



Doctor Franklin Perkins School Student Handbook

2022 – 2023 School Year



DOCTOR FRANKLIN PERKINS SCHOOL WELCOME

We would like to extend a warm welcome to you from the staff of the Doctor Franklin Perkins School. Our goal is to provide supportive, individualized, and professional care and treatment to our students and their families. This booklet will serve to orient you to the Doctor Franklin Perkins School (DFPS) and provide you with information, which we believe will be helpful as we work together. If you have any questions or concerns, our staff is available to speak with you by telephone or in person.

DOCTOR FRANKLIN PERKINS SCHOOL

The Doctor Franklin Perkins School provides a range of services to students, families, and local school districts including short-term diagnostic services, as well as long-term educational services. The Doctor Franklin Perkins School offers day and residential programming in a highly structured setting for students experiencing difficulty in the public school or collaborative settings. It also serves as a transition program for students leaving residential care and returning to the community.

Thank you for being a member of the Doctor Franklin Perkins School family, we look forward to working with you as well as your child.

Sincerely,
The Education Leadership Team

Dawn Bentley, VP of Education
Marilou Cambus, Director of Education E/M
Ray Dewar, Director of Education HS/ATP
Bridget Matte, Clinical Coordinator
Debbie Stephenson, IEP Coordinator
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AGENCY MISSION STATEMENT

To promote meaningful and sustained well-being for children, youth and adults facing educational, developmental, or mental health challenges.

VISION

All children, youth, and adults are supported and empowered to lead productive and rewarding lives.

VALUES

Collaboration, Compassion, Excellence, Learning, Inclusivity, Integrity

DOCTOR FRANKLIN PERKINS SCHOOL MISSION STATEMENT

The mission of the Doctor Franklin Perkins School is to provide our students with an enriched learning experience that is student centered, collaborative, and academically challenging. We strive to unlock the potential of each individual by empowering students to advocate for their own needs, and to take risks academically, socially and emotionally.

NON-DISCRIMINATION POLICY

The Doctor Franklin Perkins School does not discriminate on the basis of race, color, national and ethnic origin, gender, religion, sexual orientation, disability, or age. The Doctor Franklin Perkins School is committed to maintaining an educational environment that is free of bigotry and intolerance. Any form of coercion or harassment that insults the dignity of others and/or interferes with their freedom to learn will not be tolerated.

SEXUAL HARASSMENT POLICY

The Doctor Franklin Perkins School will not tolerate sexual harassment or sexual assault committed by staff, students, or visitors. Harassment is defined as any undesired or unwanted repeated acts that cause distress or mental anguish. Harassment may include but not be limited to touching, stalking, jeering, annoying phone calls, sly comments, graffiti or intimidation.

Sexual Harassment is defined as unwelcomed sexual advances, requests for sexual favors and or other verbal or physical conduct of a sexual nature. Sexual harassment has the purpose or effect of interfering with a student's educational performance by creating an intimidating, hostile, or offensive learning environment. Examples of sexual harassment include, but are not limited to include touching, verbal comments (body, clothing, looks, etc.), spreading sexual rumors, leering, sexual/dirty joke, using technology to leave sexual messages/photos, offensive computer games, gestures with the hands and body, pressure for sexual activity, cornering, blocking, standing too close, following; conversations that are too personal, touching oneself sexually in front of others, and repeatedly asking someone out when he/she isn't interested.

Retaliation against a person who reports such harassment or assault will also not be tolerated.

COMMUNITY OF CARING

At the Doctor Franklin Perkins School we believe that strong personal and community values are the core of our work together in fostering a supportive and caring school community. From the day of admission, each student is welcomed into the school as a new member of the community who brings interests, experiences, talents, strengths, and perspectives that will enhance the working of the community. Kindness, tolerance, courage, and hope are the foundation from which growth individually and as a community are possible. Our shared commitment to these values is the heart of our community of caring.

- ❖ **Kindness** – is the ability to be sincere and generous in spirit. Embracing kindness allows us to understand, forgive, and have positive thoughts for members of our community. Good wishes and positive regard for others is evident in our daily actions and words towards others.
- ❖ **Tolerance** – is governed by the principle of respect. We recognize the opinions and feelings of others and do not let our own interests and beliefs cloud our ability to be open and objective towards others. A strong commitment to tolerance acknowledges the inherent worth and rights of others.
- ❖ **Courage** – is the inner strength to acknowledge mistakes and utilize them as opportunities for growth and change. A courageous spirit enables us to make reasoned decisions that are good for ourselves and good for others. A strong commitment to courage enables us to do what is right in the face of difficulty.
- ❖ **Hope** – is the belief that each day is a gift with a world of possibilities awaiting us. We convey our belief in ourselves and others through the quality of our intentions, attitude, behavior, thoughts, words, and actions. The character of our community is based on a shared vision for better tomorrow.

Our educational environment is designed to be a caring community that provides the societal context in which students can assign meaning to events they experience throughout the school day. Every event and interaction has the potential to be a learning opportunity. We value a treatment environment in which:

- The legitimate interests of the group members is supported and valued.
- Students and staff feel responsibility for the rules of the school community.
- A bond of caring, fairness and respect is evident among staff and students.
- Students and staff have a shared commitment to the values of the community.
- Students and staff hold each other accountable to their common values.
- Staff recognize that conflict is an important opportunity to learn by staff helping students to understand each other's point of view, work out a fair solution that takes into account both points of view and helping them learn the behavior skills needed to solve their problems without the intervention of an adult.

VALUES

We believe that every student and family has strengths which are defined as the capacity to cope with difficulties, maintain functioning in the face of stress, use external challenges as stimulus for growth, use social supports as a source of resilience. In our work with students we value attitudes and actions that promote perseverance, empathy, nurturance, kindness, cooperation, trust, tolerance, and respect. We focus on each student's ability to develop behaviors that promote socially responsible, independent, achievement oriented, and purposive attitudes. Such competencies are essential to developing a student's sense of self, self-esteem, and self-fulfillment. We strive to help students assign value and meaning to their choices and actions in order to see things through a 'lens of character'. Our approach develops attitudes and actions that are universal in application, support ego functioning, and are intrinsically motivated. Whereas extrinsic rewards only motivate students to get rewarded, we support an approach that motivates students to be committed to important values and attitudes and to be part of a community.

Our professional staff embraces the following values:

- A treatment and education approach that is strength based.
- Commitment to quality educational services with sensitivity to the impact of mental health issues on the student's overall functioning (school, home, community).
- A team approach to treatment that is proactive, not reactive.
- Providing an environment that promotes a strong sense of safety, comfort, support, and belonging.
- A clinical approach to treatment that is not critical or judgmental.
- The ability to create and sustain an environment that promotes healthy risk taking.
- Professional staff that value students, families, and their experiences.
- Professional staff that take great pride in the work they do and their ability to applaud, recognize, and celebrate the small successes and utilize them as catalysts for change/growth.
- Professional staff that convey compassion and empathy for students and families.
- Professional staff that contribute collaboratively and constructively to students, family, the school community, and the wider community.
- A highly individualized approach to treatment and education that strives to find what works for the individual student.
- Empowerment of students and families to make decisions and guide treatment efforts.
- The ability to maintain a hope in even the most difficult of cases/situations.
- A commitment to work with students, families, and local school districts to strengthen a student's overall functioning to allow him/her to return to a public school setting. The ability to give students the skills/tools they need to be successful in the public school setting.

CODE OF CONDUCT

At the Doctor Franklin Perkins School we strive to provide a safe and supportive environment in where students feel comfortable to take academic, behavioral, and social risks. In addition, we strongly believe that all members (students, staff, visitors) of the school community will demonstrate good citizenship and show respect for the dignity of others. The code of conduct applies to all aspects of the school community including after school activities/events and when riding school buses.

- Students will challenge themselves in the classroom academically and behaviorally to learn new things and new ways to handle challenges.
- Students will demonstrate respectful behaviors toward themselves, their teachers, fellow students, and staff.
- Students will strive to meet academic and behavioral challenges.
- Students will treat others with dignity and respect.
- Students will respect the rights, feelings, and opinions of others.
- Students will adhere to all school rules.
- Students will think for themselves.
- Students will listen while others are talking.
- Students will be open-minded to suggestions and alternative ways to manage their behavior.
- Students will respect the property of others and the school.
- Students will not tease or engage in name-calling.
- Students will not engage in acts or threats of violence towards others.

The physical and emotional safety and well being of all students and staff is taken very seriously. All members of the school community (staff, students, parents, visitors) must make a commitment to ensure and help foster a school community that is conducive to learning and the social and emotional well being of all. The following behaviors will not be tolerated and will be subjected to disciplinary action up to and including suspension or request for an emergency TEAM meeting to identify necessary supports and/or review appropriateness of placement.

- Physical aggression towards any member of the school community.
- Leaving school buildings without permission.
- Threatening, intimidating, hazing or bullying of any kind including verbal, physical, or electronic means; retaliation towards those who report such behaviors.
- Disruption of the learning environment.
- Foul, vulgar, derogatory, or sexualized language.
- Prejudiced or biased statements towards any member of the community.
- Destruction of school or personal property.
- Stealing or being in possession of stolen property.
- Smoking or possession of drugs, alcohol, medication (prescription and over the counter medications)
- Cheating, plagiarism,
- Violation of the student handbook policies/practices.

