



Curtis Blake Day School @PRN

Student Handbook

2023-2024 School Year

Statement of Purpose

The Curtis Blake Day School at PRN provides opportunities to maximize the quality of life for children and young adults who are faced with significant learning challenges while providing unconditional positive regard in a diverse environment. To ensure the well-being of students, The Curtis Blake Day School at PRN assists schools, agencies, families, and communities. The Curtis Blake Day School at PRN provides considerable resources to staff in order to meet the needs of the individual students.

Welcome!

Our goal is to help and work with you and your family, public school districts and human service agencies toward your goals and vision for your future. In this handbook, you will find information about the Curtis Blake Day School at PRN's expectations for you as a student, as well as what you can expect of our staff. A current school year calendar is included for your convenience. The actual length of your school year depends on your Individualized Education Program (IEP). The Curtis Blake Day School at PRN maintains a copy of its policies and procedures manual on site. Additionally, the Curtis Blake Day School at PRN mails written notice annually to the parents and guardians of enrolled students that our policies and procedures are available to review at the school. We look forward to working with you!

Educational Philosophy

Three primary principles define the Curtis Blake Day School at PRN's educational philosophy:

1. Every student deserves unconditional respect and positive regard.
2. High-interest learning environments, utilizing rich language integrated environments .
3. Ongoing scaffolded Support so that each child can reach their full potential, and use their Individual interests to deepen their knowledge and understanding utilizing various modalities.

Statement of Purpose

The Curtis Blake Day School provides quality services to language learning disabled children. The school is a full day program for children ages 5-22 who have average to above average intelligence but experience specific difficulties in oral and written language skills and mathematics. In addition, students may demonstrate challenges in executive functioning, attention, impulsivity, organization, and/or social thinking. The students require a high level of explicit systematic, integrated language based instruction using scientifically based research in the areas of reading, oral and written language, cognitive growth, and social-emotional development beyond what is typically available in a public school program. Because of the integral role that language plays in the development of reading, the curriculum is a unique collaboration between certified teachers and speech-language pathologists. Our student population consists of both boys and girls, ranging in age from 6 to 16, who have no primary emotional or behavioral difficulty and who require an elementary, middle school or high school curriculum.

Education

Educational Characteristics:

Students are, generally, average or above-average intelligence, but experience specific difficulties in oral and written language skills and mathematics. Curtis Blake Day School is looking for a potential student to have an average IQ in either Verbal Comprehension or Visual Spatial Indexes, not necessarily both. Our students typically have low Working Memory, and Processing Speed Indexes, and our programming accommodates these two areas of relative weakness. Full Scale IQs are not used to screen in or screen out students because of the wide variability in indexes amongst our students. In addition, our students may demonstrate challenges with executive functioning, attention, impulsivity, organization, and/or social thinking.

1. Types of Services Provided

Reading:

Students are provided with daily individualized reading instruction where they are cued to employ the decoding and comprehension strategies taught in their language classes. Licensed reading and special education teachers provide one-on-one instruction to develop close and attentive reading utilizing high-quality children's literature and informational text that is motivating for the students to read. Skill building in vocabulary, fluency, sentence structure, clarification, retelling and summarizing receive special attention during this concentrated reading session. These specialized reading sessions allow for the sustained systematic intervention and careful monitoring of student progress necessary for optimal success.

Language and Literature:

The Language and Literature program fosters the development of language skills necessary for oral and written expression. The Story Grammar Marker® narrative maps and ThemeMaker® expository graphic organizers facilitate the student's comprehension and organization of stories and content area information. Lessons are created in accordance with the Massachusetts Frameworks for English/Language Arts incorporating the Common Core State Standards and are integrated with other subject areas. Instruction also includes reinforcement of phonemic awareness, decoding and encoding strategies, grammar skills, vocabulary development, mental imagery and word retrieval cueing necessary for precise language expression. Portfolios, containing narrative and expository writing samples, are maintained from year to year to aid in assessing student growth and proficiency.

