



# **2017 – 2018**

# **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 44<sup>th</sup> Street East - Puyallup, WA 98371  
Office Phone: 253-778-7900 - Fax: 253-778-7902  
Web – [relifeschool.org](http://relifeschool.org)

## **ADMINISTRATION**

Principal - Lynne Truitt  
Assistant Principal - Reginald Reid

## **OFFICE HOURS**

7:45 AM to 3:30 PM

## **STUDENT/SCHOOL 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!*

Learning and Teaching



***RELIFE SCHOOL IS A PROGRAM OF THE  
PUGET SOUND EDUCATIONAL SERVICE DISTRICT***

# *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 growth of each student. Through efforts to improve our students' academic functioning, attention to detail and social interactions, we engage students in appropriate study skills and assignment/project completion, resulting in their movement toward increased successful classroom experiences. 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 in-class modeling and reinforcement, individual, group, and family therapies and lessons, and through individualized interventions. Our goal is to transition each student from the program to a larger world, be it their neighborhood school, a job site, or post-secondary education, with the skills and knowledge needed to navigate that world successfully.

Our core values include safety, respect and responsibility. These principles form the backbone of our Promise, 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 believe our students need to experience joy and laughter. 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 relaxed and 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 and re-teach expectations, have students reflect on their choices and work to reset patterns of negative behavior.

ReLife is a cooperative program, meaning districts choose to join and participate by sending their students to our program. School districts participate actively in the governance of the program and are essential to the success of their students. Our students remain enrolled in their home district. It is a shared goal and philosophy that the student will transition to a less-restrictive setting based as soon as they are consistently demonstrating the skills needed to be successful. This transition is a slow process so that the student can feel supported.

Please read this handbook carefully. It is for you and will help you understand the operation of the school, as well as the rights and responsibilities of each student. It should also answer most of your questions about academics, activities, and school rules. It is our goal to help students learn how to find academic success and to get along in society. If students have questions, they are encouraged to ask any staff member or another student.

# **ACADEMIC PROGRAM**

## **Classroom Academics**

ReLife staff members strive to offer comprehensive and quality academic lessons 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 or the Behavioral and Educational Support Staff (BESS) members deliver the instruction in a small group 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.

## **Grading/Report Cards**

Students receive grades from their ReLife classes. Passing grades earn credits for high school students, these classes and grades are entered 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.

## **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 the 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 student's 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.

## **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 to determine academic skill levels in math, reading, writing and other classroom skills. Depending on the age of the student, they may also complete a motivation inventory, a personality inventory and/or a career interest inventory.

## **Technology**

ReLife promotes the use of technology in the classroom through the use of SMART boards, and specialized software. Students use computers, located in the computer lab, to access information, create documents and PowerPoint presentations, and to utilize software that supports academic performance, such Edgenuity which allows us to offer each student the academic classes needed for progression toward graduation.

At all times, ReLife staff will supervise students who use computers. Students must sign an annual Acceptable Use Policy and Electronic Information System (K-20 Network) Individual User Access Informed Consent form.

## **Transition Planning**

For most ReLife students, our goal is a planned transition out of our program. Students may transition by returning to their home school, to a technical or community college, or to the workplace or to other services. Students have graduated from their home high school while enrolled full time at ReLife.

Upon intake, and at each following IEP meeting, ReLife staff members plan with the student, their family, and their district representatives for a transition from ReLife. Some students have the goal of returning to their neighborhood school. In those cases, the team identifies the academic and behavioral supports that exist within the districts next-least-restrictive offering and builds a program to prepare the student to be

successful in that setting. Not all students have the goal of returning to a neighborhood school, however. In those cases the IEP team identifies a post-secondary employment or education target and builds in programs and supports to reach that goal. When needed, we will contract with other agencies to provide supports needed for the student to achieve success when they leave ReLife.

We believe in taking a conservative approach to transitions. Transitions are deliberate and planned processes. Students often begin transitions by sampling an activity, then moving into a part-time placement. When students show success in the new environment we build on that success by increasing time and demand. ReLife continues to provide a variety of supports during and after the transition. These supports include but are not limited to IEP support, mental health support, consultative support and more. These supports are put in place as a means to ensure that the student is set up for success in the new setting. We do all that we can to facilitate as rapid a timeline for transition as possible, taking care to ensure that a student is truly ready for his or her next step(s).