PARTNERSHIP WITH FAMILIES

The Doctor Franklin Perkins School staff members take pride in responding to families with understanding and support. We believe that families are an integral part of students experiencing success at school. We work collaboratively with families and encourage their input. The Doctor Franklin Perkins School staff members work with families in accessing services to help their child's overall progress. Families are provided with information regarding their child's educational, emotional, and behavioral needs so that they can work in partnership with the school and community resources. Teachers communicate regularly with families through the use of the daily student communication log. Other opportunities for family involvement include:

Parent Advisory Council is comprised of parents, administrators and teachers who meet quarterly to review and advise on educational trends, policies and procedures, and curricula. The Committee provides suggestions for enhancing the school program as well as relationships with families and external school systems.

Open House is an event that provides families the opportunity to visit their child's classroom, meet and speak with the teacher, meet other school personnel, and hear about upcoming class projects and assignments.

Parent Connections Series focuses on ways to strengthen family life through exploring topics such as improving communication, managing challenging behavior, safe guarding youth, anxiety management, and personal wellbeing. These are opportunities for parents to come together to discuss challenges of parenting, support other parents, share ideas, focus on self-care. The series meets approximately seven times during the school year. Information regarding the Parent Connection Series is mailed and emailed directly to families.

Parent/Teacher Conferences are scheduled two times during the school year. Families can also request an opportunity to meet with the teacher and other school personnel at other times during the school year by contacting your child's teacher or other school professional. Parent teacher conferences further strengthen the partnerships between educators and families. These conferences provide updates on a student's class activities, curriculum, and assignments that are being taught and how the student is performing. If you wish to schedule a parent/teacher conference please contact your child's teacher.

Family Night events are activities scheduled throughout the school year to facilitate socialization among families within the school community. These events are run by our clinical staff and are geared to promote cooperative learning and prosocial interactions. During family night events, and other special school events, student supervision is the responsibility of the parent(s). Students are not allowed to roam through school buildings or the campus unsupervised. Parent(s) are responsible for the direct supervision of their child (and guests) during after school hour events.

Family Support Services

Communication with parents is vital to the success of students. To encourage this the Doctor Franklin Perkins School hosts a number of events during the school year in which parents/guardians are invited. Parents are also encouraged to have regular communication with their child's clinician and teacher. We encourage regular communication among parents/guardians with school personnel and invite parents to contact us at anytime with questions and/or concerns regarding your child's education or social/emotional wellbeing and health. Outreach with parents and families includes calls, emails, log book notes, attendance at meetings with collateral agencies, as well as supporting parent involvement in school events, and family consultation.

Clinical Services

Each student is assigned a clinician who oversees clinical services that are designed to support and develop the emotional well being of the student. Clinicians collaborate with teachers, specialists, families, and collaterals to support a student's success in school, home, and the community. Clinical services include psychosocial evaluations, supportive counseling, case management, suicide assessments, parent support, crisis intervention, liaison among community supports, and family outreach. Clinicians are available to students on a weekly basis to enhance overall school functioning. Clinical services are designed to maximize time on learning and strengthen coping skills to allow students to be active participants in school. Clinical services are designed to support the development of self-regulation skills and learn healthy coping skills in order to enhance the social and emotional wellbeing of students. Individual meetings with students typically focus on supporting IEP goals in the areas of : improving classroom functioning, emotional, and social functioning through the development of critical skills in the areas of self-regulation, conflict resolution, effective communication, frustration tolerance, life skills, etc.

Annual Day Student Consents

There are a number of consents signed at a student's intake meeting that need to be signed annually. These forms include: placement agreement, emergency medical treatment, medication administration forms, vision/hearing screening, field trips, and publicity consents. We are committed to always reflecting a community of partnership and value the importance of protecting the services we provide for our students. Without the presence of annually signed consents on file, we will need to take action in working with families to ensure all consents are in place timely as to not disrupt participation in school based services. For students with expired consents disruption of services can include excluding participation in all non-essential activities (i.e. swimming, field trips, special events, etc.). Students with consents expired past two weeks may result in the convening of an urgent meeting with family and funding source. Following a student's admission consents are aligned to expire at the student's annual IEP meeting to ensure disruption of services does not occur. We are truly committed to protecting the students we serve and the services provided for them.

SERVICES

The Doctor Franklin Perkins School offers a wide range of services for day students. Each student's Individual Education Program (IEP) determines what services are needed and provided. Services available within the School Program may include:

- Specialized academic instruction for grades K – 12; Adult Transition Programming for ages 17-22
- Small classrooms with high teacher to student ratios
- Technology Based Instruction, 1:1 iPads
- Math & Reading Literacy Labs
- Computer lab, Music, Art, Health & Wellness, Swimming
- Speech and Language therapy
- Occupational therapy
- Intensive reading programs and tutorials
- MCAS tutorials
- Academic Support
- Social Skills Curriculum
- Behavioral coaching
- Individual Student Support Planning
- Family support and consultation
- Clinical Case Management
- Educational assessments
- Psychological evaluations
- Nursing care
- Parent Educational Seminars
- Enrichment activities
- School-based clinical support

SCHOOL HOURS

The Doctor Franklin Perkins School operates from 8:30 a.m. to 2:30 p.m. Monday through Friday. Students arrive between 8 a.m. and 8:20 a.m. Breakfast and lunch are provided to students free of charge. Students are dismissed to buses between 2:30 p.m. and 2:45p.m.

SCHOOL CALENDAR

The Massachusetts Department of Elementary and Secondary Education has approved the Doctor Franklin Perkins School as a 12 month program. Our 218 school day program is divided between five academic quarters with the school year beginning in July. IEPs specify the importance and need for attending all school days so that the social, emotional, and education needs can be addressed. In general, we follow the local public school calendar for the regular school year, with a few exceptions. Any snow days taken during the school year will be made up

according to what is indicated on the school calendar. The school calendar is located in day student communication logs and at the end of this handbook. The school calendar can also be accessed via the School's website at www.perkinsprograms.org.

ANTI-HAZING AND BULLYING POLICY

Anti-Hazing

Hazing is defined as any conduct that engages a student into an act of initiation into an organization that willfully or recklessly endangers the physical or mental health of any student or person. Students are required to report all incidents of hazing to a teacher, clinician, or administrator – Director or Assistant Director of Education, Director of Student Services, Program Director. It is the responsibility of the Doctor Franklin Perkins School to inform all students about what hazing is and to report acts of hazing to the local law enforcement. Legal action is taken by local law enforcement agencies.

Bullying

The Doctor Franklin Perkins School expects that all members of the school community will treat each other in a civil manner and with respect for differences. The school is committed to providing all students with a safe learning environment that is free from bullying, retaliation, and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Doctor Franklin Perkins School will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, at school-related activities or in our residences. We investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying, retaliation and cyber-bullying, and the Doctor Franklin Perkins School community's commitment to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. This plan affords all students the same protection regardless of their status under the law. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The VP of Education and the Chief Operations Officer are responsible for the implementation and oversight of the Bullying Prevention and Intervention Plan. At the beginning of each academic year all students meet and review the Anti-Hazing, Bully Prevention and Grievance Process, acknowledging their understanding of Perkins and the students responsibilities. Families are also provided with an overview of policies and practices reviewed with students. Family can access the Bullying Prevention Plan at www.perkinsprograms.org as well.

PRACTICES

Attendance Policy

Under the laws of the Commonwealth of Massachusetts: “Every child between the ages of 6 and 16 is compelled to attend school.” Except in cases of illness or other extenuating circumstances, students are expected to be present when school is in session. Family vacations and trips, which are scheduled when school is in session, are not considered valid reasons for absence. Although teachers will allow students to make up missed assignments, tests, and quizzes, they are not required to prepare work in advance for a vacation related absence. In addition, teachers are not required to re-teach or tutor students when they return from a vacation. Furthermore, the classroom teacher will establish the appropriate timeframe for making up the work.

A student is allowed up to **14 unexcused absences total for a year**. Attendance will be reviewed quarterly and each semester and noted on progress reports and report cards. Missing more than half of the class period due to unexcused tardiness will be counted as an absence for the class period.

Absences - Credit Bearing Courses in Grades 9-12

A student is allowed up to **14 unexcused absences total for a year- long course (5 block hours)** and **7 unexcused absences for a semester course (2.5 block hours)**. Attendance will be reviewed quarterly and each semester and noted on progress reports and report cards. Missing more than half of the class period due to unexcused tardiness will be counted as an absence for the class period. Absences will affect receiving credit for a high school course.

Absence Note (Day Students)

A student is required to submit an absence note to the main office within two days of his/ her return to school. Notes do not eliminate/excuse absences, tardiness, or early dismissals; they indicate parent awareness of the absence.

Excusable Absences (Formal Documentation Required)

- Death in the family (parent, sibling, grandparent, aunt, uncle, niece, nephew, cousin.)
- Health Professional appointment – formally documented note needed from Physician, Dentist, Optometrist, etc.
- Doctor Franklin Perkins School sponsored activities: field trips, class meetings, in-school or external suspension
- Religious Holiday Observance
- Legal/Court appointments- Court note required upon return to school

Tardy/Early Dismissal

To every extent possible we ask that appointment be scheduled after school hours. In order to maintain security and accuracy of attendance records, parents who are dropping their child off late to school, or picking up early from school must notify their child’s clinician or case

manager. Students will only be released to individuals who have been approved by parents and are listed on a student's contact sheet. Parents are required to check in at the General Office in the Janeway Education Center. Parents must sign their child in or out prior to dropping off or picking up their child. It is parent responsibility to notify the bus company when their child will not be riding the bus to or from school.