Science and Social Studies:

Student proficiency in information gathering, concept development, and practical application of knowledge is the focus of content area instruction. The strategies integrated throughout these areas include reciprocal teaching (prediction, reading, requests for clarification, test questions formulation, and summarization), mental imagery, and Story Grammar Marker® and ThemeMaker® graphic organizers. These strategies work in concert with the practices advocated by the Massachusetts Curriculum Frameworks incorporating the Common Core State Standards, which include: descriptive listing, cause/effect and problem/solution relationships, compare/contrast questions and persuade/argue.

Mathematics:

The math curriculum encompasses the skills, concepts and processes involved in gaining an in-depth understanding of mathematics. Word problems are an integral component of the program and manipulatives are utilized to foster the visualization of the concepts necessary to solve those questions. Because many language learning disabled students encounter difficulties with retrieval, memory, and retention, teacher-made materials and study guides offer consistent review and re-teaching of difficult concepts as well as reinforcement.

Pragmatics and Social Thinking®

The pragmatics instruction focuses on specific social/communication skills necessary for the successful development and maintenance of interpersonal relationships. On a basic level, students receive direct instruction in the communicative aspects of language such as intonation, turn taking, eye contact, topic maintenance and conversational repair, all of which are aspects of the Health Frameworks. Students participate in activities and role play to identify positive and negative use of pragmatics in various social situations. This instructional model is critical in developing self-advocacy, conflict resolution and empathetic communication skills in all areas of life.

The Social Thinking® curriculum, which provides more explicit instruction in the unwritten social expectancies that are necessary for class and peer interactions, is designed to facilitate thinking strategies that must occur prior to social interactions. Students are educated as to how their behavior affects the way others perceive and respond to them and how this then affects their own emotions and responses to others. Classes focus on perspective taking (the ability to infer the feeling and plan of a communicative partner), adjusting nonverbal messages to meet the communication needs of their communication partner, and learning to follow the conversational topics of others, in order to foster peer relationships. Our goal is for students to be able to better adapt and respond to the people and situations around them. Over the past three decades, the Pragmatics and Social Thinking® programs have enabled students to identify social/communication difficulties and work toward improvement in a safe, nurturing and research-based environment integrated throughout the curriculum and reinforced throughout the school day by all staff.

Self-Help, Daily Living Skills:

In partnership with the School Nurse, students are trained in basic daily living and hygiene practices.

Social/Emotional Needs:

In addition to the pragmatics and Social Thinking Curriculum, we employ a part-time school Adjustment Counselor. The acquisition of social skills is important for any student's success in school and beyond. Under the guidance of the School Adjustment Counselor, our students attend individual sessions and/or engage in interactive groups as needed, focusing on skills for social development. The transfer and generalization of these skills to other environments is emphasized in order to foster independent problem solving and well-developed social relationships.

The School Adjustment Counselor also consults with teachers in the development of learning and reinforcement strategies tailored to individual student needs, and various groups. Cooperation between teacher and School Adjustment Counselor becomes especially important as our curriculum accommodates specific needs—whether they are language based disabilities, ADHD (Attention Deficit

Hyperactivity Disorder), or executive functioning difficulties. If needed, recommendations may be made to parents regarding external interventions.

Mentor Program:

Younger and older students benefit from the mentor program, whose purpose is twofold: mentors help new students better acclimate to the school environment by demonstrating appropriate social behaviors as well as giving assistance in academic subjects. These older student mentors are in turn given the opportunity to practice and demonstrate social and academic leadership. The focus of this program is the application and instruction of pragmatics and social thinking principles in a structured setting monitored by the School Clinician and teaching staff.

Physical Education and Adaptive Physical Education:

Physical education is provided on-site by a Physical Education Teacher. Adaptive physical education classes are arranged by staff at PRN.

Social Thinking and Pragmatics:

The Social Thinking® curriculum, which provides more explicit instruction in the unwritten social expectancies that are necessary for class and peer interactions, is designed to facilitate thinking strategies that must occur prior to social interactions. Students are educated as to how their behavior affects the way others perceive and respond to them and how this then affects their own emotions and responses to others. Classes focus on perspective taking (the ability to infer the feeling and plan of a communicative partner), and adjusting nonverbal messages to meet the needs of the listener/space.

