – Jillane Puno

Program Coordinator – Caroline Clement

OFFICE HOURS

7:30 AM to 3:30 PM

STUDENT/SCHOOL REGULAR HOURS

M - Th 8:00 AM - 3:00 PM

F 8:00 AM - 12:00 PM

Meeting Academic and Behavioral Needs, One Student at a Time!

The ReLife Promise

I am a scholar, ready to learn.

I am respectful with my words and behaviors.

I am responsible for my actions and reactions.

I am the author of my choices, my life, and my
future.

I am defined by what I say and what I do.

I recognize my successes.

I will succeed!



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INTRODUCTION

ReLife School is a program of the Puget Sound Educational Service District designed to address the academic and behavioral needs of students (elementary through high school) with significant emotional and behavioral difficulties. The program focuses on the individual academic and behavioral growth of each student. Through engagement and project-based learning we strive to help students improve their academic functioning and social interactions all resulting in a successful school experience. Also central to our work is the creation of a safe, positive, and structured environment for students to learn skills and strategies for coping with the stresses of daily life. We do this through a combination of modeling, reinforcement, positive behavior supports, individualized interventions, and individual/group lessons and therapy. Our goal is to transition each student from the program to the next step of their life experiences whether that be their neighborhood school, a job site, or higher learning (community college, tech school, etc.), with the skills and knowledge needed to navigate successfully.

Our core values include safety, respect, and responsibility. These principles form the backbone of our ReLife Promise, point sheet, level system and behavioral expectations for students. Each student will learn skills and strategies that will allow them to be physically, socially, and psychologically safe. We strive to make their learning enjoyable by providing a school based on positive behavioral supports.

From morning meeting to afternoon check out, we strive for a positive school climate. We use a positive, incentive-based philosophy and believe that punishment is not an effective tool for behavioral change. We create incentives for positive behavior and offer natural and logical consequences when difficulties arise. Students are expected to make amends as part of taking responsibility and are sometimes not allowed to participate in certain activities when physical or psychological safety is a concern. We teach, model, explain and reinforce expectations. We have students reflect on their choices and work to reset patterns of misbehavior. The positive school climate is key to helping each student reach their goals.

ReLife is a cooperative program with several school districts. Students remain enrolled in their home district while attending ReLife. We work together and district representatives are active participants in the governance of the ReLife program and are essential to student success. It is a shared goal and philosophy that students will transition to a less-restrictive setting as soon as they are consistent in demonstrating the skills needed to be successful. This transition is a slow process so that the student can feel supported by both ReLife and the district.

It is our goal to help students learn how to find academic and behavioral success in their daily lives, educationally and in life ahead.

ACADEMIC PROGRAM

Classroom Academics

ReLife staff members offer comprehensive and high-quality academic curriculum and experiences for all students. Each student's IEP will drive and modify the academic and behavioral instruction offered to meet their individual needs. Using Common Core State Standards (CCSS), teachers develop instructional units and lessons. Teachers, and/or the Behavioral and Educational Support Staff (BESS), deliver instruction in small groups to support each student's learning. High school credits required for graduation are monitored and tracked in partnership with each student's home district. Electives are offered each semester for all students.

Counseling - Mental Health Services

ReLife employs a mental health therapist to support students in either individual or group environments. In order to participate, students must sign a consent form and disclosure statement which offers information about how counseling works, students' rights and responsibilities, approach to treatment, and confidentiality. Our mental health therapist is available to collaborate with your student's full-time therapist so that the best results can be achieved.

Field Trips

Field trips are an important part of student learning. As an enhanced part of the educational process, students may participate in outings. Field Trips offer our students an opportunity to practice newly learned social skills in a variety of settings. Students are required to have a signed field trip permission form in their file for minor field trips such as walks, etc. When we take students on larger field trips a special Field Trip form will come home addressing the specifics. Students who are on Restore level may not be allowed to attend off campus field trips.

Grading/Report Cards

Students receive grades from their ReLife classes. Passing grades earn credits for high school students, these classes and grades are transcribed by a counselor in the student's home district. Progress reports are completed to inform parents and districts of the student's progress on their IEP goals. Report cards are mailed to families, district representatives, and placed in students' file at ReLife.