Half Days

Half days for students occur on a monthly basis for professional development trainings. They are listed on the school calendar located in communication logs (day students), on the back of this handbook, and via the School's website at: www.perkinsprograms.org. A brown bag lunch is provide to students on half days at 11am; lunch is eaten the classrooms on half days. Dismissal time on half days is 11:30 a.m

Attendance at After School Activities

We encourage and welcome students and families to attend a number of special events (Family Night, Recognition Day, school dances, Summer Fest, etc.) throughout the school year. We ask that students and families maintain our high standards for fostering a positive and respectful school community. Students participating in school events/activities during after school hours must be supervised by a parent/guardian. In order to be eligible to participate in after school events/activities students must meet behavioral and academic standards as established by school administration. Students absent on the day of special events/activities are not eligible to attend special events.

School Visitors

Families/visitors are required to check-in at the General Office at the Janeway Education Center prior to meeting with school staff or picking up your child and obtain a visitor badge. Courtesy among students, teachers, school staff, and visitors is a tradition at our school. Please make every effort to treat students and staff with respect and dignity. **Photographing and/or videoing taping of students and staff members is prohibited on school grounds and school sponsored events.** Students are not allowed visitors during the school day unless arranged by the student's clinician. Check-in for all IEP meetings and TEAM meetings is at the Janeway Education. For school security and to ensure the confidentiality of our students all school visitors are accompanied by a school employee while on school grounds.

Grading Structure

Teachers are responsible for documenting student progress throughout each quarter. If a student is having difficulty with a specific subject area, the teacher will inform the parent/guardian and discuss the situation with the school. Teachers are expected to communicate with parents/guardians by mid term if the student is in danger of failing a subject. Parents and teachers are encouraged to schedule conferences to discuss academic concerns.

There are four marking periods throughout the academic school year. Report cards are mailed to the parent/guardian and to the sending school district. A letter grade system is used for recording student progress.

Letter Grade	% Value
A+	100-96
A	95-94
A-	93-90
B+	87-89
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	70-73
D+	69-67
D	66-63
D-	62-60
F	Failing

Grading Policy

Students are expected to attend all classes on a regular basis and be engaged in all coursework. Teachers are expected to provide students with written, constructive feedback for all assignments and assessments within one week of when the assignment or assessment was given.

The following breakdown will show how course grades will be calculated:

Tests, Quizzes, and Projects	50%
Classroom Participation*	40%
Homework	10%

*If students are absent from class for therapeutic services, the Classroom Participation grade will not be impacted. If students are absent from school for an extended period of time for excused medical reasons, tutoring will be arranged and Classroom Participation grades will not be impacted. All efforts will be made by clinicians and therapists to avoid student removals from core academic subject periods.

Honor Roll

Each term, students earning an A- (90 to 92) or above and full credit in all of their classes, and who have a full-time schedule, earn the distinction of “High Honors.”

Students earning a B (83 to 86) and above in all of their classes and meet the other criteria earn “Honors.” Honor and high honor roll students will be recognized each quarter.

IEP Meetings

Required IEP TEAM Meetings, progress meeting, as well as other special meetings, are scheduled as necessary. While we attempt to be flexible in our scheduling of these meetings, it is often necessary to hold them when the various professional staff involved in your child's education and treatment are available. We do not permit audio recordings during meetings, we work with families to ensure they have a comprehensive understanding of the contents of each meeting.

The IEP meeting is scheduled by the school district and attended by the LEA, parents/guardian, student (14 yrs. and older), the Doctor Franklin Perkins School team members, teacher, specialists, and other appropriate representatives. AT the TEAM meeting, after the IEP has been developed, the TEAM shall consider the identified needs of the student, the types of services required, and where such services may be provided. The TEAM shall consider all aspects of the student's proposed special education program as specified in the student's IEP and determine the appropriate placement to provide services.

The decision regarding placement shall be decided by the TEAM, including the types of related services that are to be provided to the student, the type of setting in which those services are to be provided, the types of service providers, and the location at which the services are to be provided. The placement selected by the TEAM shall be the least restrictive environment consistent with the needs of the student. In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the student or the quality of services with the student needs.

Student Participation in IEP Meetings

We recognize that students are also considered important members of TEAM meetings. As students get older, they become more active in the TEAM meeting process. Students are invited to attend TEAM meetings beginning at the age of 14, or younger if the purpose of the meeting is to discuss transitional services. If the student does not attend the meeting, the Doctor Franklin Perkins School collaborates with the district on what other steps will be taken to ensure that the student's preferences and interests are considered.

Massachusetts law establishes age 18 as the age of majority. At that age, students are adults and competent to make their own decisions including decisions in relation to special education services. Therefore, the Doctor Franklin Perkins School at the student's 18th birthday and in the absence of any court action to the contrary must seek the consent of the student to continue the special education program. Prior to the student's 18th birthday consents will be mailed to the student in preparation for signing on their 18th birthday. Consents must be completed by the first school day following a student's 18th birthday. If consents are not completed at that time they will sit down with their clinician and will review and be presented for signature all necessary consents for the continuation of placement. To prepare students for assuming their own decision making, the TEAM will discuss the transfer of rights at least one year before the student turns 18 as part of the IEP process.

Quarterly Progress Reports

The local school district is provided by the Doctor Franklin Perkins School with updated written progress notes on a quarterly basis aligned with the dates on the student's current IEP. These progress reports are prepared by the teacher and specialists and are sent to the LEA, parents, and outside professionals involved with the student as indicated by the parent. Progress reports indicate the student's progress towards the annual goal and whether the progress is sufficient to enable the student to achieve the annual goal by the end of the IEP period. The teacher and specialists report directly on the identified benchmarks, what has been achieved, factors that may be hindering progress, and project whether the student will reach the annual goal if progress continues at its current pace. In addition, site visits by the district LEA are encouraged by the Doctor Franklin Perkins School to monitor progress of students in placement.

Inclement Weather/Snow Days/Delayed Openings

In order to ensure the safety of students, should inclement weather result in the cancellation of school in **either the School District your child is from or the Nashoba Regional School District**, then your child should not be transported to school. The Doctor Franklin Perkins School is rarely closed due to inclement weather, but students follow school cancellations as issued by the student's sending school district. Cancellation should it occur is announced on local radio and television stations WBZ4, TV 38, and WCVB Channel 5/Channel 7 and Channel 56. Should families choose to provide transportation to and from school for their child, students may be dropped off and picked up at regular school hours.

In the event of any early dismissal from school due to inclement weather day student families will be notified by phone. We will not dismiss students early unless we have contacted a parent/guardian or an emergency contact to ensure that someone will be home to receive students. If you have any questions regarding the cancellation of school, please contact the school.

When there is a school delay transportation companies typically follow the delay based on the sending school district. Many buses transporting students to the Doctor Franklin Perkins School have students from different districts and as such pick-up times for delayed openings may vary. Drop off times are as follows:

- 1 hour delayed opening – drop off between 9:15 a.m. – 9:30 a.m.
- 90 minute delayed opening – drop off between 9:45 a.m. – 10:00 a.m.
- 2 hour delayed opening – drop off between 10:15 a.m. – 10:30 a.m.

Communication

Given the nature of our students and their individual difficulties, communication between families and our staff is critical. Our main switchboard is operated from 8:00 a.m. to 4:00 p.m., five days a week. The Doctor Franklin Perkins School utilizes an automated system outside of

those hours. In emergency situations, an administrative or clinical staff member can be located by the operator or through the automated system.

We will attempt to provide you with regular communication, both verbally and in writing, as to your child's progress, strengths and weaknesses, and any serious difficulties and request that you feel free to do the same. Given teachers responsibility for classroom instruction the student's clinician serves as the primary liaison between school and the student's parents/guardians and collaterals. As such the student's clinician should be the first staff member contacted regarding any urgent concerns. School personnel check their voicemail and email daily, all urgent messages however should be through the Janeway Education General Office to ensure immediate attention. Clinicians and administrators are generally able to return phone calls and email correspondence within 24 hours of receipt. At times, off grounds meetings, scheduling issues may result in a slightly longer response time. Teachers given their commitments to the classroom and student learning may require a longer response time.

Day students are issued a communication log in order to provide daily written communication between home and school. Students are responsible for managing their individual logs on a daily basis. The Doctor Franklin Perkins School requests that families review the log on a daily basis and provide a brief summary of your child's behavior at home. Students are responsible for securing at a minimum parental signature on a daily basis. A student who does not meet this minimum requirement will not be eligible for off campus activities and field trips.

All staff members have email accounts which use the following format:
First initial of first name, last name@perkinschool.org (Example - Bill Smith:
bsmith@perkinschool.org)

Agenda Books

Students are given an agenda book at the beginning of the school year in which to write their assignments. It is designed to help develop organizational and communication skills. Students are responsible for maintaining and managing their agenda book. The agenda book also includes Character Counts Curriculum, values, and quotes.

Technology and Internet Usage Policy

To ensure that students receive a quality education, it is the policy of the Doctor Franklin Perkins School to provide all students with access to a variety of technological resources. The creation of a large and varied technological environment demands that technology usage be conducted in legally and ethically appropriate ways, consistent with the instructional goals of the Doctor Franklin Perkins School.

Thus, it is the intention of the Doctor Franklin Perkins School that all technology resources will be used in accordance with any and all school policies and procedures related to the learning environment as well as local, state, and federal laws and/or guidelines governing the usage of technology and its component parts. Additionally, it is implied that all students will use the provided technology resources so as not to waste them, abuse them, interfere with or cause harm to other individuals, institutions, or companies.