Pre-Vocational, Vocational and Career Education:

The Curtis Blake Day School currently serves students through 9th grade, but will add grades beginning in 2022 for students attending and will add 10th grade. When students turn 14 their Individualized Education Program addresses transition needs as the student prepares for the future. The School Adjustment Counselor works on transition skills and can have the student participate in an interest inventory to identify areas that may be of interest. If there are specific areas of need in relation to transition, the student's Individual Education Program will include goals and objectives to address their needs.

English Language Support:

In order to meet the requirements of G.L. c. 71A and federal law (Title VI), the Curtis Blake Day School recognizes its responsibility to accept and to serve limited English proficient students. Such students will be afforded the same opportunity to access and participate in the School's services, activities and other benefits as all other students. Unless the student's IEP specifies otherwise, the student must receive (a) sheltered content instruction from a trained and qualified teacher; and (b) additional instruction in English as a Second Language by a certified ESL teacher.

To implement its policy, the Day School will request the results of the Home Language Survey administered by the public school as part of each student's admission process. In the event that survey and subsequent evaluation of English language proficiency have identified the student as being limited English proficient, that student would be entitled to receive both sheltered subject communication needs of their communication partner, and learning to follow the conversational topics of others, in order to foster peer relationships. Our goal is for students to be able to better adapt and respond to the

people and situations around them. Over the past three decades, the Pragmatics and Social Thinking® programs have enabled students to identify social/communication difficulties and work toward improvement in a safe, nurturing and research-based environments are integrated throughout the curriculum are reinforced throughout the school day by all staff.

English Language Learners

For the provision of sheltered subject matter instruction, the Day School would utilize the services of a teacher who is “fluent and literate in English”, has an early childhood or elementary license “appropriate for the grade level served” and “has or is attaining the skills and knowledge” necessary to be a teacher in a sheltered English immersion (SEI) classroom. Training as a teacher in an SEI would be acquired through in-services offered by local public school districts and/or the Department of Education. Training would be required in second language learning, sheltering content instruction, assessment of speaking and listening, and teaching of reading and writing to limited English proficient students. There are numerous staff at the Positive Regard Network who are SEI certified to help support.

The English language instruction and the sheltered content instruction provided to LEP students would be geared to their English proficiency level. Students with beginning and low intermediate English proficiency will be provided more "sheltering," and more adaptations of curriculum and instruction, than students with a higher level of English proficiency.

Instruction in English as a Second Language will be provided through support of PRN. There are staff members at Curtis Blake Day School with an SEI endorsement.

At the same time, to ensure that important school information is provided to parents or guardians of ELL students in the language that they understand, written translation of documents or oral interpreters will be utilized. The need for translation will be determined by reviewing the Curtis Blake Day School registration documents which requests designating the “primary language of home.” When that is not English, every effort will be made to provide in a timely manner the following written documents in the home language:

- All program announcements and notices
- The Behavior Management Policy and Procedures

The Curtis Blake Day School will arrange for a person on staff to provide translation/interpretation services. If translation cannot occur in a timely manner then an Oral Interpreter will be utilized as needed.

Support Services:

Each child has a written Individualized Educational Program containing goals and objectives specific to that student. These goals and objectives are designed to meet the needs of the individual child with development of specific skills as the objective.

Transportation:

Student transportation to and from the Day School is provided privately or by the sending school district. The Day School does provide transportation for educationally based field trips.

Assistive Technology devices/services:

Most assistive technology hardware is provided by the student's sending school district. The Day school offers computers and relevant educational software for all students.

Braille Needs (blind/visually impaired)

Services through the blind and visually impaired will be provided where needed. Such services as braille, books on tapes and other adaptive equipment recommended by trained professionals in the area of visual disabilities.

Communication (hard of hearing students):

An FM system is provided by the sending school district if needed.

