



Kishami Academy LLC

Teaching you into a better future

Dismissal Checklist

Time Period Vocabulary

Unit = 6 weeks

Session = 3 units or 18 weeks of school

School Year = 9/12 month period or 6 units.

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 academics continuously work together 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 can offer Online tutoring. However, because our demographic of student needs in-person guidance and redirection to continue the progression of social and academic learning, Online tutoring/schooling would only be considered after a parent-teacher-student conference and assessment.

No changes in behavior noticeable after 1 year.

--There should be noticeable changes that occur from Bridging, discussions, academics, social interactions, and learning expectations. We also offer many adaptations to assist in behavioral changes and we are constantly in contact with parents about what happens in school.

--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



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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 homeopathy, 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.



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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 to be.

--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.

Bullying

--At Kishami Academy we address emotional and social issues as they arise. We attempt to catch bullying before it becomes an issue

--Guiding the victim in how to self-advocate.

--Discussing with the bully and class how an action is perceived as bullying.

Because we are attempting to help students want to change and improve themselves we may miss some of what is actually happening. PLEASE TALK WITH US and help us know what your student is going through so we can adjust and protect your student. This is a serious issue. Autistics will deal with this their entire lives, they do not need it happening at school.

--Therefore, we will start with a student-Tuzya conference, if no change is apparent we will hold a parent-Tuzya-Student conference and the student perceived as a bully will have **one unit (six weeks)** to show improvement. If they do not change, refuse to change, use what they have learned to be a more malicious bully, or cannot change they will be dismissed from Kishami Academy.