

## Welcome Letter from Your Principal

It is my honor to welcome you to Illuminations Academy- where our teachers and staff seek out every opportunity to build confidence and competence in each student! As a mom of 4 amazing humans ages 4, 12, 18, and 20, I have a lot of practice balancing loving understanding with the need to foster their strength and independence.

Having been a teacher for more than 20 years, I am now a doctoral candidate in an Educational Leadership and Accountability program. A Post-Master's Certification in Leadership and Accountability, a master's degree in Educational Leadership, and a bachelor's degree in Early Childhood Education round out my education. Serving as a district administrator for our local school district, a presenter at local and national educational conferences, a curriculum writer and course facilitator are some highlights of my career.

Each of these rewarding experiences have broadened my perspective. My blended family has helped with that as well. My own parents are Black and White (Bahamian and European) and my children are a mosaic of many beautiful cultures. I have been humbled by the families and educators who have placed their trust in me and daily seek God's guidance in how to guide them as a wise and loving shepherd.

And for each of you, I am committed to doing the same. As you bring your hearts, and dreams, and bright minds to Illuminations Academy, you can be confident that you will find kindness in me and all of our staff; and that you will receive the best education possible in preparation for your walk as families and as children of light in this life you have been given.

My dear children- young and old- this world needs you. You were created intentionally with a special purpose-a mission. All you have done and all that has been done to you- the happy and the sad- those are all part of a process to shape you into a shining vessel that carries light to the world. This light can heal broken hearts & bodies, clear blinded eyes, and design answers to life's questions. So, ask questions, be yourself, and think outside of the box. But most importantly show love to others in the best ways you can. We can't wait to see how you shine!

Sincerely, "Doc" Brown  
Your Principal

Please hear me. You are needed. I know this world has made you feel unwanted, abandoned, angry, but it needs you- desperately. It doesn't know it. But your unique talents can save it... The truth is this world may never see what makes you special, but I see it. I see hope.  
- Mr. Benedict - The Mysterious Benedict Society

Welcome to  
**Illuminations ACADEMY!**  
Bearing Light in the World as Citizens of the Next Generation

**Our Mission**

To provide specialized learning environments designed to accommodate sensory, social, and academic needs of neurodiverse populations, to demonstrate exceptional support of teachers and staff, and to support paralleling practices in other settings.

**Our Vision**

To provide an alternative to traditional schools by reducing the impact of sensory and social barriers, teaching to the modalities with greater emphasis and by increasing access to arts infused interventions propelling students toward sustained success as contributors within their local and global communities.

**Academy Snapshot**

**Academy Motto:** Bearing light in the world as citizens of the next generation

**Academy Mascot:** Bumble Bee

**Academy Colors:** Gray and Yellow

**Student Creed**

I was crafted on purpose  
And mapped out by design.  
I'm more than just my surface  
And daily I'll refine  
This diamond that's within me.  
Together bearing light  
With courage, kindness, excellence  
We'll shine into the night.

**Academy Hours** 8:15 am - 3:15 pm

**Visitors**

For the safety of our students and staff, all visitors must sign in at the office and provide a valid government issued identification or vendor credentials. All visitors must wear a visitor sticker clearly displayed at all times while on campus- even when also wearing a vendor badge. If a visitor leaves the campus and returns, they must check in to the office and receive a new visitor's sticker.

## Health and Wellness Services

### **Medication Policy**

All medications dispensed to students on campus or at Illuminations Academy- sponsored activities must be matched to an **Authorization to Dispense Medication form** (available in our office or on our website). A copy of the prescription must be provided to the office staff and any over-the-counter medication dispensed must be recorded (including name, type, dosage, and frequency) on the Authorization to Dispense Medication Form.

The academy nurse (Ms. Aitza) or principal designee (named in the Safety Protocol Manual) is the only person authorized by the academy to dispense or administer medication to students. Classroom teachers are not authorized to administer medication except when explicitly assigned as the principal designee. **Students may not self-administer regardless of their age or other factors** (with the exception of authorized metered dose inhalers approved by the administration). Parents/ Guardians wishing to administer medication to their child (regularly or for a specified time) must notify the office in writing and follow visitor protocol noting the reason for visit as administering medication to their child.