- The Technology Department will be responsible for establishing specific practices to enforce this policy.
- This policy will be available for review or a copy obtained from the Technology Department.
- All Doctor Franklin Perkins School technology resources, regardless of purchase date, location, or fund, are subject to this policy.
- Any questions about this policy, its interpretation, or specific circumstances shall be directed to the Technology Department before proceeding.

POLICY STATEMENT: The primary goal of the technology environment is to support the educational and instructional endeavors of students of the Doctor Franklin Perkins School. Use of any and all technology resources is a privilege and not a right.

I. Access:

- A. The use of all Doctor Franklin Perkins School's technology resources is a privilege, not a right, and inappropriate or suspected inappropriate use will result in a cancellation of those privileges.
- B. Students may use only accounts, files, software, and technology resources that are assigned to him/her for educational purposes.
- C. Individuals may not attempt to log in to the network by using another person's account and/or password or allow someone to use his/her password to access the training network, or the Internet.
- D. Individuals must take all reasonable precautions to prevent unauthorized access to accounts and data and any other unauthorized usage within the Doctor Franklin Perkins School.
- E. Students identified as a security risk may be denied access.
- F. Any use of technology resources that reduces the efficiency of use for others will be considered a violation of this policy.
- G. Students must not attempt to disrupt any computer services or data by spreading viruses or by any other means.
- H. Students must not attempt to modify technology resources, utilities, and configurations, or change the restrictions associated with his/her accounts, or attempts to breach any technology resources security system, either with or without malicious intent.
- I. The Technology Department will determine when inappropriate use has occurred and will seek authorization to deny, revoke, or suspend specific student accounts.

II. Privacy:

- A. To maintain network integrity and to insure that the network is being used responsibly, the Technology Department reserves the right to review files and network communications.

- B. Students should not expect that files stored on the Doctor Franklin Perkins School' network will always be private.
- C. Because communications on the Internet are, often, public in nature, all students should be careful to maintain appropriate and responsible communications.
- D. The Doctor Franklin Perkins School cannot guarantee the privacy, security, or confidentiality of any information sent or received via the Internet.
- E. Students should be aware that the Technology Department routinely monitors and performs maintenance on file servers, workstations, and the Internet and user accounts. During these procedures, it may be necessary to review files stored on the network.
- F. The Technology Department does perform routine backups. However, all users are responsible for storage of any critical files and/or data.

III. Copyright:

- A. Illegal copies of software may not be created or used on school equipment.
- B. Any questions about copyright provisions should be directed to the Technology Department.
- C. Duplication of any copyrighted software is prohibited unless specifically allowed for in the license agreement and then, should occur only under the supervision and direction of the Technology department.
- D. A backup copy of all purchased software programs will be made by the Technology Department and, thus, become the working copy.
- E. All original copies of software programs, including those purchased with departmental funds will be stored in a secure place.
- F. For security and insurance purposes, the Technology Department will be the only department with access to original software disks at the Doctor Franklin Perkins School, with the exception of educational CD-ROMs. System-wide software originals will be housed in the Technology Department's office.
- G. If a single copy of given software package is purchased, it may only be used on one computer at a time. Multiple loading or "loading the contents of one disk onto multiple computers is NOT allowed.
- H. If more than one copy of a software package is needed, a site license or network version must be purchased. The Technology Department and the person requesting the software will be responsible for determining how many copies should be purchased.
- I. The Chief Executive Officer and Head of the Technology Department is authorized to sign software license agreements for the Doctor Franklin Perkins School.
- J. The Technology Department is responsible for installation of all software for use on the local area network and/or individual workstations within the Doctor Franklin Perkins School.

IV. Internet:

- A. The intent of the Doctor Franklin Perkins School is to provide access to resources available via the Internet with the understanding that staff and students will access and use information that is appropriate for his/her various curricula.
- B. All school rules and guidelines for appropriate technology usage shall apply to usage of the Internet.
- C. Teachers will screen all Internet resources that will be used in the classroom prior to their introduction.
- D. Students will gain access to the Internet by agreeing to conduct themselves in a considerate and responsible manner and by providing written permission from their parents.
- E. Students will be allowed to conduct independent research on the Internet upon the receipt of the appropriate permission forms.
- F. Permission is not transferable, and therefore, may not be shared.
- G. Students that are allowed independent access to the Internet will have the capability of accessing material that has not been screened.

V. Internet Content Filtering:

- A. Internet access for all students is filtered, through St. Bernard's Iprism appliance/software located within the Technology Department. Maintenance and updates of the filtering software is the responsibility of the Technology Department.
- B. Access to the Internet may be filtered by URL, IP address, category, keyword or access rules as appropriate.
- C. URLs, IP addresses, categories or filtering rules may be added or deleted from the filtered list at any time by the Technology department.

Fire Drills

Fire drills occur on a monthly basis in all educational buildings. The Doctor Franklin Perkins School takes the practice of any evacuation procedure seriously in order to ensure the health and safety of all members of the school community. Evacuation drill rules:

- Directions and evacuation routes are posted in all rooms.
- When the fire alarm sounds students are to exit the building immediately through the nearest exit.
- Silence is to be maintained throughout the drill.
- The drill should be treated seriously as a real emergency.
- Students are to remain with their classroom during the drill.

Security Lockdown Drills

It is the policy of the Doctor Franklin Perkins School to periodically run lockdown drills. Its main purpose is to keep students safe the event of an emergency (i.e. gas leak, bad weather conditions, intruder, etc.). During these drills we ask that all students take them seriously and

follow directions as indicated by teacher/staff. Lockdown drills will be randomly conducted throughout the school year in order to keep the students familiar with the procedure.

Stay In Place (Shelter In Place) Drills

Stay in place is used for an environmental situation or weather related situation where it is necessary to keep all occupants within the school and out of the hallways. This procedure may also be used for a medical emergency or serious student issue. In this situation, the school continues to function normally, within the classroom, until the situation is resolved.

Personal Appearance/Attire

At the Doctor Franklin Perkins School we strive to promote a positive community, which is reflected in the personal appearance of all members of the school community. We strive to instill in all members of the school community a sense of pride in their personal appearance. Our dress code is intended to create a positive school climate and minimize distractions and conflicts caused by fashion trends. Students are expected to come to school appropriately dressed. Clothing must be free from content of violence, vulgarity, demeaning slogans, and alcohol/tobacco slogans. Students are required to dress appropriately for different weather conditions. Shorts are allowed when weather conditions permit. Students are expected to wear jackets and pants or leggings during the cold months of the year – sweatshirts are not considered jackets. No outer wear is permitted to be worn in the classrooms. Jewelry (including piercings and chains) that pose a safety hazard are not allowed. Sunglasses may be worn transitioning in between buildings and during outdoor physical activity periods. Families will be contacted when a student is not dressed appropriately.

Student dress should be within reasonable limits and attire should not be extreme. Students are not permitted to wear hats, hoods, do rags, bandannas, and other headwear in school buildings, with the exception hats on school spirit days. Fashions that are not allowed in school include: revealing tops, ½ shirts, low-cut tops, spaghetti strap shirts, low rider pants, miniskirts, undergarments showing, inappropriate holes in clothing, fishnet shirts, t-shirts with inappropriate wording or pictures, see through clothing, bandanas, pajamas, and gang related insignia. Shorts and skirts should not be shorter than mid-thigh. Shoes must be worn at all times. Flip flops/sandals are not allowed during physical activity or playground play. Any student dressed in a manner that exposes too much skin will be requested to adjust their appearance, will be provided alternative clothing, or families will be contacted to provide alternative clothing.

In addition to clothing, the school discourages other fashion trends that detract from the integrity of the individual, is suggestive in nature, poses a health or safety risk, or portrays a counter culture that is clinically not supported. This includes but is not limited to review of students with multiple body piercing, tattoos, extreme hair colors, excessive/radical make-up, dangerous jewelry, satanic clothing, or other fashion trends that may be deemed inappropriate or could be deemed dangerous. Clothing and appearance that detracts from the learning environment shall be reviewed with the student and family and restrictions will be set on the items and/or attire as deemed appropriate. Students that do not meet the dress code standards will be asked to change or adjust their attire in order to meet the stated standards. Allowances to the school's dress code will be made at the discretion of school administrators.

Personal Possessions

The Doctor Franklin Perkins School discourages students from bringing expensive clothing, jewelry, and electronic devices to school. The Doctor Franklin Perkins School cannot be responsible for lost, stolen, or damaged items. The use of personal possessions during the school day is limited to those items that directly relate to education and classroom activities and do not detract from learning. We expect that each student will use his/her personal items with the following guidelines:

- Uses their personal items in a respectful and trustworthy manner
- Demonstrates responsibility in taking care of items
- Respectful and cooperative with staff requests regarding use of personal items

Items that are not allowed in the classroom include cell phones, media devices including video games systems, smartwatches, devices with internet capability, cameras or devices with photography capability, cigarettes, lighters/matches, and any item that may pose a safety risk to the student or others (for example laser pointers, scissors, handheld pencil sharpeners). All students are required to hand all personal electronic devices upon arrival to school. Items will be stored in an administrator's office for the school day and will be returned at dismissal time. Students who do not comply with the rule for handing electronic devices upon arrival to school will forfeit this privilege of bringing these items onto school grounds. Any student that uses an electronic device to threaten, harass, or intimidate another person will be prohibited from bringing electronic devices to school and the student is subject to further disciplinary action if deemed appropriate. The Doctor Franklin Perkins School is not responsible for stolen, lost, or damaged electronic devices.