Speech Therapy:

Speech therapy is provided at the Day School to students who require intervention in the areas of speech production and/or grammar.

Physical Therapy:

Physical therapy is provided at the Day School as arranged per IEP.

Occupational Therapy:

Occupational therapy is provided at the Day School as arranged per IEP.

Recreational Services:

Recreational services are provided at the Day School . These services are in addition to scheduled recess after lunch and outside recreation under the supervision of the Physical Education Teacher.

Mobility/Orientation Training:

Mobility/orientation services are provided at the Day School as arranged by the sending school district.

Psychological Services, Counseling Services, Rehabilitation Counseling Services, Social Work Services:

Counseling services are provided at the Day School as per the IEP. Rehabilitation counseling services are provided at the Day School per the IEP. Social work services are provided at the Day School per IEP.

Parent Counseling and Training:

Parent counseling and consultation is available through the School Adjustment Counselor as needed. Training is available throughout the year as provided by the Parent's Advisory Committee including "Rights and Responsibilities in Special Education".

Health Services—Medical Services:

CBDS @PRN have licensed nursing services available while school is in session. Parents can speak with the school Nurse who is a RN if they have any questions or concerns. The Nurse also provides routine monitoring of student health. Vision and Hearing Exams are conducted yearly.

Supplementary Aids and Services:

When a student has been identified as being able to move into a less restrictive environment the IEP team will develop the transition process with the receiving program. At that time PLEP A and PLEP B will identify the types of aids and services that would typically be available.

Other:

Staff is provided training in the area of sensory integration. Various supplies are provided by the Case Manager to assist with student sensory needs such as Tangles, seat cushions, weighted blankets, fidget items, pencil grips, etc. There is a sensory room also available for students in need. These items are outlined in the student's IEP.

1. Admission Criteria

In accordance with 603 CMR 26.01(1), the Curtis Blake Day School does not discriminate against students or staff on the basis of race, color, sex, gender identity, religion, national origin or sexual orientation, disability or homelessness. A copy of this notice will be included in the forms sent prior to the beginning of each year as well as to families of newly enrolled students.

- The Curtis Blake Day School maintains a copy of its policies and procedures manual onsite.
- You are welcome to view this manual at any time. Please see the receptionist at the school.
- A copy of the Policies and Procedures will be made available upon request.
- A copy of the Physical Restraint Policy and Procedures are available to parents of enrolled students.
- All newly enrolled students must be found eligible for special education and on an approved Individualized Education Program.

Referrals to the Curtis Blake Day School are accepted from the child's Director of Special Education or, in the case of private payment, the child's parent(s)/guardian. There is no formal Application for Admission. The admissions procedure typically starts with a review by the Educational Administrator of all clinical and school reports including:

- A copy of the student's current IEP
- Most recent Psychological, Educational Evaluations and Related Service Evaluations
- Recent progress reports and report cards
- Any other evaluations that may have an impact on the student's needs
- A statement from a Physician regarding a complete physical within the last 12 months

A parental school visit is typically arranged to observe the school's functioning and discuss the characteristics, individual needs and current programming of the referred child. The purpose of the admissions process is to determine the appropriateness of the school's curriculum in meeting the child's needs. If there is a question regarding the child's needs, any or all of the following procedures could be initiated:

1. An observation of the child in his/her current setting
2. An interview with his/her current teachers
3. An interview with his/her school psychologist
4. A scheduled visit to the school for individual sessions with Day School teachers and/or our Speech and Language staff.

Prior to attending, both the local school district and the parent(s)/guardian receive a copy of the Policy Handbook of the Curtis Blake Day School. In addition, the parent(s)/guardian receives a copy of the school's calendar as well as a variety of forms designed to provide the appropriate documentation (per 603 CMR 18.00) for our records including a health assessment, medication administration forms if the child is to use medication and appropriate emergency medical information, immunization information and authorization.

In the event of an emergency placement, the program shall make provisions for a complete examination of the student within 30 days of admission, and a statement that prior to admission, and upon request, the Program Director, or designee will be available to the parents, student and public school for an interview. The interview shall include an explanation of the program's methodology.