### **Wellness Services**

It is our belief that students cannot reach their full academic potential if the wellness needs of themselves, and their families are not being met. Thus, Illuminations Academy's educational programs integrate trauma-informed practices and strategies guided by our Therapy and Academic Coaching team. The Integrated Framework for Student and Teacher Self-Efficacy outlines a focused structure for supporting student wellness as a part of classroom instruction.

Our School Wellness Coordinator (Mrs. Stacy Carter) is on campus on Thursdays and Fridays and can be reached at [Stacy.Carter@iacmy.org](mailto:Stacy.Carter@iacmy.org). She is our primary source for wellness instruction and support. Students or families seeking additional wellness support such as identifying service providers or reviewing their Classroom Accommodations Plan (CAP Plan) should notify any of our staff so that we can guide them to the appropriate resource.

### **School Meals**

Students may bring their own lunch and healthy snack from home.

## Arrival and Dismissal

### **Arrival Procedures**

The academy campus opens at 7:45 am and class begins promptly at 8:20. Supervision of students will not be provided before 7:45 unless students are enrolled in a before school program such as therapy or academic coaching. Please follow signs to drop off students and the directions of academy staff regarding traffic flow. If you need to visit our office during arrival, you may expect to incur a delay as office staff could be involved in arrival procedures. For the safety of all students, families, and staff, please park in a designated spot and follow the foot traffic pathway to the front door and our team will guide you to the appropriate support.

### **Dismissal Procedures**

The academy campus closes at 4:00 pm. Dismissal begins at 3:30. Supervision of students will not be provided after 4:00 unless students are enrolled in an after-school program such as therapy, academic coaching, after school care, or enrichment. Please follow signs to pick up students and the directions of academy staff regarding traffic flow.

If you need to visit our office during dismissal, you may expect to incur a delay as office staff could be involved in dismissal procedures. For the safety of all students, families, and staff, please park in a designated spot and follow the foot traffic pathway to the front door and our team will guide you to the appropriate support.

Parents will be issued a dismissal tag that **MUST** be visible in order for our staff to release students. **For their safety, students will ONLY be dismissed to a person possessing the dismissal tag unique to that student or a person designated on the emergency contact list as “ok to pick up”**. If the person picking up a student does not have the dismissal tag, they must park in a designated space, follow the foot traffic pathway to the front door, and provide a valid government-issued identification to the dismissal team who will then confirm with the office staff before releasing the student.

## Attendance Policy

<b>Term</b>	<b>Meaning</b>	<b>Policy</b>
Excused	Absence, tardy, or early checkout wherein written notice of illness or other relevant emergency is provided	All tardies, absences, or early departures impact student learning. Our staff will monitor student attendance and provide individualized support to students and families.
Absence	Student does not attend (school or class period in which attendance is recorded)	3 = Family Wellness Call 10 = Student Recovery Plan *If parent/ guardian does not engage in wellness call after 15 absences, truancy support from Orange County Truancy Services
Tardy	Arrival to the classroom after 8:15 am	3 = Family Wellness Call 10 = Student Recovery Plan
Early Check-Out	Student is checked out of school before dismissal	3 = Family Wellness Call 10 = Student Recovery Plan

## **Family Services and Opportunities**

Research demonstrates a strong correlation between family support and student achievement. We believe that family empowerment is critical to the success of students. Thus, the following opportunities are available.

### **Family Support Corner**

Illuminations Academy has the privilege of serving families whose children demonstrate a beautiful variety of characteristics. We believe that each characteristic is a gift intentionally designed to bring light to the world. Like any treasure- such as a diamond- our gifts must be refined. This process can be exciting, challenging, and completely overwhelming at times. Our Family Support Corner is designed to empower a collective of families, clinicians, and friends of the academy through our blog page on our website and events throughout the school year.