Students should limit personal possessions (i.e. toys, cards, iPods, cell phones, electronic games, etc.) that they bring to school. In the event of chronic infractions of this policy, personal items will be given to a school administrator to be held until picked up by a parent.

Backpacks – students are allowed to transport their books, communication log, school supplies, swim clothes, and other school-related supplies to and from school in a backpack. Chronic infractions of the school's policy regarding personal belongings or verbal threats are grounds for restricting a student's privilege of bringing a backpack onto school grounds. Likewise, restrictions will be made if a student misuses personal belongings to harm others, intimidate others, or destroys school property. Students may not carry scissors, hand held pencil sharpeners, vaping/juuling devices, needles, tacks or other sharp or potentially dangerous objects to and from school.

Contraband and Search Practices

The Doctor Franklin Perkins School protects the rights of all students for a safe and secure school environment. To ensure the safety of all our students, the Doctor Franklin Perkins School maintains certain standards regarding the personal belongings that a student may have in his/her possession while in attendance at school. When reasonable grounds for a search exist, school personnel may request administrative approval for a student and/or the student's personal

property to be searched and may seize any illegal, unauthorized or contraband materials as defined by this policy. At the time a search protocol has been authorized by a school administrator an incident report must be written that justifies the reasonable suspicion and/or actions or comments made by the student that warrants the activation of a search protocol. Students with active substance use issues and students who engage in self-harm are justification for authorizing a search protocol.

Contraband materials cause substantial disruption to the school environment and present a threat to the health and safety of students, staff, or visitors. Contraband items not permitted on campus, that can lead to a search, include but are not limited to: tobacco products, weapons, poisons, vaping/juuling devices chains, spikes, matches/lighters, laser pointers, pepper spray, needles, hand held pencil sharpeners, pornographic material, gang paraphernalia, drug paraphernalia, controlled substances, prescription medications, nonprescription medications, alcoholic beverages, energy drinks, and any item that could result in endangering others or creating a disturbance. Electronic devices, such as cell phones, music players, and smartwatches, must be turned off and handed in to staff upon arrival. Possession of illegal or unauthorized materials and/or as a result of safety concerns are justification for a student to be placed on an ongoing (daily) or random search protocol. Disciplinary action will be issued for all contraband items.

A student who chooses to bring items on campus, as outlined above, that can cause disruption or harm to the school community will be subject to a search. If a student chooses to not fully complete the identified search protocol, he or she will be restricted from being around other students until such time as there can be a resolution to the situation. Parent and/or guardians will be notified immediately of the situation to ensure they are a part of the communication and resolution of the situation.

Search protocols are based on the severity of the incident and the continued actions related to that situation and outlined as follows:

- a. All searches, once administrative approval is provided, are conducted in a private setting and at no time include a staff conducting a pat down or strip searches of any type.
- b. All searches must be conducted with at least two staff present. With the following guideline:
 - Personal bags and belongings are searched.
 - Instructions are given to the individual to pat down his or her own clothing to identify that no hidden items are present.
 - Instructions are provided to empty pockets and show any contents.
 - Shoes and socks are visually inspected.
 - Metal Detector Wand Search – the metal detector wand is used only in circumstances where there is concern and suspicion that an individual may be in possession of a weapon or other item that would be detected by a metal detector and that causes a potential safety risk.
- c. Two types of searches are conducted: Routine/planned searches and Unplanned/Heightened alert searches.
 - Unplanned/Heightened alert searches: Such searches are conducted as a result of a suspicious situation or concern that an individual is in possession of contraband that

- is prohibited on site. Heightened searches include examples such as possession of an electronic device; illegal substances; gang paraphernalia and/or weapon type objects.
- **Routine/Planned searches:** Such searches occur as a result of continuous infractions meaning that there is concern and reason to believe that an individual is routinely bringing or likely to be in possession of contraband as described above. These searches are conducted, in collaboration with the individual and family at random or daily intervals, as appropriate. Minor infractions include examples such as being in possession of electronic devices; illegal substances; and/or weapon type objects. If any contraband is discovered in a student's possession, it will be held by an administrator, and in the case of the discovery of any illegal substances, it will be turned over to the local police.

Parents and/or guardians will be verbally notified by the clinician or designee at the conclusion of the search to communicate findings and next steps for action related to the outcome of the search.

Students will remain on a search protocol until determined otherwise by a school administrator, typically student searches are reviewed on a monthly basis. Students who make threats to bring a weapon to school, or threaten to physically harm another student or staff member with a weapon will be placed on a daily search protocol. Students who violate the school's policy on the use of electronic devices may be subject to a daily search protocol. School administration reserves the right to dispose of confiscated items at the conclusion of the school year, if pick-up has not been made. In cases of repeated incidents of bringing contraband to the Doctor Franklin Perkins School, and/or refusal to comply with the search procedures, disciplinary action, including suspension and/or termination of placement will be considered in order to ensure the safety and well-being of students, staff, and visitors.

Cell or Telephone Use

The Doctor Franklin Perkins School prohibits the making of telephone calls in school and on transportation vehicles due to the potential disruption to learning and disruption to others. Emergency phone calls during school hours will be facilitated by the student's clinician; emergency phone calls while being transported will be managed by the bus driver. If parents need to communicate with their child during the school day communication should go through the student's clinician.

Students may not have cell phones in their possession during school hours. Cell phone use on transportation vehicles should be restricted to accessing music (via headphones, video games, and texting to parents only). In order to promote student success all communication (cell phone, any electronic means, visits, etc.) among students outside of school should first be reviewed and approved by each student's clinician. Students are strongly discouraged from sharing personal information among other students until approved by parent/guardian and clinician.

Food/Beverages

Breakfast and lunch is available to all students free of charge. Students with special dietary requirements are responsible for supplying their own food. Students are welcome to bring their own lunch to school. Food is to be consumed during breakfast and lunch periods and may not be

consumed at other times. Students are not allowed to eat in classrooms and meals are expected to be consumed in the dining room. In addition, water is the only liquid allowed to be consumed in the classroom.

Given dietary and allergy considerations students are not allowed to bring food into school for special events or share personal food with other students. Food for special events will be provided by the School. Soda, coffee, and energy drinks are not permitted in school. The Doctor Franklin Perkins School has identified peanut free tables in the dining room for students with nut allergies.

Birthdays

We understand that birthdays are a special occasion for students and they often want the opportunity to celebrate their special day with classmates and peers. As part of our daily announcements, we acknowledge birthdays and on a monthly basis our food services staff provide birthday cupcakes to celebrate birthdays that occurred during the month. With that, we ask that you contact your child's clinician or teacher prior to sending in any party invitations. Invitations that are sent in without prior communication will not be given out. In addition, due to dietary and allergy considerations, we are unable to distribute any special treats brought in by students.

MEDICAL

Illness, Injuries, Accidents, or Emergencies

The Doctor Franklin Perkins School has two full-time Registered Nurses available during the school day. Nursing care can include basic first aid, administration of prescribed medications, monitoring of injury and illness, monitoring of compliance with Massachusetts health care requirements, maintenance of the school health record, collaboration with parent and health care providers, and management of allergy action plans. In the event of illness, accidents or other emergencies, we will contact you and/or other contacts as soon as possible at the emergency telephone numbers you have given to us. If due to an injury or illness your child needs to be excused from physical activities during the school day, we request that you contact the school nurse. A note from your child's primary care physician is required for all excused absences from physical activities for more than a one-week period of time. This note should include any further limitation for the student and when they are able to return to normal activities.

Sick Student Assessment – Residential Students

Residential students that complain of new onset of illness or injury is reported by program supervisor to the nurse. The nurse will make an assessment based on the information given by staff. The nurse will recommend the treatment necessary or will recommend that the student be evaluated further by a physician.

In the event that a student presents with fever over 100.4f, active vomiting or diarrhea, or other signs of contagious illness, the program supervisor will determine if the student should remain back from school. A program nurse will later evaluate any student held back from school and make recommendations for further treatment/evaluation.

Sick Student Assessment – Day Students

In the case of a day treatment student presenting new onset of symptoms during the school day, the student will be evaluated by the school nurse to determine:

- fever greater than 100.4f
- vomiting, diarrhea
- other signs of contagious illness

If the student presents with these symptoms the parent/guardian will be contacted and asked to pick the student up from school as soon as possible. The student will remain in an area away from other students that can ensure proper supervision until the parent/guardian is able to pick them up.

Screenings

Massachusetts requires that student have periodic hearing, vision, dental, and posture screenings. Our nurses will work with parents/guardians to insure that these screening are done and that the records of these screenings are on file.

Medication

The nurse cannot dispense any medication without a physician's written order and written parental consent. All medication, both prescription and over the counter must be brought to school in the original container, clearly labeled with the student's name, name of medication, daily dosage, and time during the school day when the medication is to be taken. In order to ensure the safety of all of our students, all medication to be administered to your child at the school must be delivered to a staff member on a monthly basis, by a parent, guardian, or other designated responsible adult. **No medications, either prescription or over the counter, can be transported with students on school buses.** Students are not allowed to carry any type of medication. Any student who receives medication for the diagnosis of allergies or asthma must have a written action plan by the prescribing physician and signed parental approval of the plan. This action plan must be updated annually.