Orientation and Assessment

On their first day, students are led through an orientation process to help them understand the school, rules, routines, etc. When students begin attending ReLife, they take a variety of tests and survey to determine academic skill levels in math, reading, writing, other skills, and interests.

Technology

Per the Puget Sound Educational Service District's guidelines and Internet Safety, the Staff and Students operating policy #5293 and ReLife's Use of Electronic Resources policy #2022 ReLife promotes the use of technology in the classroom through the use of SMART boards, and specialized software. Students use computers to access information, create documents, PowerPoint presentations, and to utilize software that supports academic performance. Online academics are available for students through Ingenuity, which allows us to offer each student a larger variety of academic classes including those needed for graduation.

At all times, ReLife staff will supervise students who use computers. Students and parents

must sign an annual TECHNOLOGY STATEMENT OF UNDERSTANDING form. Technology access will be restricted or denied for a period if the TECHNOLOGY STATEMENT OF UNDERSTANDING is violated. See the TECHNOLOGY STATEMENT OF UNDERSTANDING in Appendix F.

Transition Planning

Our goal for most students is to transition each of them from the program to the next step of their life experience whether that be their neighborhood school, a job site, or higher learning (community college, tech school, etc.), with the skills and knowledge needed to navigate successfully. Students can graduate from ReLife or their home high school while attending ReLife based on their desire.

Once a student is demonstrating all the skills necessary to be successful in a new environment, the IEP team begins the discussion around transitioning to a new educational setting. The IEP team which includes the student, the parent/guardian, district representative, and ReLife staff discuss the various options available to that student. We believe in taking a conservative approach to transitions as they are a deliberate and planned process. Students begin transitions with a part day schedule at both locations, so that ReLife Staff can continue to provide a high level of support ensuring the best possible transition experience for the student. When students show success in the new environment, we build on that success by increasing time in their new placement. ReLife continues to provide a variety of supports during and after the transition.

BUILDING OPERATION

Absences

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of ReLife. At times, students may be appropriately excused from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures:

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

- A. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; except that in participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
- B. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol, or mental health treatment

confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

Unexcused Absences

- A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
- B. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
- C. ReLife will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences.
- D. A conference with the parent or guardian will be held after two unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences. If the parent does not attend the conference, the parent will be notified of the steps the district has decided to take to reduce the student's absences.
- E. Not later than the student's fifth unexcused absence in a month, ReLife will notify the contracting school district so they may enter into an agreement with the student and parents that establishes school attendance requirements and no later than the 7th unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Students dependent pursuant to Chapter 13.34, RCW

A PSED representative or ReLife School principal will coordinate with the student's home district to review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults include the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. A designated ReLife staff member will proactively support the student's management of their schoolwork.

A doctor's note is required if:

- The student has been ill three days in a row

- A student has had a rash
- Oral prescription medications need to be administered to the student at school
- The student expects to be excused from physical education
- If a student is to wear a brace, use crutches, etc.
- There is a special request by the probation officer or a court order requiring a doctor's note for any student's absences to be excused

ReLife works in conjunction with the student's home district to ensure quality attendance. When attendance becomes an issue the ReLife Principal and the home district will follow the Law in addressing Truancy.

Arrival/Check-In and Dismissal/Check-Out

Students are taught the common area expectations for check in on their first day at ReLife. Students are greeted at their transportation and enter the building in small groups. The student places all their personal belongings (cell phones, MP3 players, drink containers, trinkets, sporting equipment, etc.) in their locker. We are not responsible for any personal belongings brought to ReLife. Personal items are locked in each locker until the end of the day. ReLife does not wand students regularly, so students are on their honor to place belongings in their locker. Student brought food or drink is taken to the kitchen, where it will be served for lunch. Drinks must arrive in their factory sealed package and be unopened to be able to be consumed during school hours. An unsealed drink that has a secured lid maybe placed in their locker and taken home at the end of the day.

For check-out, students are called from their classrooms, their locker is opened, and they can then retrieve their personal belongings.

Attendance Policy

ReLife students are expected to attend the full offering of ReLife School programming each day. Upon enrollment and at the beginning of each school year, ReLife shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. ReLife will also make this information available online and will take reasonable steps to ensure parents can request and be provided such information in a language they can understand. Parents will be required to date and acknowledge review of this information online or in writing.