### **Volunteering**

Parents, Guardians, and Community members are invited to serve as volunteers to the academy. We believe that community engagement is integral to the ability of our academy to sustain a positive impact.

### **Field Trips**

Classroom teachers will plan several in-person and virtual field trips in connection with their scope and sequence. Chaperones are welcome and require a current background check before being added to the trip roster. Medication distribution on field trips will follow the medication distribution policy described in the Health and Wellness section of the Family Handbook.

## **Curriculum and Instruction**

### **Educational Programs**

Illuminations Academy offers classroom instruction, academic coaching, and educational therapy designed to empower students to develop from emerging to competitive capacity for academic independence. These primary components of our educational program are shown to reduce traditional barriers to learning for students. Our emphasis on executive functioning, self-advocating and “how to learn” in addition to “what to learn” results in independent learners. Fine arts experiences and theme-based literature provide the settings to encourage natural curiosity in Reading, Writing, Mathematics and Science.

### **Instructional Approach**

#### **Arts-Integrated Themed Units**

In this approach to teaching and learning, fine arts experiences, theme-based literature, and content-specific collections provide the settings for delving into the natural world and are used in Reading, Writing, Mathematics and Science to help students make sense of and organize information.

#### **Differentiated Small Group Instruction**

In addition to whole group direct instruction and guided practice, students will collaborate with small groups of other students to practice skills and deepen their understanding of topics. These flexible groups are based on students’ strengths and needs in relation to the standards and include activities such as games, fluency activities, illustrating ideas, building, matching, storytelling, creative writing, and investigations.

#### **The Integrated Framework for Student and Teacher Self-Efficacy**

The integrated framework for student and teacher self-efficacy provides guidance for reducing barriers for students- increasing their well-being and positive relationships with other students and with academy staff centered around the practices of mindfulness and self-regulation.

### **Technology**

Each student is expected to bring with them a device that supports the instructional programs they use in the classroom.

## Grading

Within thematic units, there will be multiple opportunities to grade student work in various content areas. Grades on assignments and assessments are intended to reflect what a student knows and can do in relation to the Florida Standards/ FL B.E.S.T Standards. Thus, all graded assignments will relate to a specific standard and will be graded on the following scale.

90% -100% = A

80% - 89% = B

70% -79% = C

60% - 69% = D

## **Assessments**

Assessments are designed to measure what students know and can do in relation to the standards. Research demonstrates that when students are over-assessed, the information we get from those assessments decreases in accuracy. For this reason, Illuminations Academy limits the application of formal assessments to only those needed to measure and account for student learning. The following is a list of the assessment types of students may engage in this year. Some assessments may fall into more than one category.

Unit/ Topic/ Summative Assessment	Assesses a collection of related standards representing an entire topic or unit defined by the Scope and Sequence for a course
Formative Assessment	Assesses one or more related standards representing a segment of a standard, topic, or unit defined by the Scope and Sequence for a course
Benchmark Assessments	Assesses a collection of related standards representing the quarter of listed topics or units defined by the Scope and Sequence for a course
Test Formats	Performance Task, Oral Response, Open Written Response, Multiple Choice



### **Reports of Student Progress**

Report Card	Quarterly (every 9 weeks) report containing the grades representing what students know and can do in relation to the Scope and Sequence Documents for the courses in which they are enrolled. Report card grades reflect a combination of assessments, practice activities, and class participation.
Progress Report	Mid-Quarter (every 4th week) report containing the grades representing what students know and can do in relation to the Scope and Sequence Documents for the courses in which they are enrolled. Report card grades reflect a combination of assessments, practice activities, and class participation.
Therapy Student Update	Summary of student achievement for the marking period

## **Learning Environment**

Our academy is incrementally implementing a plan to provide a setting in which environmental stimuli are carefully selected to establish the least restrictive environment for students. The following four categories of sensory integration practices should facilitate greater opportunity for engagement on behalf of all students represented in our neurodiverse population.