Medication may be dropped off or retrieved from the School at any time after speaking with a member of the nursing office. If you need any assistance regarding medications, please call the nursing office. If your child's prescribing physician changes the medication dosage, we will need a written order from the doctor, and an updated medication bottle. If a student's medication is stopped a written order by the physician is required. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

Parents/guardians are requested to notify the nursing office of all medication changes in order to assist in monitoring the side effects and efficacy of medication. Parents may notify the nurse through use of the communication log, phone, or by email.

Use of tobacco products: The use of smoking, chewing or other use of tobacco products by staff, students, and visitors is prohibited on school grounds. In addition, tobacco use by staff, students, and visitors is prohibited at all school-sponsored events, even though such events do not take place on school grounds.

Emergency Information

Periodically, during the school year families are requested to update necessary emergency contacts. If an emergency contact should change at any time during the school year, please contact your clinician or case manager.

PSYCHIATRIC EMERGENCIES

Emergency Psychiatric Evaluations

The decision to have a client psychiatrically evaluated for hospitalization is based on the client's presentation and the recommendation of the clinical team. When a student's psychiatric condition is such that they are a danger to themselves or others or are presenting with a significantly distorted thought process preventing them from making appropriate decisions, the clinical team will make the determination to have the client evaluated by emergency mental health services or the Mobile Crisis Team.

For day students the screening process involves:

- Contacting the family/guardian to notify them of the actions being taken and the reasons for the evaluation. Parent/Guardian will be asked to come to the school immediately to assist in the evaluation process.
- Contacting the community mental health agency to provide them with pertinent details and the reason for the request.
- Depending on the presentation of the client, a decision will be made as to whether the student is safe to be transported to the mental health agency or have the evaluation conducted at the school.
- Clinical staff will remain with the student and their family for the duration of the evaluation to offer support and assistance, if deemed appropriate.
- Once a facility has been identified, an ambulance will be arranged to transport the student. Parents will need to accompany their child using their private vehicle in order to complete the admission process to the identified placement.

Once placed, the clinician will be in contact with the hospital treatment team in order to facilitate a comprehensive treatment plan. This shall include:

- Share observations prior to placement.
- Maintain regular communication with the treatment team at the hospital.
- Offer recommendations as to the services both the student and family could benefit from during admission and post hospitalization.
- Confirm any medication changes the hospital is making.

- Be available for any clinical team meeting at the hospital.
- Work with the treatment team to set up a school discharge plan.
- Maintain contact with family and collaborating agencies to keep them informed on the course of treatment.
- Provide school work as appropriate/requested.

Upon discharge from the placement, the clinician will:

- Review the discharge plan, including any medication changes and outpatient appointments that have been arranged.
- Communicate with the family and outpatient providers to facilitate a smooth return to school.
- Communicate with the family and outpatient providers any information pertaining to the student's presentation in school and medication efficacy.
- Communicate with the family any modification and specialized programming that will occur during the school day.

TRANSPORTATION

Bus Service

Door to door transportation is provided to students by their sending school district. Students are dropped off a specified area at which time attendance is taken. Students are dismissed directly to their assigned transportation vehicle at dismissal time. Drop off time for all students is between 8:00 a.m. and 8:20 a.m. Students are dismissed directly to their assigned transportation vehicle at dismissal time at approximately 2:30 p.m. If, for any reason, your child will not be riding the bus to or from school please contact the transportation company directly. It is the parent/guardians responsibility to communicate directly with the transportation company any changes in transportation.

Students are transported to school under the authority of the sending school district. Students are subject to all school district policies and rules. Questions and concerns regarding transportation should be directed to your sending school district. Incidents occurring directly during transit on the van/bus will be addressed by the transportation provider to your child's school district. Typically, the Doctor Franklin Perkins School will also be notified. Your school district in conjunction with the transportation provider will decide consequences of misconduct occurring during transit to and from school. Any suspension from transportation vehicles are issued by the sending school district.

In the event that a student is exhibiting dangerous behavior that would make it unsafe to place him/her in the transportation vehicle our clinical staff will assess a student's ability to be safely transported home. Should a student be deemed at risk to be transported safely the clinician will contact the parent/guardian or the emergency contact(s) given to arrange for alternative transportation home.

Bus Rules/Misconduct

The Doctor Franklin Perkins School fully supports the transportation company's high expectations for safe and respectful behavior while being transported to and from school. While being transported to and from school students are considered to be in school and as such all school rules apply. Students are also expected to follow the bus company and districts expectations for bus safety. Loud talking and laughing diverts the bus driver's attention and makes safe driving difficult. Drivers are encouraged to report to their company and our staff any and all serious behavioral problems occurring on transportation vehicles. When provided feedback regarding student misbehavior we will work with the student and family to improve student behavior.

Field Trips

A field trip is like any other school day except that learning takes place in a different environment. Field trips are planned to provide extended learning opportunities and are a privilege. All field trips are conditional on student behavior. Students exhibiting behavioral difficulties in school or refuse to participate/complete schoolwork will not be eligible for field trips. Expectations for behavior on field trips are the same as when on school grounds. Inappropriate behavior during a field trip will jeopardize participation in future field trips.

BEHAVIORAL SUPPORTS AND MANAGEMENT

Core Elements of Educational Philosophy

Our educational philosophy is accomplished through developing working alliances with our own professional staff, student's families and school districts. We embrace six core elements to our philosophy:

- Our education approach is strength based.
- Our instruction is sensitive to the mental health needs of our students.
- Our instruction incorporates the individual learning needs of each student.
- Our learning environment promotes a sense of safety, comfort, and support.
- Our professional staff recognize and celebrate student achievements.
- Our instruction provides students with the skills and tools they need to be successful in the least restrictive environment.

Goal of Learning

Our goal is to provide excellent academic instruction using technology and curriculum aligned with the Massachusetts Curriculum Frameworks to ensure optimal learning experiences. Students are encouraged to develop, connect and integrate knowledge from various subject areas in order to understand the world they live in and learn to be contributing members to society.

Promoting Self Control and Self Regulation

Self control requires training and practice if it is to become self directing. A person with self control and self regulation is one who is trained to consider his or her actions and undertake them

deliberately. Therefore treatment has the two fold responsibility to help students learn to govern their own behavior, and to prepare them to cope with future needs and problems.

Our approach to teaching self control and self regulation is consistent in all components of our educational program. We use common language and simple logic so that the student can easily transfer what they learn here to the community. We provide a system that offers fairness, caring, and moral responsibility while assisting students in developing a moral understanding of the importance of rules and that rules exist in all settings.

For students who have not had healthy decision making and establishment of rules modeled for them, the school experience can provide them with the opportunity to feel a sense of participation in and responsibility for what goes on in the school community. This is central to their own moral development.

We believe that normal conflict is an important opportunity to learn role taking and fairness in which staff and peers can help students to understand each other's point of view and work out a fair solution that takes into account both points of view. This approach helps students learn the behavior skills needed to solve problems without the intervention of an adult.

Developing Social Competence

We believe that the educational environment must include a focus on social competence, character development, and personal values for learning to be truly comprehensive. Social competence is key to successful relationships, conduct, and personal achievement. Our classrooms focus on social competency through instruction and structured learning experiences which include building the following skills and attitudes:

- accurately assessing abilities and interests
- building strengths
- making effective use of family, school, and community resources
- building and maintaining positive relationships with others
- ability to recognize the thoughts, feelings, and perspectives of others
- appreciation for differing viewpoints
- promoting one's own health
- avoiding risky behaviors
- dealing honestly and fairly with others
- ability to be a positive member of various communities (classroom, school, family)

Social competencies are learned through a developmental process involving both formal and informal means including student's observational learning. Very different social competencies are required and valued in different contexts. The classroom provides the ideal environment in which students learn to make connections with other students who are similar as well as different. This experience builds on personal connections as well as perspective taking, social and cultural interpretations and empathy. Our classrooms, curriculum, and intervention models endorse three core social competencies:

Self-Awareness and Motivation

- Identify and manage one's emotions and behavior.
- Recognize personal qualities and external supports.
- Demonstrate skills related to achieving personal and academic goals.

Social Awareness/Interpersonal Skills

- Recognize the feelings and perspectives of others.
- Recognize individual and group similarities and differences.
- Use communication and social skills to interact effectively with others.
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Responsible Decision Making

- Consider the possible outcomes, safety, and societal factors in decision making.
- Apply decision-making skills to deal responsibly with daily academic and societal demands.
- Contribute to the wellbeing of one's school and community.

Influencing Character Development

Our curriculum and classroom environment also integrates the tenets of character development. Principles of strong character focus on: **ethical values, conflict resolution, moral reflection, respect for individual learning styles, responsibility, and citizenship and leadership.** Grade specific service projects focus on character and social competencies through monthly character appreciation themes during the school year.

Philosophy of Responses, Interventions and Consequences

Our responses, interventions and consequences related to actions are designed to teach and promote self control and self regulation. We believe this is best accomplished when staff are able to develop partnerships with students and work to share control.

Even with the best discipline model all students will at some point misbehave and test limits. It is a normal part of development. When working with students with a range of social, emotional, and developmental needs, the degree to which their behavior can test limits can be quite extreme. As a result, we promote a wide range of interventions and responses that support the principle of positive discipline but also recognize that there are unique challenges of safety with our population.