### **Counseling - Mental Health Services**

ReLife maintains a full time mental health therapist who works with students individually and in groups. The therapist is available to support families and to work with the student's staff. Students must sign a consent form to participate. The disclosure statement offers information about how counseling works, students' rights and responsibilities, approach to treatment, and confidentiality. ReLife does not charge for student counseling services. The ReLife mental health therapist is not a case manager, and may refer students and families to outside agencies to assist with other needs and supports. ReLife may contract for additional mental health services if specialized care or treatment is needed.

## **BUILDING OPERATION**

### **Arrival/Check-In and Dismissal/Check-Out**

Students are taught the common area expectations for check in on their firsts days at ReLife. Parents should be familiar with these expectations so they can support their student. Students are greeted at their transportation and enter the building in small groups in the order that their transportation has arrived. The check-in team unlocks the student's locker and checks to see if the student has any personal (cell phones, MP3 players, drink containers, trinkets, sporting equipment, etc.). We discourage personal items, as we ARE NOT responsible for them. They are frequently distracting to the student or to others. Personal items are locked in each locker until the end of the day. Items are safe in the lockers. Students are also checked to see that they meet our dress code and are then allowed to enter the gym for breakfast. Student brought food or drink is taken to the kitchen, where it will be served for lunch only. Packaged food and drink items must arrive in their factory sealed package, ie, soda cap needs to be sealed when turned in.

For check-out, students are called from their classrooms in the same order as district provided transportation has arrives.

### **Attendance Policy**

Students are required to be at school every day unless otherwise indicated on the school calendar. Classes are held from 8:00 a.m. to 3:00 p.m. Monday through Thursday, and Friday from 8:00 a.m. to 12:00 noon. Attendance is tracked and reports are compiled monthly. These reports are made available upon request.

Students are considered tardy when they arrive after 8:15 a.m. Late arrivals must be checked in before entering the classroom. If a student leaves the school campus without permission and is gone for more than 10 minutes, the student will be deemed truant. The family will be contacted. If we fear the student may not be able to remain safe, we will also contact the police.

Students who are absent are required to have their parent/guardian call the school to report the student's absence. If the parent/guardian cannot be contacted, the absence will be considered unexcused. Excessive absences are reported to the student's referring district for possible Becca Bill reporting, as well as their probation officer, youth at risk coordinator, etc.

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

### **Attendance: Becca Bill Reporting Procedures**

*(ReLife works in conjunction with the student's home district to ensure conformance to this Law)*

State truancy laws mandate reporting for legal processing if a student has unexcused absences totaling five (5) in one month or ten (10) in one school year. There is a documentation process that is required.

- After **one** unexcused absence in a month, the school is required to inform the parent in writing or by phone.
- After **two** unexcused absences, the school is required to initiate a parent conference to improve the student's attendance.
- After **five** unexcused absences in a month, the parent and school must enter a contract to improve the student's attendance. Or, the case can be referred to a Community Truancy Board.
- After **seven** unexcused absences in a month, or ten unexcused absences in an academic year, the school district may file truancy petitions with the juvenile court. If the student is not in compliance with a court order resulting from a tuition petition, the school is required to file a contempt motion.
- An administrator will attend the truancy hearing, if applicable.
- The ReLife School program specialist maintains a daily attendance logs and tracks unexcused absences. A parent or guardian must excuse the student. The school administration approves all excused absences and may choose not to accept an absence as excused.
- ReLife School regularly communicate with both the family and the district about student absences. If nonattendance becomes a significant issue, the teacher may request an IEP team meeting to discuss the attendance problem.
- If the student is on probation, an administrator or ReLife staff member will report all unexcused absences to the probation officer.
- All documentation is kept in a log that is kept current by the program specialist.

### **Calendar**

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 session in July. (Please ask for a copy of our annual calendar if you haven't already received one).

### **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 reported to law enforcement as truant.

### **School-wide/Classroom Activities/Events**

ReLife hosts several events each year please watch for flyers. Visitors may only attend events when prior permission is granted by ReLife administration.

### **Gifts and Exchanges**

Students are not allowed to trade, give, exchange, or sell personal items, either material (“things,” including cards, clothing items, games etc.) or immaterial (information, including phone numbers, addresses, websites etc.) 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 and be radioed to the office if needed. 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, and appropriate arrangements are made for the student to return home, the student will be sent home. To keep from spreading illness, if a student has been ill, they must be free of any fever or nausea for a full 24 hours before returning to school. If a student is out for more than 3 days a doctor’s note maybe requested. If a student requires a brace, crutches or any other medical supply please contact the school as a doctor’s note is required for the student to be present.