Calendar (see Appendix A)

ReLife operates an extended student calendar. School typically starts in early September and ends in June with a one-week break before the Extended School Year (ESY) session in July.

Closed Campus

Students are not to leave school during the day except under staff direction and supervision. Students who leave campus without permission will be considered truant and parents will be notified.

Dress Code - Policy

1. Any article of clothing, style of grooming, or behavior that displays or promotes the use of illicit drugs, weapons, violence, profanity, tobacco products, lewd or obscene behavior, alcohol, or the degradation of human character is not permitted.

2. Any clothing, grooming or behaviors that symbolize, represent or exhibit gang-related activity (i.e., bandanas, bandana print shoes, do-rags, confederate flags, swastikas, blocked color attire - specifically red and blue, display of gang colors, gang behavior, gang affiliation) or hatred toward another person or group (race, religion, sexual orientation) is not permitted.
3. All tops worn by both male and female students **MUST** have sleeves
4. Shorts need to **extend 2" below fingertips** when standing
5. Skirts/dresses need to **extend 2" below fingertips**. (Please ensure proper PE clothes are worn when taking a PE class.)
6. Pants must be worn at or above hipbones. If waistline is too large, a belt or suspenders must be worn.
7. Revealing clothing is not permitted. This includes bare midriffs, visible undergarments and lowcut tops. Your child will be required to put a provided shirt over the inappropriate clothing.
8. Sandals, flip-flops, and soft-soled or open-toed footwear are not recommended for safety reasons and are not permitted in PE or cooking.
9. Blankets, Pillows, hats, gloves, mittens, scarves, coats, jackets (any full zipper or full button), *hoodies (except the earned ReLife hoodie) metal attachments and chains, sunglasses, wallets, excessive (potentially unsafe) jewelry must be checked into student lockers. Personal hoodies are only allowed on Community Level.

Gifts and Exchanges

Students are discouraged from trading, giving, exchanging, or selling personal items, either material ("things," including cards, clothing items, games etc.) or immaterial (information, including phone numbers, addresses, websites etc.) with other students. This can often create an uncomfortable environment at school. Staff may grant a prior waiver for exceptional needs.

Health and Safety

If a student becomes ill in school, he/she should report to the classroom staff. If the determination is that the student is not well enough to remain at school, the office will contact the student's guardian(s). Once the staff has contacted the guardian. To keep from spreading illness, if a student has been ill, they must be free of any symptoms such as a fever, diarrhea, and nausea for a full 24 hours before returning to school. If a student is out for 3 days in a row a doctor's note is required to return.

ReLife has emergency procedures in place and staff are trained to know what to do in these situations.

Inclement Weather Policy

If we should have severe weather or other emergency and you are unsure whether we will hold school, please follow these procedures:

- A. Please sign up for flash alert for ReLife School (**see Appendix B**)
- B. Listen to your chosen radio or TV station to determine if your child should go to school. We will post on the TV stations our status. We will contact district transportation departments to inform of our status as early as possible.
- C. If your home school district is closed but ReLife is open: Your child will not have district transportation to ReLife, their absence **will be excused**. You have the choice of transporting your child to and from ReLife if we are open, *use your own discretion about the safety of the situation*.
- D. If your school district opens late or has limited bus schedules that eliminate special or out-of-district transportation, most likely your child will not be transported. Your child's absence **will be excused**. Please call your district's transportation office and check.
- E. If you have questions, please call our main office at **253-778-7900**.

Lost & Found/ Personal Items

Students are discouraged from bringing personal items to school. ReLife is **NOT** responsible for the replacement or repair of any items brought by students. Valuables found on the campus will be turned into the office.

Meals - Breakfasts/Lunches

ReLife provides USDA approved breakfast and lunch for each student. Please let administration know if your student has any allergies or food restrictions. Parents/guardians may choose to pack their student's lunch.

Medication at School

All medication, doctor prescribed or over the counter, must be accompanied by an Authorization to Administer Medication form, which must be signed by a physician and the parent/guardian. Student medication must be provided in the original container and passed from the guardian or other adult to a trained staff member. All student medication is kept in a locked cabinet. Only staff trained in medication administration will give students medication.