### **Strategic Selection of Furniture**

In addition to traditional furniture, classrooms and other learning spaces will be furnished with alternative seating such as bean bag chairs, sitting discs, therapy anti-skid balls, lap desks, and standing desks where appropriate. Quiet spaces such as alcoves with 3 sides, a top/ roof, headphones, books, positive images, and therapeutic tools will be available in classrooms.

### **Establishing Climate Settings/ Controls & Selection of Therapeutic Tools**

Calming bubble lamps, mirrors, squeeze, texture, and fidget objects, weighted objects such as blankets and lap pads, and fiber optic objects will be available to students by choice to aid in the development of self-regulation skills. Communication tools (including speech to text software), social decision-making games (such as Hidden Rules with Friends), and nonverbal cue cards will be available to enhance academic instruction and expression as well as social skills.

### **Approaches to Care, Instruction, and Communication**

Learners at all stages and abilities are equipped to learn in settings that limit stress and assist in recovering from stress. Teachers and other staff directly teach students how to recognize and communicate their levels of physical, emotional, and academic wellbeing through verbal and nonverbal prompts and response options.

## **Educational Therapy and Academic Coaching**

Illuminations Academy offers several support programs to address the underlying causes of learning challenges, rather than simply treating the symptoms as tutoring does. The Academic Coaching Programs offered are designed to vigorously support the students with mild to moderate diagnosed learning needs. Each student that participates in a Coaching Program receives a classroom accommodation plan. These programs support students with learning needs by training them to manage their learning expectations, thinking and communication styles. The goal is for our population of students with learning challenges to be able to use self-advocacy and other acquired academic skills to propel them to reach their full potential.

### **The National Institute of Learning Development (NILD) Discovery Program of Educational Therapy.**

This program utilizes specifically trained and qualified therapists who provide learning assessments and individualized, intensive, mediated learning experiences to the students. Direct intervention and the resulting competence and confidence allow the students to gain the skills needed to become independent learners for a lifetime. NILD Educational Therapy is a direct, language-based intervention for students with learning challenges. NILD educational therapy is a true therapy, in that it aims the intervention just above the student's current level of functioning and raises expectations for performance, which creates the framework to foster growth. **Rx for**

### **Reading**

This NILD Program for international students and/or students needing intensive focus on the English language and the components for effective reading skills. This program develops the five components outlined by the National Reading Panel Report of 2000: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. These skills are critical for overall academic achievement. Rx for Reading models how to weave these components, which we call "strands of language" into a language braid that is comprehensive, constructive, and creative.

### **Feuerstein's Instruments of Enrichment (FIE)**

Feuerstein's Instruments of Enrichment (FIE) is a cognitive (thinking) intervention to enable students to think more efficiently, clearly and effectively to become more academically successful. FIE enables therapists to affect change in the structure of children's minds so that young brains work at maximum efficiency and realize academic success and enhance executive functioning skills.

## 2024-2025 Tuition and Fees

Grade:	Registration Tuition Curriculum
K-3rd	\$250 \$9,800 \$300
4th-5th	\$250 \$10,000 \$300
6th-7th	\$250 \$10,000 \$350
8th	\$250 \$10,500 \$350
9th-12th	\$250 \$10,500 \$400 Biology Lab Fee \$100

## 2024-2025 Tuition Rates for Academic Coaching Programs

PROGRAMS	TUITION/CURRICULUM/REGISTRATION (10 month schedule)
Discovery	\$6833/\$250/\$250 \$683.30 (1st month - \$1,183.30 includes initial curriculum / reg. fees)
FIE	\$6683/\$250/\$250 \$683.30 (1st month - \$1,183.30 includes initial curriculum / reg. fees)
ET2/Rx4 Reading	\$3800/\$250/\$250 \$380.00 (1st month - \$880.00 includes initial curriculum / reg. fees)

TEACH/LiPS \$5225/\$175/\$150 \$522.50 (1st month - \$847.50 includes initial curriculum / reg. fees)

## Illuminations Academy Tuition Discounts

<p><u>Early Payment Discount:</u> Pay full tuition upfront for the entire year by September 1st and enjoy a 3% discount on the yearly tuition.</p>
<p><u>Academic Coaching Students:</u> 5-10% off yearly tuition based on program</p>
<p><u>Sibling Discount:</u> \$250 off yearly tuition on additional siblings</p>
<p><u>Referral Discount:</u> \$200 off yearly tuition for referring new students</p>

\*A 5% late fee will be added to all invoices not approved/ paid within 2 weeks of invoice date.

