

Dismissal Checklist

Time Period Vocabulary

Unit = 6 weeks

Fall/Winter Session = 3 units or 18 weeks

Summer Session = 1 unit or 6 weeks

School Year = 2 sessions, 6 units, or 36 weeks

Any one of the following may be grounds for dismissal from Kishami Academy

■ Absent more than 5 days during a Unit.

Success at Kishami Academy is based on attendance for Bridging and Academics. Bridging needs a minimum of 4 weeks at 3x/week to begin working, thus any absence negates this healing change. Academics require daily build-up of knowledge to keep the flow of learning progressing forward. Individual emotional and social growth happens when the student and school work together continuously to comprehend that student's unique exhibition of autism. Absence slows down this progress and sets the student behind other students who do attend daily.

Kishami Academy offers three online options: full-day (in two segments), academic morning (9:30-11:30), or outside school hours meetings. We work with the family and student to determine which is best for the student's growth. However, in most cases, in-person learning is more productive and achieves immensely better results than online learning for our demographic of students.

■ No changes in behavior noticeable after 1 year.

There should be noticeable changes that occur from Bridging, discussions, academics, understandings, and learning expectations. We offer many adaptations to assist in behavioral change. No change means that our school is not meeting the needs of the student in the ways that benefit them for their future. The behavioral issues may be such that students who are changing and growing are hindered by the student who is incapable or refuses to grow and change: this means that the student who has not changed is no longer a benefit to the school as a whole, and the school is not a benefit to the student.

■ No changes in academics noticeable after a Session.

We have many adaptations available for the student. The most important being that of meeting the student where they are and guiding them forward. Continued regressions without reason, or an inability to advance past where the student was when they entered the academy may mean that our school is not what your student needs to achieve their very best in life. As the class continues to grow, a student not moving forward can prove a hindrance to the overall atmosphere of the classroom.

■ **Suggestions by school not heeded or discussed within a Session's time.**

Suggestions are ideas based on discussions and research that may or may not help the student, but may be a good next step to finding ways to help the student improve. Conversations with parents help to decide how to implement suggestions and for what time period these need to be implemented to determine the efficacy (effectiveness) of the suggestion. Our school uses research and daily knowledge to determine what to try next--our goal is to have the student continuously in a state of change and growth; when a student hits a plateau, research and discussions begin anew, which lead to suggestions and directives.

■ **Directives by school not heeded or discussed within a Unit's time.**

Kishami Academy is built around the community of families, the guidance of homeopaths, the knowledge of what it means to be autistic, and continued research. Conversations with parents may include a directive that must be followed for continued attendance because it is thought that this change may be of benefit to the student. This is what our school is about, learning, experimenting, and analyzing the results. It may be that a directive does not work, but refusal to even consider or implement for a period of time is evident that that parent is not on the same page as the school and thus further work with the student may not have the desired results.

■ **Parent-School cooperation at odds or negating progress.**

Kishami Academy understands that parenting strategies may be different than what is implemented at school. This is fine, to a point. Sometimes the best change for a student is when the whole family engages in evolving toward a better environment and more positive futures. Intimate knowledge of what it means to be autistic gives the Head Teacher insight into what may work better for the student. Our school is based on community, conversations, research, and personal examples from the classroom. When parenting strategies, or the home environment, continuously negate the progress made by the student during school, then we need to consider that Kishami Academy may not be the place you want your student. Kishami Academy is about continued growth and helping our students prepare for the larger world. Energy being expended on a student who continuously regresses is not beneficial to either the student or the Academy.