Transportation

Students' transportation to and from school is provided by their home district. Students must comply with district transportation rules. If the student will be absent for any reason, it is the parent's/guardian's responsibility to notify their district transportation office.

Visitors

All visitors to ReLife must report to our office to sign in. Students may not bring visitors to school.

DISCIPLINE

(Please refer to the ReLife Policies on the website at relifeschool.org for more details)

Cyber-Bullying - Electronic Bullying, Harassment, and Intimidation

Cyber bullying is any of the above that occurs using electronic and communication devices, including but not limited to: email messages, instant messaging, text messaging, cell phones, internet blogs, internet chat rooms, internet postings, and defamatory websites. Incidences of cyber bullying will be reported and investigated as bullying above. A possible additional consequence is the suspension or termination of the student's school internet and computer privileges. Allegations of cyber bullying that take place outside of school hours or not on school equipment may be made at ReLife if the acts disrupt the operation of the school or student learning. The building administrator or designee will report these after hour acts to the local authority. According to ReLife's Policy and Procedure any student may request and submit a Harassment, Intimidation and Bully form. (see Appendix C).

Harassment, Intimidation, and Bullying

Washington state law makes it unlawful for anybody to intimidate, bully, or harass a staff member or student with threats of force or violence. Bullying, Harassment, and Intimidation must be an ongoing written, verbal, or physical act and meet one or more of the qualities below:

1. Physically harms or damages property
2. Has the effect of substantially interfering with a student's education

3. Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment
4. Has the effect of substantially disrupting the orderly operation of the school

Whenever a student, staff member or parent believes bullying is occurring, this person shall make a report to the building administrator. This may include a person who has knowledge of the behavior but is not directly subject to it. The administrator or designee shall investigate the incident(s) and determine appropriate consequences. According to ReLife's Policy and Procedure any student may request and submit a Harassment, Intimidation and Bully form. (see Appendix C).

Consequences for these actions may include a positive intervention, corrective action, removal from the class (time-out or in-school suspension), restorative justice process, out of school suspension, restitution of damages (including community service), and referral to law enforcement authorities. Please see Washington State Law RCW 28A.635.100 if you have further questions.

Search

To maintain order and discipline in the school and to protect the safety and welfare of students and school personnel, school administrators (with reason) may search a student, student handbags/backpacks and student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search. A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action or may result in a police call. Searches may be part of a student's personal plan and may occur daily. If conditions require a more intrusive search of a student's person, such as a situation where the student is believed to be concealing something that may be of immediate danger to him/herself or others, this search may only be conducted in a private location by a school administrator with a second adult present.

Ukeru®- Comfort vs. Control®

Our Staff are fully trained and certified in Ukeru®. What is Ukeru®? In 2004, Ukeru®'s parent organization, Grafton Integrated Health Network—a behavioral healthcare organization—launched an innovative initiative to reduce the use of restraint and seclusion, techniques associated with high employee turnover, injuries, and peer-to-peer aggressions. Like many behavioral health providers, Grafton used restraint when those in its care presented aggressive behaviors; when the initiative began, the organization reported over 1,500 seclusions and almost 7,000 restraints for 220 individuals. No training program was available to address this challenge. So Grafton created its own solution. Working with direct care staff and behavioral health experts, Grafton developed Ukeru, a cutting-edge program based on a core philosophy of Comfort vs. Control® and trauma informed care.

Weapons

Weapon violations will be handled according Washington State Law, RCW 28A.600.420 (firearms on school premises, transportation, or facilities), and ReLife Policy 4210 and Procedure 4210P. Any student who is determined to have carried a firearm onto, or to have possessed a firearm on ReLife Property or on their public school provided transportation can be placed on and Emergency Expulsion while the situation is being investigated. Weapons can include any object being used to cause damage to property or a person.

BEHAVIOR MODEL/STUDENT SUPPORTS

ReLife Point Sheet (see Appendix D)

The purpose of utilizing daily behavior point sheets at ReLife is to establish and maintain a consistent school-wide system for use by staff to communicate, teach, and monitor school-wide and classroom behavioral expectations. This teaching tool provides staff the framework for consistent language and the ability to scaffold and individualize behavioral and social instruction for each student. ReLife operates on the belief that students start each period with a fresh start and earn points by demonstrating positive behavior that meets the behavioral expectations. It is important for parents to understand that we do not expect students to have perfect behavior so a score of a 1 or 2 is very acceptable. Parents can support the use of the point sheet and positive behavioral growth of their student by nightly asking their student what they did to earn a 1 or a 2.