## Illuminations Academy Calendar and Daily Schedules

### 2024-2025 School Calendar

Weekday(s)	Date(s)	Event
Thur-Fri	August 1-9	New Teachers/NILD Therapist Pre-Planning
Mon-Fri	August 5-9	Returning Teachers/NILD Therapist Pre-Planning
Thursday	August 8	Orientation/Meet the Teacher (5-7pm)
Monday	August 12	First Day of School
Monday	September 2	Labor Day Holiday
Friday	September 6	Grandparent's Day (Elementary; 8:30am-10:00am)
Friday	October 11	End of First Marking Period
Monday	October 14	Teacher Workday/Student Holiday
Tuesday	October 15	Begin Second Marking Period
Mon-Thur	October 28-31	Spirit Week
Thursday	October 31	Fall Family Fun Day/Early Release (1:00 pm)
Friday	Nov 1	No School/Teacher Professional Day
Monday	November 11	Veterans Day Recognition (8:30am-10:00am)
Mon-Fri	November 25-29	Thanksgiving Break
Thur-Tues	December 12-17	Middle/High School Exams
Wednesday	December 18	Christmas Party (11:00-2:00pm)
Thursday	December 19	Teacher Workday/End of Second Marking Period
Two Weeks	Dec 20-Jan 5	Winter Break
Monday	January 6	Teacher Workday/Student Holiday
Tuesday	January 7	Begin Third Marking Period/Begin Second Semester
Monday	January 20	Dr. Martin Luther King, Jr. Holiday
Monday	February 17	Presidents' Day Holiday
Thursday	March 13	End of Third Marking Period
Friday	March 14	Teacher Workday/Student Holiday
Mon-Fri	March 17-21	Spring Break
Monday	March 24	Begin Fourth Marking Period
Mon-Thur	April 14-17	Annual Testing Week
Fri-Mon	April 18-21	Teacher/Student Holiday
Thur-Tue	May 15-20	Middle/High School Exams
Wednesday	May 21	End of Year Celebration/End of 4th Marking Period/Last Day of School
Fri-Wed	May 22-23	Post-Planning

## Daily Schedules

### Elementary Bell Schedule

Time	Block	Duration	Subject
8:20-8:30	Homeroom	10	Homeroom
8:30-10:00	1	90	<b>ELA</b>
10:00-10:10	Break	10	Movement Break
10:10-10:55	2	45	<b>MATH</b>
11:00-11:25	Lunch	25	Lunch
11:30-11:45	Recess	15	Recess
11:50-12:20	Reading	30	<b>Reading</b>
12:25-1:10	3	45	<b>SCI/SS</b>
1:15-2:00	4	45	<b>SCI/SS</b>
2:05-2:15	Snack	10	Snack
2:15-3:00	5	45	<b>PE</b>
3:00-3:25	6	25	<b>Wellness</b>
3:25-3:30	Check In	5	Check In
3:30-4:00	Dismissal	30	Dismissal

### Middle/ High School Bell Schedule

Time	Period	Duration
8:20-8:30	Homeroom	10
8:30-9:20	1	50
9:25-9:40	Recess	15
9:45-10:35	2	50
10:40-11:30	3	50
11:35-12:00	Lunch	25
12:05-12:20	Recess	15
12:25-1:15	4	50
1:20-2:10	5	50
2:15-2:35	Reading	20
2:40-3:30	6	50
3:30-4:00	Dismissal	30

## Student Conduct and Academy Community

### **Behavior Management Approach**

Our approach to behavior management is grounded in the belief that in order to make the right decisions, students need to understand the expectations and have the necessary support to meet them. While established consequences (both positive and negative) provide the naturally expected response to behaviors, classroom teachers seek to teach and empower students rather than punish them. The Student Code of Safety and Community classifies and defines student behaviors that could warrant a negative consequence. Those behaviors are categorized by their impact on the safety and learning of students, staff, and visitors to the academy as well as preservation of our environment, materials, and ability to positively impact the community. If a student repeatedly demonstrates behaviors that are unsafe for themselves or others physically or socially will be assigned a probationary enrollment plan outlining the conditions of continued enrollment.