We recognize and understand that students can display opposition, disagreement, and challenging behaviors as part of their developmental process and that it can be exacerbated by a lack of social skills and from past trauma and abuse. We recognize student struggles and setbacks as opportunities for learning and change. We regularly utilize on-going practices of intervention strategies that are based on understanding developmental stages, past trauma histories, emotional readiness, and cognitive development within the learning environment. The majority of responses and consequences used can be replicated in the home and community. In

addition to the strategies used as a whole across learning environments, the Perkins Collaborative and Effective Response Model is utilized for individual and specific actions.

We abide by a philosophy that sees responses and consequences as tools for behavioral change through personal reflection and collaboration. We believe that intentional interventions will support a change in behaviors and attitudes positively and pro-socially over time. Determining responses and consequences are managed by a hierarchy of decision makers based on the severity of the situation along with discussion and feedback with the individual. Decision makers include: VP of Education; Assistant Director of Education; Director of Student Services; Teacher; and Clinician. Because responses and consequences are part of a therapeutic intervention, their use is reviewed and discussed regularly.

The general environmental responses include logical responses that provide supportive tactics to help students navigate the learning environment. There are also student action specific responses that also provide the opportunity to collaborate with individuals and support their learning and development.

Logical Responses

We provide a range of supportive tactics to help students manage themselves in the classroom setting. As students adjust in placement it is our expectation that they will be able to remain in the classroom, deal with frustration, and complete assignments. Increasing a student's time in class and focus on academic success is considered a major educational goal. The use of logical responses is designed to identify a problem and help the student find a way to work through it. Logical responses include: clear expectations, taking breaks, limit setting, logical responses, natural consequences, logical consequences, mediation, behavioral/social skill coaching, out of class restriction, out of school suspension, and emergency discharge.

- Clear Expectations
- Feedback
- Limit Setting
- Centering
- Support Center or Solution Area

Clear Expectations

We believe that student success is guided and supported through clear expectations. When students know what to expect it helps to provide them a roadmap towards success. Clear expectations help define cause and effect relationships and helps eliminate confusion for students. When students understand what they are expected to learn and how they are expected to act they are able to take greater responsibility for their own learning and success.

Feedback

Feedback is the most important way we can assist a student to develop new social and behavioral responses. Students learn best when they receive regular and specific feedback on how they are meeting expectations and they need to hear clearly what is expected and how they can achieve

that. Feedback should always be respectful, informative, and helpful. Feedback is provided to a student after any action that impacts the individual, the classroom, or the school community in a negative way. Feedback is an opportunity to explore with the student the impact of their behavior and alternative actions.

Limit Setting

Limit setting is the most helpful way to promote positive behavior change in students. We believe in students having a voice and a choice in their decisions. Limit setting allows student to think independently while learning to take responsibility for their behavior. Limit setting helps students own responsibility for their behavior and see that there are boundaries in life. We believe that limits should be realistic and presented in a clear and understandable manner that allows students to be accountable for their actions. The goal of limit setting is to foster greater student independency.

Centering

Centering is a simple response used to assist a student whose behaviors or attitude are not responding to feedback. Centering consists of directing the individual to sit in an area slightly removed from the group, but within the classroom to center themselves so as to return to the academic task. As a response it is meant to help the individual regain self-control without consequence. In general a student will center for approximately 5. At the conclusion of the centering time the teacher will cue the student to return to the academic task/activity.

Student Support Center

The support center is a therapeutic resource for students to utilize when they become overwhelmed in the classroom. The support center provides a quiet and calming environment for the student to regain control and return to class focused and refreshed.

Solution Area

Time in the solution area is a response used to assist a student who needs to be removed from the classroom either because the distraction of others inhibits him/her from re-focusing or the individual's behavior has begun to escalate, is posing a disruption to the learning environment. The assistant teacher will accompany the student to the Solution Area for a period of time- usually 5 to 15 minutes depending on the individual's ability to regain composure. The goal of this intervention is to work with the student to regain control and return to class. At the conclusion of the use of the Solution Area the assistant teacher will process with the student and evaluate their ability to re-integrate into the classroom.

A student may request use of the Solution Area in order to regain composure. If a student is stable and safe he/she may use the room along with personal support tools for up to 15 minutes, given teacher/staff approval for this intervention.

When a student exceeds the recommended use of the Solution Area over a one week period of time, the Director of Student Services will facilitate a meeting with the teacher and other school personnel to evaluate the circumstances and develop a plan to assist the student to remain in class.

Individualized Student Support Strategies

Collaborative Problem Solving

Some students have more significant difficulties with meeting expectations and successfully engaging in all aspects of the treatment program. This is based on substantial deficits in one or more developmental pathways. For these students their explosive behavior significantly impacts their ability to manage frustration, accept guidance, and respond to behavioral expectations.

Over the last six years Perkins has implemented the Collaborative Problem Solving (CPS) approach as a one of its best practices for managing challenging behavior. For more than a decade, this CPS model has been used with children with a wide range of social, emotional, and behavioral challenges across a variety of different settings. This model provides a common philosophy, language, and structured process for understanding challenging students and helping them develop problem solving skills. CPS is a strengths-based approach that assesses a student's strengths and vulnerabilities and then, through collaborative efforts, teaches the underdeveloped skills needed to succeed. The approach focuses on understanding the student's behavior as a statement of frustration and recognizes that the circumstances that elicit the behavior are beyond the student's ability to manage. The approach involves working with a student to understand a problem from their perspective, inviting them to brainstorm solutions to the problem and designing a plan that is realistic and achievable.

While student behaviors may seem fairly common in regards to outward behaviors, the deficits that set the stage for those behaviors are unique to each individual. Using the Pathway Inventory, the team meets and conducts an extensive evaluation of the child to understand lagging skills, triggers, and strengths. Based on this evaluation the team then meets with the student and a collaborative plan is developed to address skill deficits and triggers. The CPS plan is reviewed and adjusted regularly.

Collaborative & Effective Response Model

The CEFM is designed to ensure that the treatment team's response to a specifically challenging youth behavior and is followed through in a consistent, collaborative, and effective manner, while taking into consideration how each youth's history impacts current presentation/behavior, highlighting treatment needs, and designing a response based on youth learning styles. The goal of a response is to repair relationships and learn and/or practice skills that are lacking/lagging, in addition to building attunement and greater self-awareness with regards to youth triggers and warning signs. The approach is informed by and integrates Attachment-Regulation-Competency (ARC) framework, Collaborative Problem Solving (CPS) and Positive Youth Development (PYD) principles, such as voice and choice, understanding of trauma experience integration, and collaboration.

The four main features of the *Collaborative & Effective Response Model* are described below:

- Behaviors which are challenging and/or unhelpful are explained through a trauma-informed lens.

- Behaviors are identified as *Category I* (behaviors that may challenge felt safety in self but not others) or *Category II* (behaviors that challenge felt safety in others).
- Staff and youth work collaboratively to determine which category best describes the youth's challenging behavior.
- Staff and youth collaborate together on a response(s) based on the learning task that matches the youth's skill development needs. There are four response categories and each category contains a list of response options.
 - Process
 - Rehearse
 - Repair & Restore
 - Increased Support

Understanding that behavior (helpful and unhelpful/challenging) has at one point served a purpose in meeting the youth's needs, and that challenging behavior can be viewed as **“lack the skill, not the will”** (CPS), informs the goal of the *Collaborative & Effective Response* process to identify response options that promote skill development of a youth's functioning across the domains of attachment, regulation, and competency, while further emphasizing the importance and process of relationship building, perspective taking, collaboration, and increased safety.

Once a response(s) has been agreed upon by youth and staff, staff will document the incident and the youth's response throughout the processing meeting, in addition to clearly outlining the responses and outcome within the reporting of an incident.

Individual Student Support Planning

Personal support plans are developed as needed by the teacher and the Director of Student Services to assist a student with a chronic behavioral problem. These plans identify with the individual the specific actions, behaviors, or attitudes to be addressed including the tools and support the student will receive while working through the support plan.

Personal Support Plans are written, signed, regularly reviewed, and time limited. The type of support the individual may receive could range from points, tokens, special incentives, privilege gains, or losses, or some other form of recognition. Although plans are typically written in the affirmative, some actions may be significant enough that a plan will include a negative consequence. Support plans are time limited and skill driven. Once the individual has gained the skill the support plan is discontinued.

Logical Consequences

Logical consequences are given to underscore the serious ramifications of undesirable behavior. By definition logical consequences reflect the negative impact of an individual's choice. We value the importance of teaching students the reality of what occurs when an individual acts in a socially unacceptable way.

Loss of Privileges

Loss of privileges is used for specific infractions, for a specific period of time. The decision for loss of a privilege is determined by the classroom teacher based on the incident. A privilege loss report is maintained so that teacher and student are aware when a privilege is removed as well as regained. An example of privilege loss is the restriction of computer use when a student has accessed inappropriate sites. Another example could be restriction from eating in the dining hall for a period of time due to specific behaviors at lunch time.

Removal from Class

We place major emphasis on an environment that is safe, respectful, and conducive to learning. While we recognize that conflicts and disagreements are a normal part of social relationships, certain actions are very serious because of their potential to disrupt the classroom environment and potentially cause emotional or physical suffering. Based on the age and developmental level of the child we take a strong stand on the following actions:

- Bullying or harassing
- Leaving the classroom or building without permission
- Defiance
- Threats
- Aggression
- Property Destruction
- Major disruption to the classroom or school building

Out of Class Restriction

Students displaying extremely unsafe behaviors or excessive disruption of school business will be limited from class for a period of time to stabilize themselves with the assistance of school personnel. During this time students under the guidance of the classroom teacher are provided schoolwork to complete. Academics are provided in an alternative setting in order for the student to receive a higher level of support and assistance. Prior to returning to class an opportunity to process the incident is facilitated with the student and appropriate school personnel.