Parental Involvement

603 CMR 18.05(4) (4) Parental Involvement

The Curtis Blake Day School at PRN seeks to involve the student's parent(s), guardian(s), and/or other caregivers in the activities and programming to the greatest extent possible. They are encouraged to take an active role in the education and services offered at the Curtis Blake Day School at PRN.

Parent(s)/guardian(s) are encouraged to visit the school and view the learning environment and learning activities.

Parent(s)/guardian(s) are invited to events at the school during the year including but not limited to:

- The Curtis Blake Day School at PRN's Bi-Annual Open House
- School Events (Harvest Lunch, Talent Show, Graduation, etc.)
- Parent Support Groups/Parent Advisory Groups

Monthly flyers are sent home regarding PAG meetings or Parent Support Group with attached agendas. Parents/Guardian are also informed of upcoming group meetings via phone calls provided by clinician/case managers. These group offerings are also discussed within a student's TEAM meeting, update/progress meeting, etc. where educational staff are speaking to parent/guardian regarding group offerings and encouraging their attendance.

Parent(s)/Guardian(s) are also encouraged to contact school administrators or clinician/case managers at any time. They are also encouraged at any time to provide suggestions for improvement at the school.

Parent Advisory Group

The purpose of the Parent Advisory Group (PAG) is to provide a forum in which the Curtis Blake Day School at PRN's Parent(s)/Guardian(s) can advise the school on matters that pertain to the education, health and safety of the students served. The Curtis Blake Day School at PRN's Clinical Supervisor/Director, is responsible for the organization and agenda development of the Parent Advisory Group. The Curtis Blake Day School at PRN's clinician/case managers co-lead Parent Advisory Group.

Parent(s)/Guardian(s) are notified via a flyer that is sent home. There is a flyer sent and shared with parent/guardian at the beginning of each school year that has all Parent Support Group and PAG meetings listed. Agendas are not listed on the yearly flyer since they are created monthly. Monthly flyers are then provided to the parent/guardian that delineates if that month's meeting is a Parent Support Group or a Parent Advisory Group which also includes that meeting's agenda. PAG's agenda is flexible and topical to specific events within the school and local education. A consistent goal is increasing parental involvement in quality assurance of programming at the Curtis Blake Day School at PRN.

In case of emerging issues requiring PAG input, the Director initiates a meeting via case managers. Specific phone follow-up is done by case managers in order to have all age ranges and student's primary disabilities represented.

PARENT/GUARDIAN NOTIFICATION IN STUDENT'S LEGAL STATUS

A parent or guardian can notify Curtis Blake Day School at PRN of any changes in a student's legal status and of the results of all judicial and administrative proceedings concerning the student for disseminating this information to appropriate school personnel in writing to a Case Manager, Program Administrator, or Program Director. The mailing address is the Curtis Blake Day School at PRN, 1913 Northampton Street, Holyoke, MA 01040.

GENERAL SCHOOL RULES

Rules of the Curtis Blake Day School at PRN are designed to allow all students to have as much personal freedom as possible without interfering with the needs, safety and rights of others. Curtis Blake Day School at PRN rules reflect basic social and public norms. The ability to accept and function within the rules, as well as accept personal responsibility is an area that we strive to strengthen in our students.

It is expected that all participants in our school community respect rules based on common health and safety principles. Some examples of our school rules follow:

- Respect others, including themselves, students, community members, and staff.
- Follow directions.
- Respect the personal space and belongings of others.
- Follow the daily routine.
- Communicate with staff so your location is known by school staff at all times.
- Report any safety issues to staff immediately.

Student Property

Students are strongly encouraged not to bring personal toys, electronic games, game systems, cell phones, CD players, playing cards in school. These items can be distracting from the school day schedule. Items can easily be damaged and can be lost during transport and storage during the school day. The school is not responsible for any student items brought into school at any time. If theft of student items is suspected, an investigation will occur, up to and including filing of the notification of

proper authorities.