### **Dress Code**

Scholarly dress is required during all Illuminations Academy sponsored activities. Any family seeking support in providing the required attire is encouraged to contact our office or a staff member with whom they feel comfortable. We will happily work with the family to support their child(ren) in feeling confident in well fitting, clean, clothing and footwear that align with the dress code.

Shirts	Yellow, gray, black, or white Polo-style shirts, school uniform shirts, and school t-shirts of appropriate fit and length are permitted.
Pants	Khaki, Blue, or Black shorts, skirts, jumpers, or pants that extend beyond the longest fingertip when arms are laid at the side are permitted.
Outerwear	School uniform sweaters, jackets, or cardigans, or yellow, gray, black or white solid versions of these are permitted.
Footwear	Regardless of the activity all shoes MUST be close-toed and close-backed. Unless a scheduled event signals the need to “dress up”, sneakers, rubber-soled flats, or tennis shoes are required.

## **Electronic Devices Policy**

Students are permitted to have cell phones on campus, but they will be collected by the homeroom teacher and returned at dismissal. In the event of an emergency, the most efficient flow of communication is through the office as the academy has the capacity to simultaneously mass-communicate with parents and guardians. The office will contact families with the most up-to-date information, and families can contact the office as well.

The academy reserves the right to confiscate student cell phones or other electronic devices without notice in the following situations. Parents/ guardians will be notified, and the device will remain with the office until retrieved by the parent or guardian. In cases wherein law enforcement advises, the device will be confiscated and given to those law enforcement personnel requesting the device.

Situations wherein the academy staff reserves the confiscate a student electronic device (phone, laptop, mobile device, other smart, recording, photographing, or video device) are:

- Suspicion of seeking an authorized academic assistance (A.K.A. cheating).
- Suspicion of recording, photographing, videoing or messaging about another student without **written permission from their parent or guardian.**
- Suspicion of recording, photographing, videoing or messaging about academy staff or authorized visitors (wearing a visitor sicker) without **written permission from Illuminations Academy.**
- Turning on or in any way using the device outside of actions authorized by our staff (such as learning and support apps).

## **Emergency Drills**

Emergency drills will be conducted monthly to prepare students and staff for the unlikely event of a safety threat. Given the dramatic nature of these drills, we will plan for individualized support to reduce the sensory impact on students. Such support will be outlined in a student's Classroom Accommodation Plan. To ensure your student receives the necessary support, please contact your child's teacher or the office if you are interested in discussing this further. The academy will also initiate support as needed.



**Illuminations Academy 2024-2025 Family Handbook Agreement Form**

**Student Name (s):** \_\_\_\_\_ **Grade (2024-2025)** \_\_\_\_\_  
\_\_\_\_\_ **Grade (2024-2025)** \_\_\_\_\_  
\_\_\_\_\_ **Grade (2024-2025)** \_\_\_\_\_

**Contract Agreement:** We (I) the undersigned have read, understand, and agree to the policies in the Illuminations Academy 2024-2025 Family Handbook and agree to all procedures and policies contained therein.

Name Parent/ Guardian 1: \_\_\_\_\_

Signature Parent/ Guardian 1: \_\_\_\_\_

Optional

Name Parent/ Guardian 2: \_\_\_\_\_

Signature Parent/ Guardian 2: \_\_\_\_\_

Optional

Name Parent/ Guardian 3: \_\_\_\_\_

Signature Parent/ Guardian 3: \_\_\_\_\_

Administrative Notes:

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