Mediation

Mediation is facilitated by the clinicians of the students involved and may involve other school professionals when appropriate. Mediation is designed for the sharing of opinions and perspectives with the goal of problem solving and restoring a supportive climate among students.

EMERGENCY SAFETY BEHAVIORAL SUPPORTS AND MANAGEMENT

Physical Interventions

Doctor Franklin Perkins School provides a wide range of supportive, strength based interventions to help students manage themselves and successfully engage in learning. Staff work with students to help develop their individual supports and strategies, which benefit them in managing or preventing challenging situations from occurring. Students are encouraged to

continuously work with staff to assess their strategies to ensure they feel empowered and can advocate for their individual needs. As an absolute last resort, a physical intervention or restraint could be considered when the risk of their dangerous behavior presents imminent or serious physical harm to self or others. Extreme caution and least restrictive interventions are used in those situations to prevent and/or minimize the use of physical interventions, with the ultimate goal being to maintain safety for the student and staff. If a physical intervention is initiated, the student's clinician debriefs with the child to ensure they feel supported. Clinicians, or designee, will contact the family immediately as well.

Emergency Discharges

In an event that a student presents with significant safety threat to self or others the Doctor Franklin Perkins School shall immediately notify the parents/guardians, and the school district in order to convene an emergency discharge meeting.

SUSPENSION POLICY

The Doctor Franklin Perkins School reserves the right to suspend day students from school when they present a threat to the health and safety of themselves or others. Upon admission, the student, family, and school district will be provided with a written policy on suspensions and behavior/conduct expectations of students. A student may only be suspended by the VP of Education or designee.

Students who attend the Doctor Franklin Perkins School will frequently engage in behaviors that are a direct result of their disability. In those circumstances, it is highly unlikely that traditional suspensions will be used as a consequence for such behaviors. There are, however, times when a student engages in such severe behavior that they pose a risk to themselves, staff, or other students, and cannot be maintained safely at school. These include, but are not limited to, incidents related to drugs/alcohol, weapons, general disruption so as to compromise the safety of staff, students or themselves, and aggression towards staff member(s), another student or to themselves. There are also times that the student's behavior is not a direct result of his/her disability. At such times, students may be suspended, only by the VP of Education, or designee.

A suspension shall be defined as any action that results in the removal of a student from the program prescribed in his/her Individualized Education Program (IEP). The term includes in-school suspensions as well as exclusion from transportation services that prohibits the student's participation in his/her prescribed program. Sending a student home "early" or an in-school suspension of a student who is not receiving instruction from either a licensed teacher or a paraprofessional/instructional assistant who is being supervised by a licensed teacher is considered a suspension if the student's IEP does not allow for the modification of learning time requirements.

Whenever a student is suspended, the VP of Education, or designee, shall immediately notify the parents and school district. The parent/guardian will be informed of the day and time for a re-entry meeting for the student's return to school following all suspensions. No student may be suspended and sent home unless the parent/guardian has been verbally notified of the suspension.

The Doctor Franklin Perkins School requires that a suspended student must be picked up at the school by a responsible adult. Suspended students are not allowed to be transported home by bus. Within 24 hours the VP of Education, or designee, shall send a written statement explaining the reasons for suspension to all involved parties.

The number and duration of suspensions of students is recorded and maintained in the student record; notification of this information is made available to the school district. Once a student has been suspended for 3 consecutive school days or 5 nonconsecutive school days in a school year, the Doctor Franklin Perkins School, the parents/guardian, and public school district, consistent with federal requirement, shall explore together all possible program modifications within the school in attempt to prevent more lengthy suspensions.

Should a student exceed 10 consecutive days of suspension or a pattern has developed for suspensions exceeding 10 cumulative days, the Doctor Franklin Perkins School shall make a request to the responsible school district to convene an Emergency TEAM meeting which will include representation from the Doctor Franklin Perkins School, prior to a suspension that constitutes a change in placement of a student with disabilities. The Doctor Franklin Perkins School shall participate in the TEAM meeting for the purpose of:

- To develop or review a functional behavioral assessment of the student's behavior and to develop or modify a behavior intervention plan.
- To identify appropriate alternative education settings.
- To conduct a manifestation determination (to determine the relationship between the disability and the behavior). The TEAM shall review the IEP to make sure it is appropriate. The Doctor Franklin Perkins School shall present and review any prior behavior plans and the results of their implementation.
- The Doctor Franklin Perkins School shall also summarize the ability of the student to understand the impact and consequences of his/her behavior.

If the TEAM determines that the behavior is NOT a manifestation of the disability, the Doctor Franklin Perkins School may suspend or terminate the student consistent with policies applied to any other student in the program. The responsible school district must offer an appropriate education program to the student with disabilities that may be in some other setting. If the TEAM determines that the behavior IS a manifestation of the disability, the placing school district, in coordination with the Doctor Franklin Perkins School, will take steps (with consent of the parent/guardian) to modify the IEP, the behavior intervention plan, and/or the placement. If a student has demonstrated repeated instances of dangerously assaultive or self-abusive behavior, an emergency TEAM meeting may be requested in order to evaluate the appropriateness of placement.

During the time of suspension, students are to stay off school grounds and away from all school activities during the period of suspension. Students who have been suspended for ten days or less will be allowed to make up work missed and in some cases will be allowed to obtain assignments from teachers prior to their day (s) of suspension. When a student is issued an out-of-school

suspension, he/she must collect his/her assignments via parental requests, emails or communications with school administrators.

CONFIDENTIALITY

It is the policy of the Doctor Franklin Perkins School to ensure that all student and family information including records, reports, and incidents are private, confidential and are only disclosed under circumstances in which appropriate authorization has been received. Student records may be disclosed only to the student (18 or over), guardian, designated representative, or other legally authorized representative.

The Doctor Franklin Perkins School policy with regard to student records, Federal Families Education Rights and Privacy Act, Federal Health Insurance Portability and Accountability Act (HIPPA), and their respective regulations protect the confidentiality of medical, educational, and personal information of students. Such information may not be disclosed except as authorized by law or as authorized by student's parent/legal guardian. These privacy laws and regulations apply to all persons, including all persons conducting observations in educational settings. All observers are required to agree to and sign a confidentiality statement. All visitors are required to be escorted while on campus by a member of the Doctor Franklin Perkins School staff.

STUDENT AND FAMILY GRIEVANCE PROCESS

The Doctor Franklin Perkins School takes very seriously its relationship with staff, students, families, and outside professionals. The agency reviews all formal concerns and complaints regarding care and works to resolve differences or concerns.

Student discrimination shall be defined as and include:

- Racial, ethnic or color discrimination/harassment of students.
- Discrimination of students based on religion; ancestry; national origin; socioeconomic status; homelessness; academic status; or, physical appearance.
- Discrimination based on gender identity or sexual orientation.
- Harassment against students or peers.
- Sexual harassment or assault.
- Discrimination against students with disabilities.

In the event that a student, family member, staff person, or referral source is concerned about treatment, that individual is encouraged to immediately speak with the student's clinician or school administrator. The student, family member, staff person, or referral source may also directly contact the agency Human Rights Officer, VP of Education, or Chief Executive Officer should they believe the situation warrants a higher level of intervention.

All formal complaints are documented and brought to the immediate attention of the VP of Education. It is the responsibility of the CAO to inform the CEO and to assess the level of investigation that the complaint warrants. Within 24 hours the complaint is reviewed and course

of action is identified, including arranging a meeting with the parties involved, reporting suspected abuse or neglect to the appropriate state agencies (DESE, DEEC, DCF, DPPC), assigning the investigation to the Human Rights Officer, and/or convening a team meeting to review care. Within 7 days of the complaint the COA or COO will have completed the review and issued a written response to the individual. Complaints are maintained in individual files in the office of the CAO and Chief of Staff and may contain a description of the complaint, supporting information, internal investigation, external agency reports, and plans of compliance and correction.

In all educational buildings students have access to a “Client Care Complaint Form” which they may fill out any time they feel their rights were violated, a restraint was improperly done, or that their treatment is inadequate. Complaint forms are reviewed by the CAO, AV President of Education, and Director of Student Services.

It is our practice to inform families, regulatory agencies, and referral sources of the status and outcome of our investigation and action taken. During an investigation, we make every effort to protect the confidentiality of all involved until a finding has been made.

FILING A COMPLAINT

If you believe your rights have been violated at any time, you have the right to contact the agency Human Rights Officer. You may also contact the Chief Executive Officer, Chief Operations Officer, the VP of Education, or the Assistant Director of Education if you believe your situation warrants a higher level of intervention. Students also may request a “Student Care Complaint Form” which may be filled out any time you feel your rights have been violated, a restraint was improperly done, or that your treatment is inadequate. Complaint forms are reviewed by the appropriate director. Immediate action is taken on all complaints which can include: arranging a meeting with the parties involved, reporting suspected abuse or neglect to the appropriate State agencies (DEEC, DCF and DESE), assigning the investigation to the Human Rights Officer, and/or convening a treatment team meeting to review care. It is our practice to inform families, regulatory agencies, and referral sources of the status of the outcome of our investigation and the action taken. During an investigation, we make every effort to protect the confidentiality of all involved until a finding has been made.

2022 – 2023 School Calendar

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