Hours of Operation

Elementary, and Middle School Program, 8:30 a.m. to 2:30 p.m.

High School Program, Grade 9, 8:00 a.m. to 2:30 p.m.

Parents or guardians who transport a student to or from school must bring the student into the building and sign the student in and out. For safety reasons, no student should be dropped off prior to their scheduled arrival times by a parent. Meeting times with staff are available before and after these times by appointment.

Sick Student Policy

The School Nurse will check a student presenting with a medical problem. The following criteria will determine if a student will be sent home:

- a. Temperature greater than 100.1 degrees Fahrenheit.
- b. Vomiting and/or diarrhea that has been observed by staff; confirmed by medical staff or Director to be evidence of a condition not suitable for school environment.
- c. Evidence of a contagious disease (student will need to be cleared by a medical provider and return to school with a doctor's note).
- d. Any injury or illness causing incapacitation of a student.

BEHAVIOR SUPPORT POLICY

The goal of The Curtis Blake Day School at PRN'S behavior support policy is to create a safe learning environment where communication replaces behavior that disrupts learning and the pro-social development of each student's growth. The Curtis Blake Day School at PRN's Behavior Support Policy is reviewed annually.

The objectives of the behavior support policy are to:

- assist students in developing an expanded repertoire of adaptive coping skills
- coach students to utilize effective problem solving techniques
- assist students in developing age appropriate peer and pro-social skills
- teach students the skills of negotiation, mediation and conflict resolution
- Model to student's effective ways to communicate wants/needs/concerns/etc. To displace disruptive behaviors
- guide students to their intellectual and social potential.

Methods for Preventing Student Violence:

The following is a list of items that will be confiscated from students along with the consequences of bringing in such items.

- CELL PHONES, AND OTHER ELECTRONIC DEVICES
- DRUG PARAPHERNALIA
- ALCOHOL
- DRUGS
- FIREARMS

- KNIVES
 - RAZOR BLADES
 - SEXUALLY EXPLICIT MATERIAL
 - GANG PARAPHERNALIA
 - MISCELLANEOUS ITEMS: Any item brought to the school by students that could be used to create an unsafe situation will be subject to confiscation by staff and may not be returned to the student. These items include but are not limited to: lighters, pepper spray, clubs or club-like objects, toy guns, etc.
- **Program Limits** Program limits are rules that cannot be negotiated due to the immediate impact of student health and safety. The following are the Program Limits for Curtis Blake Day School at PRN. If a student breaks a Program Limit a variety of logical consequences (interventions) are applied immediately. These interventions include (but not limited to): separation from routine, restitution, mediation forms, and referral to appropriate public safety personnel (if applicable). Physical restraint only occurs when serious imminent harm is shown by the student to self or others. The Program Limits are as follows:
 1. Aggression
 - a. Physical Violence
 - b. Specific Verbal Threats
 2. Property Destruction
 3. Interference in staff's intervention with a student
 4. Leaving the Building or staff presence without clear permission
 5. Self – harm
 - **Natural and Logical Consequences** The Curtis Blake Day School at PRN uses a system of natural and logical consequences regarding all deviations by students of school and community rules. Where a natural consequence would result in injury or emotional harm to the student or another person, Curtis Blake Day School at PRN staff will intervene and determine a logical consequence, if possible with the student. The purpose of this system of natural and logical consequences is to teach students accountability and responsibility as well as to foster self-monitoring and regulation. All acts of anti-social, aggressive, illegal behaviors, suspected or actual illicit drug or alcohol use, suspected or actual dissemination of illegal substances, or suspected or actual gang involvement will be promptly reported to any of the appropriate agencies, including but not limited to: police, gang task force, District Attorney, DCF, etc. and appropriate intervention will be applied including criminal charges in consultation with the educational team.