ReLife has Fire and Earthquake evacuations and Lockdown 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:

1. 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.
2. If your home school district is closed but ReLife is not closed, your child will not have your district transportation to ReLife. Your child’s absence **will be excused** if your home school district is not operating or are not transporting out of district. 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 (road conditions, etc.)*.
3. 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 if you are unsure.
4. If you have questions, please call our main office at **253-778-7900**.

### **Lost & Found/ Personal Items**

Students are not to bring any items to school that may distract others or themselves from their learning.

ReLife School is NOT responsible for the replacement or repair of any items brought by students.

Valuables found on the campus should be turned into the office. Lost valuables will be stored in the school office for the school year.

### **Meals - Breakfasts/Lunches**

ReLife provides an USDA approved breakfast and lunch for each student. Please let administration know if your student has any allergies. You may send in special lunch items, but your student must check them into an adult upon arrival.



## **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. Student medication must be provided in the original container and passed from the guardian or other adult to a trained office staff member. All student medication is kept in a locked cabinet. Only staff trained in medication administration will give students medication.

## **Transportation**

Students ride to and from school on vehicles provided by their home district. Students must comply with district transportation rules. If the student will be absent for any reason, It is the guardian's responsibility to notify their district transportation office as well as calling ReLife School.

## **Visitors**

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

## **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. Hair accessories are acceptable when not distracting
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 must have leggings, or shorts 2" below fingertips, underneath at all times
6. Pants must be worn at or above hipbones. If waistline is too large, a belt or suspenders must be worn.
7. Pajamas, medical scrubs, or any revealing clothing, are not permitted. This includes bare midriffs, visible undergarments and lowcut tops (cannot be more than 4 fingers width from the collar bone)
8. Slippers, sandals, flip-flops, soft-soled footwear are not permitted
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.

Wearing appropriate dress and clothing appropriate for the weather is oneway students demonstrate responsibility. ReLife strictly enforces its Dress Code. Students need to wear hard-soled shoes appropriate for the weather. (Students need to wear or bring PE-appropriate shoes. Participation in PE is required if the student has chosen this elective.). If a student needs to borrow clothing, they can request it from the office

## **DISCIPLINE**

### **Bullying, Harassment, and Intimidation**

Students and staff need a safe and civil environment in which to do their work and allow students to achieve the high academic and behavioral goals needed for success. Harassment, bullying, and intimidation disrupt this process. Washington state law makes it unlawful for anybody to intimidate, bully, or harass a staff member or student with threats of force or violence. A written, verbal, or physical act can be considered a transgression if it

- 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. In addition the reporting person may choose to ask for involvement from the ESD by submitting form 3207-F1 (Ask in the school office or at the ESD).

Consequences for these actions may include a positive intervention or correction, 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.

### **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. Reporting and investigations are done similarly to regular bullying (see 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 similarly investigate these acts.

### **Restraint of Students – Right Response**

ReLife uses the Right Response model of de-escalation and intervention. Every employee is Right Response trained by a certified trainer and participates in annual refresher trainings. Right Response is a safety-training model that focuses on prevention, de-escalation, and post-vention. This model operates on the principle that a therapeutic physical intervention—that is, a hands-on approach—is the last option, and even then is employed only if a student is harming or is about to harm himself or others. No staff person will be left alone with an escalated student unless and until they are trained in Right Response or a similar program.

### **Search and Seizure**

To maintain order and discipline in the school and to protect the safety and welfare of students and school personnel, school authorities (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. The goal is to provide a safe environment for students and staff.

### **Personal Searches**

A student's person and/or personal effects (e.g. purses, backpack, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the individual student is in possession of illegal or unauthorized materials (e.g. cigarettes, weapons, drugs, stolen items, lighters) or has violated or is violating a law or any school rule. 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 private

location by a school official with a second adult present and only upon prior approval of the school principal or other personnel designated by the superintendent.

**Automobile Searches**

Unless special arrangements are made, students may not drive a car to school. If arrangements are made for a student to drive, the car may be searched.

**Seizure of Illegal Materials**

If a property-conducted search yields illegal or contraband materials, such findings shall be turned over to the proper legal authorities for ultimate disposition.