ReLife Level System (see Appendix E)

- Provide as a means for staff to collect data and evaluate student's progress toward demonstrating increase proficiency with those pro-social skills that are necessary for success in a lesser restrictive environment
- Provide a visual and tangible means for the student, family, and staff to have evidence of behavioral progress made over time
- Provide for students a motivational system (increasing privileges and opportunities) for displaying pro-social behaviors on a consistent basis.
- Provide a structure for staff to provide students with positive feedback, positive recognition and access to rewards and privileges by being able to shop daily unless on Restore Level.

After reviewing this handbook with your student, please date and sign, and return this form with your other placement and consent forms.



ReLife School Student and Family Handbook Acknowledgement Form

We were given a copy of the ReLife Student and Family Handbook by:

_____ (staff name) on: ____/____/____ (date). The handbook includes the basic school rules; classroom rules will be more detailed.

We understand that we need to review this handbook with our student and agree to following its guidelines prior to attending ReLife School.

Parent _____

Date _____

Student _____

Date _____



ReLife School Calendar 2023-2024

Office Hours: 7:30am - 3:30pm

Student Hours: **M - Th** 8:00am - 3:00pm **F** 8:00am - 12:00pm



September 23						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

17 School Days

October 23						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

22 School Days

November 23						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18 School Days

December 23						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

14 School Days

January 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

18 School Days

February 24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

19 School Days

March 24						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 School Days

April 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17 School Days

May 24						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

21 School Days

June 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

14 School Days

July 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15 School Days

August 24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

0 School Days

- 1/2 Day for Students 8am-12noon
- Holidays/Breaks (no school)
- No School -- Staff Work Day
- Extended School Year (ESY)
- Teacher Training

- Sept. 4 - Labor Day
- Sept. 7 - First Day of School
- Nov. 3 - No School
- Nov. 10 - Veteran's Day Holiday
- Nov. 23 - 24 - Thanksgiving Break
- Dec. 21 - Jan 3 Winter Break
- Jan. 15 - Martin Luther King Jr. Day
- Jan. 25 - End of First Semester
- Jan. 26 - No School
- Feb. 16 - Mid-Winter Break
- Feb. 19 - President's Day
- Mar. 29 - No School
- Apr. 1 - 5 - Spring Break
- May 3 - 4 - Possibly Virtual
due to Ukeru recertification
- May 24 - Snow Make Up Day
- May 27 - Memorial Day
- Jun. 19 - Juneteenth
- Jun. 21 - Last Day of School
- Jul. 4 - Independence Day
- Jul. 8 -26 - Extended School Year (ESY)

ReLife School, 5515 44th St., E., Puyallup, WA 98371
253-778-7900

253-778-7900



Parents, please sign up for Flash Alert to get an e-mail notification if ReLife is closed.

Either:

Sign up today and receive important notices and emergency closures at
www.flashalert.net

OR

Download the Flash Alert App on you Android or Apple phone:



FlashAlert Messenger

1. Sign up and get updates through the email address you provide
2. Download the app and get push notifications sent to your phone

ReLife administration determines whether ReLife is open or closed and we will make this determination as early as we can. All closures will also appear on TV and Radio channels as “ReLife School”. We are **NOT** part of the Puyallup School District, or any other district. If your student’s home district is closed and is not providing out of district transportation to ReLife your student will be excused.



Puget Sound Educational Service District
RELIFE SCHOOL
A Regional Center of Excellence
5515 44th Street East, Puyallup, WA 98371
253-778-7900



ReLife School Harassment, Intimidation or Bullying Incident Report Form

RCW 28A 300 285 defines harassment, intimidation or bullying as any intentionally written message or image-including those that are electronically transmitted-verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

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

Schools are required to take action if students report they are being bullied. Since August 2011, each school district has been required to adopt the model Washington anti-bullying policy and procedure.