Methods for Preventing Student Self-Injury and Suicide:

When students are engaging in self-injurious behaviors that can inflict harm, The Curtis Blake Day School at PRN staff will implement strategies that may include, but are not limited to, the following:

- Staff will block student self harm by using their bodies, a mat, holding student's hands, etc.
- Staff will gain relevant behavioral information through the use of a Functional Behavioral Assessment or Functional Analysis
- Staff will follow specifically devised behavioral plans that may include discrete trials

- and/or other behavioral modalities to minimize self-injurious behaviors
- Staff will follow Curtis Blake Day School at PRN's Crisis Protocol when a student demonstrates suicidal ideation and/or actions as well as when a student demonstrates self-injury to a degree that is deemed hazardous to that student's well-being.
 - **The Curtis Blake Day School at PRN's Crisis Protocol** includes the following:
 - Any staff member may deem that a student is "in crisis" and will notify a Case Manager within five minutes of noting the "in crisis" status.
 - The Case Manager will notify the Program Administrator, and Nurse, within five minutes of receiving an "in crisis" notification from the staff member.
 - A Licensed Clinician will be assigned by Clinical Supervisor/Director to assess the student identified
 - If the Clinical Supervisor/Director or a Licensed Clinician is unavailable within 15-minutes, the Program Director may designate the Nurse, Licensed Psychologist or them self to interview the student and the student's need to be assessed by emergency crisis services
 - Within 15-minutes of initial notification by staff to the Floor Manager, a Licensed Clinician will meet with the student to gauge "in crisis" status level and need for external emergency crisis services.
 - Clinician will notify Program Administrator, Nurse, Case Manager, and Clinical Supervisor/Director regarding the need for crisis services based on assessment directly after their meeting with the student. The Floor Manager will be notified in person with the remaining staff notified via email unless present at the interview.
 - Clinician making the assessment that crisis services are needed will notify parent/guardian that the student is in a "crisis" situation and ask for permission for an emergency services evaluation if the student is not their own guardian. If unable to locate the parent/guardian, emergency phone numbers are called for assistance to contact parent/guardian
 - If student is emancipated and own guardian, a Licensed Clinician may make the call for assessment for an emergency crisis evaluation with student's verbal permission or the student can call on their own
 - Only family and agencies that the emancipated student has given specific verbal/written consent to share information with may be contacted regarding the event
 - A parent/guardian may deny emergency services at any time. If they deny a crisis evaluation and their student is unsafe, they are then asked to pick up their student since keeping them at school appears unsafe.
 - If a student escalates from non-serious imminent physical harm to serious imminent harm to self or others, re-contact Program Administrator and initiate 911 protocol

- Request police assistance and ambulance through the Holyoke Police Department Non-Emergency number 413-536-6431
 - Call 911 if there appears to be significant risk of harm
- The clinician will call for emergency services if the parent/guardian approves.
 - Crisis services through BHN Crisis is called 413-733-6661 and information regarding the student is shared over the phone.
 - Crisis will indicate when and if they are available to evaluate student in school
 - If a student is engaging in extreme unsafe behavior, inform the crisis center that an ambulance is required to transport the student to an ER (usually request the EMT's to take the student to Baystate Medical Center).
 - With parent permission, Clinician will inform the Program Director, Program Administrator, Floor Manager, Case Manager, and Nurse regarding decision and place the call to the Holyoke Police Department Non-emergency number 413-536-6431
 - Through this call, Clinician will ask for Police Assistance if it is deemed necessary for safety reasons and to have Police section 12 the student
 - If student is under the age of 18, and a parent will not be able to make it to the ER site in time for the Ambulance, a staff member should be identified that will accompany the student (either in the Ambulance or in their own vehicle)
 - Clinician will inform front office of impending ambulance
 - Clinician will inform Case Manager to make a copy of a student's face sheet and/or medical forms (found in Nurse's office)
 - Clinician will call parent again following the call for the ambulance and inform them of where they can meet the student
- If parent/guardian and emergency contacts are unreachable AND the Clinician feels an emergency services evaluation must be performed immediately, they are to contact the Holyoke Police Department either the Non-Emergency number or 911 (if there is significant risk of harm)
 - A staff member must be identified that will remain with the student at the ER setting (either within the Ambulance or follow in their vehicle) until a parent/guardian is able to get to the designated ER.
 - Calls to the parent/guardian and emergency contact numbers will be continually made by the Case Manager/Clinician to inform of events and where to access their student
- Following the event, Clinician/Case Manager will fill out a Crisis Intervention Summary which will list out the order of events, contacts, and outcome of the event. A copy will go

into the Crisis Protocol notebook located in the Program Administrator's office as well as a copy will go into the student's book under Clinical Notes.