**Severity of Consequences**

As the nature or severity of the incident or infraction increases, so will the severity of the consequence:

<b>INFRACTIONS</b>	<b>CONSEQUENCES</b>
<b>Mild</b> Off-task, out of seat, leaving a room without permission or predetermined signal	Conversation with staff member/administration Make amends with other person Loss of points
<b>Medium</b> Aggressive, disrespectful Un-safe or destructive	Check-In Sheet Loss of points, Restorative justice In school suspension (ISS)
<b>Severe</b> Blatant, targeted disrespect Property damage	Contact Police, Restorative justice In school suspension (ISS) Out of school suspension (OSS)
<b>Zero Tolerance</b> Hate-Speech, Threats, Sexual Harassment Alcohol, drug, tobacco possession or use Possession of weapons (including laser pointers)	Contact Police, Restorative justice Emergency Expulsion Suspension Expulsion

**Weapons**

This policy mirrors RCW 28A.600.420 (firearms on school premises, transportation, or facilities). Any elementary or secondary school student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school provided transportation, or areas of facilities while being used exclusively by a public school, **shall be expelled** from school for not less than one year under **RCW 28A.600.010**. The superintendent of the school district...may modify the expulsion of a student on a case-by-case basis. A dangerous weapon may also be defined as any instrument or weapon of the kind usually known as sling shot, sand club, or metal knuckles, or spring blade knife, or any knife the blade of which is automatically released by a spring mechanism or other mechanical device, or any sharp object that could be used as a weapon.

## **Behavior Model/Student Supports**

### **ReLife School Point Sheet**

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. (See point sheet)

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

## Purpose of the level system:

- 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.

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"> <li>• Can purchase 2 items daily from the school store</li> <li>• Can purchase any item from store, “general purchase”, “Blue” and “Green” shelf</li> <li>• Can put store item on “lay-a-way” for 4 weeks</li> <li>• Free extra snack during break</li> <li>• Can access break activities during break in other classrooms</li> <li>• Computer use for no charge</li> <li>• Allowed cell phone carry privilege</li> <li>• Allowed to enter school and store personal items in locker without “search”</li> <li>• Free Friday Popcorn</li> <li>• Able to wear person pullover “hoodie” to school</li> <li>• Receive an ice cream sandwich at lunch on the last school day of the month</li> <li>• They can purchase as a reduced price eating their lunch with a staff member once a month in the area of their choice</li> <li>• Quarterly Fun Field Trip (FFT)</li> </ul>
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"> <li>• Can purchase 2 items daily from the school store</li> <li>• Can purchase any item from store, “general purchase” and “Blue” shelf</li> <li>• Can put store item on “lay-a-way” for 2 weeks</li> <li>• Can purchase an extra snack during break for less charge than self level</li> <li>• Can access break activities during break in other classrooms</li> <li>• Computer use for lesser fee than self level</li> <li>• Allowed to enter school and store personal items in locker without “search”</li> <li>• Free Friday Popcorn</li> <li>• Given a ReLife Hoodie that they can wear to school</li> <li>• Can purchase ice cream sandwich at lunch on the last school day of the month</li> <li>• They can purchase eating their lunch with a staff member once a month in the area of their choice</li> </ul>
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"> <li>• Can purchase 2 items daily from the school store</li> <li>• Can only purchase from “general purchase” shelves</li> <li>• Can put store item on “lay-a-way” for 1 week</li> <li>• Can purchase an extra snack during break</li> <li>• Can access break activities within the classroom and with peers</li> <li>• Can purchase computer time at lesser price</li> <li>• Can purchase Friday Popcorn for a reduced price</li> </ul>
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"> <li>• Can purchase 1 item daily from the school store</li> <li>• Can only purchase from “general purchase” shelves</li> <li>• Can use computer time for a cost</li> <li>• Break activities at desk</li> <li>• Get a snack during break</li> <li>• Can purchase Friday popcorn</li> </ul>

**ReLife School**  
**Student and Family Handbook Acknowledgement Form**

We were given a copy of the ReLife Student and Family Handbook by: \_\_\_\_\_ at the CORE meeting on: \_\_\_/\_\_\_/\_\_\_\_. The handbook includes the basic school rules, although classroom rules may be more specific.

During the CORE Meeting, several items from the handbook were discussed. We understand that we need to review it more thoroughly to understand and agree to its contents prior to attending ReLife.

We have received the handbook. We understand and agree to follow the outlined policies.

Parent \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_