Reporting person (optional): _____

Targeted student: _____

Your email address (optional): _____

Your phone number (optional): _____ **Today's Date:** _____

Name of school adult you've contacted (if any): _____

Name(s) of aggressor(s) (if known): _____

On what date(s) did the incident(s) happen (if known)? _____

Where did the incident(s) happen? _____

Please circle what best describes what the person did. Please circle all that apply.

Blocked movement	Gossip	Sexual stories/jokes/pictures
Damage to my property	Intimidation directed at me	Sexual orientation slur(s), joke(s)
Derogatory comments	Name calling	Slurs, rumors, jokes
Disrespectful Comments	Offensive writing or graffiti	Spreading rumors
Electronic/Cyberbullying	Physical harm o threats of harm	Threats (to me, friends, school)
Excluding me from activities	Pranks	Touching/grabbing
Hazing (club, teams, class, other)	Put downs	
Gender Slurs	Racial slur(s), joke(s)	
Gestures (Explain)	Repeated behavior	

Other (please describe): _____

Why do you think this occurred? _____

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Were there any witnesses? Yes No If yes, please provide their names:

Did a physical injury result from this incident? If yes, please describe: _____

Are there any notes, pictures, texts, screen shots or other evidence(s) of the event(s) you are reporting?

Is there any additional information you can add? _____

THANK YOU FOR REPORTING

----- For Office Use -----

Received by: _____

Date received: _____

Action taken: _____

Parent/guardian contacted: Yes _____ No _____ Date: _____

Circle one: Resolved Unresolved

Referred to: _____ Date: _____

Date sent to PSESD Title IX or Civil Rights Compliance Coordinator: _____

ReLife School Point Sheet

Student _____

Date _____

Banked point total			
Self Day ___/___	Class Day ___/___	School Day ___/___	Community Day ___/___

Work Completed			Y N	Y N	Y N		Y N	Y N	Y N	Y N	
	Arrival/ Breakfast	Home Room	Math	ELA	Social Skills	Lunch	Home room	Elective 1	Elective 2	Home Room	
Behavioral Expectations	8:00 – 8:25	8:25- 8:45	8:45 – 9:40	9:40- 10:35	10:35 – 11:30	11:30 - 12:00	12:00– 12:45	12:45– 1:40	1:40- 2:35	2:35- 3:00	Total Points/ Possible Points
Be a Scholar											/
Show Respect											/
Act Responsibly											/
Stay Safe											/
Recognize Success											/
TOTAL											/
<i>BONUS POINTS (max. 10 per period)</i>											
Staff Initial											

Rating Scale
2 = Student met the expectation
1 = Student performed close to the expectation
0 = Student didn't meet the expectation
AB=absent
NP=not in program

Total Behavior Points Earned	% of Behavior Points Earned
/	
Total Bonus Points Earned	Daily Point Total
/	

Teacher Comments: _____

Homework tonight?: YES or NO (Subject(s) circled above) Date Due: _____ Teacher Signature _____

Parent Comments: _____

_____ Parent Signature _____

9/22/20

Behavioral Expectations	Definition	Individualized goals
Be a Scholar	Actively engage in the assigned instruction/activity; ready to learn with necessary materials	
Show Respect	Use words & behaviors in ways that promote a positive school environment for others and myself.	
Act Responsibly	Follow school and classroom expectations; politely advocate for ones own needs	
Stay Safe	Demonstrate behaviors that keep yourself, others & property free from physical and/or emotional harm.	
Encourage Success	Demonstrate acknowledgement and praise for the success of self and others.	
Work Completion	Proof of work toward completing assigned tasks, based on staff expectations & individual student plans (example: If the student's current plan is to work for 10 minutes and he/she does, then the "Y" is circled.)	

The ReLife Promise

*I am a scholar, ready to learn.
 I am respectful with my words and behaviors.
 I am responsible for my actions and reactions.
 I am the author of my choices, my life, and my future.
 I am defined by what I say and what I do.
 I recognize my successes.
 I will succeed!*

ReLife Level System

Level	Description	Level Advancement	Fast Track Option	Privileges
Community (green)	When students reach this level, they are demonstrating the skills to be successful in a less restrictive setting, so the IEP team will meet to plan for this transition.	IEP team makes decisions to change IEP to reflect a lesser restrictive learning environment.	IEP team makes decision to change IEP to reflect a lesser restrictive learning environment	<ul style="list-style-type: none"> • Can purchase 2 items daily from the school store • Can purchase any item from store, “general purchase”, “Blue” and “Green” shelf • Can put store item on “lay-a-way” for 4 weeks • Free extra snack during break • Can access break activities during break in other classrooms • Computer use for no charge • Allowed cell phone carry privilege • Allowed to enter school and store personal items in locker without “search” • Free Friday Popcorn • Able to wear person pullover “hoodie” to school • Receive an ice cream sandwich at lunch on the last school day of the month • They can purchase as a reduced price eating their lunch with a staff member once a month in the area of their choice • Quarterly Fun Field Trip (FFT)
School (blue)		Earn 90% of daily points for 28 out of 30 consecutive days	Earn 95% of daily points for 23 consecutive days	<ul style="list-style-type: none"> • Can purchase 2 items daily from the school store • Can purchase any item from store, “general purchase” and “Blue” shelf • Can put store item on “lay-a-way” for 2 weeks • Can purchase an extra snack during break for less charge than self-level • Can access break activities during break in other classrooms • Computer use for lesser fee than self-level • Allowed to enter school and store personal items in locker without “search” • Free Friday Popcorn • Given a ReLife Hoodie that they can wear to school • Can purchase ice cream sandwich at lunch on the last school day of the month • They can purchase eating their lunch with a staff member once a month in the area of their choice
Class (yellow)		Earn 80% of daily points for 26 out of 30 consecutive days	Earn 85% of daily points for 21 consecutive days	<ul style="list-style-type: none"> • Can purchase 2 items daily from the school store • Can only purchase from “general purchase” shelves • Can put store item on “lay-a-way” for 1 week • Can purchase an extra snack during break • Can access break activities within the classroom and with peers • Can purchase computer time at lesser price • Can purchase Friday Popcorn for a reduced price
Self (purple)		Earn 70% of daily points for 24 out of 30 consecutive days	Earn 75% of daily points for 19 consecutive days	<ul style="list-style-type: none"> • Can purchase 1 item daily from the school store • Can only purchase from “general purchase” shelves • Can use computer time for a cost • Break activities at desk • Get a snack during break • Can purchase Friday popcorn

TECHNOLOGY STATEMENT OF UNDERSTANDING 2023-2024

Computer/Internet Usage

PSESD and ReLife policies provide for the safety and security of students using electronic mail, chat rooms and other forms of direct electronic communications. PSESD and ReLife School's electronic resources capable of accessing the Internet use filtering software as a means of preventing access to obscene, racist, hateful, or violent material.

Staff and students will follow established procedures and acceptable use guidelines as to use of electronic resources, including those that access Internet and social media and regulate use of personal electronic resources on PSESD property and related to agency activities.

In addition, ReLife School will help ensure student safety and citizenship with electronic resources, by educating students about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Parent and Student Informed Consent

In consideration for the privilege of using computers and using the network, and in consideration for having access to the public networks, I hereby release ReLife School of Puget Sound Educational Service District, the K-10 Network, and other intermediary providers, if any, and operators, and any institutions with which they are affiliated, from any and all claims and damages of any nature arising from my, or my child's use, or inability to use, the K-10 Network including, without limitation, the type of damages identified by the Puget Sound Educational Service District's guidelines and Internet Safety-Staff and Students operating policy #5293 and ReLife's Use of Electronic Resources policy #2022.

Further, my child and I agree to abide by Puget Sound Educational Service District Internet Safety-Staff and Student Operating Policy #5293 and ReLife's Use of Electronic Resources Policy #2022. We have reviewed these policies and understand, and we acknowledge that failure to comply with the policy and procedures may result in revocation of network use privileges. Guidelines and policies are also located in the Student Handbook under Technology.

My child and I acknowledge and agree that ReLife has the right to review, edit, or remove any materials installed, used, stored, or distributed on or through the network or PSESD's system including email and other electronic messages and we hereby waive any right of privacy which my child or I may otherwise have into such material. My child and I acknowledge and agree that any copyright my child may have in material posted on the Internet through the PSESD's system is waived.

Student Name

Student Signature

Date

Parent/Guardian*

Parent/Guardian Signature

Date

***Required if student is under age 18**

Appendix F