The Curtis Blake Day School at PRNs Alternatives to Physical Restraint:

The Curtis Blake Day School at PRN attempts to defuse and/or de-escalate potential high-risk situations with a variety of verbal and diversionary interventions prior to any physical restraint. These techniques may include, but are not limited to, the following methodology:

- One-on-one discussion with staff
- Clinical intervention with clinician/counselor
- Peer mediation
- Consult with the nurse
- Removal of the student or the other students from the classroom until physical control/and or safety of others is re-established.
- Implementation of incentive plans to deter students from engaging in high-risk behaviors.
- Redirecting the student's attention to a task.
- Taking students for a walk or to access the Sensory Room and/or PT room.

The Curtis Blake Day School at PRNs methods for teaching alternative behavior/responses to problem behavior:

The Curtis Blake Day School at PRN staff (including all staff within the milieu) are continuously teaching and/or modeling alternative ways to respond to internal and external stressors to our students. The Curtis Blake Day School at PRN staff go through rigorous training each year on different methods to teach students alternative responses and behaviors. The following are a list of ways staff teach alternatives within a psycho-educational model of behavior support that includes, but is not limited to:

- Cognitive-behavioral programming (i.e. the use of theory including thinking errors, seemingly unimportant decisions, compromising situations, high-risk situations, adaptive coping skills, etc.)
- Collaborative Problem Solving
- Discrete Data Trials
- Responsive Classroom technique
- Behavioral Intervention Plans
- The use of natural and logical consequences
- Self efficacy and fostering responsibility and accountability
- Verbal redirection to new task or topic
- Peer mediation
- Adjustment Counseling
- Functional Behavioral Analysis
- Social Skill Group
- Clinical Groups utilizing psychoeducational curriculum, such as *Second Step*
- Pragmatic Speech Therapy
- Transitional Group Therapy
- Functional Communication Training

Staff training on Policies and Procedures for Behavioral Support: All New Hires Meet with the

Human Resource Director or designee who will review the policy during initial orientation. The following is some of the information disseminated during orientation period regarding the policy:

- The objectives of the behavior support policy (as listed above).
- Physical restraint training is provided by Certified CPI instructors. Instructors provide 6 intensive hours that include:
 - The program's restraint policy;
 - Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors;
 - Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
 - Administering physical restraint in accordance with known medical or psychological limitations; and
 - Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.
 - a. Staff must demonstrate competence in performing safe restraints before they are allowed to initiate or participate in restraint interventions.

The Clinical Supervisor/Director meets with new employees to review the psycho-educational model of behavior support practiced at the Curtis Blake Day School at PRN which includes the modalities listed above which identifies methods that Curtis Blake Day School at PRN staff use to teach students alternative responses and behaviors.

Ongoing training is conducted for all staff throughout each school year to refresh and learn ways to teach students alternative responses and behaviors when they experience anger, frustration, sadness, etc. These trainings include, but are not limited to, the following:

- De-escalation Strategies
- Incentive Systems
- Data Collection Methods
- Identifying Triggers and/or Precursor Behaviors

The Curtis Blake Day School at PRNs documentation and reporting procedures: The Curtis Blake Day School at PRN staff incorporate data collection methods that best fit the student's behavioral and cognitive presentation. Staff are to collect data throughout the school day, or as assigned, within a specified time frame. Any data collected is provided to the Floor Manager who is then transcribing the data into the computer to assist in illustrating student progress. Data is also provided to Clinicians/Case Managers who will create graphs to illustrate student progress. Data will be used to determine student progress, trends, triggers, etc. in order to modify and/or create behavioral modification.

Staff also report any relevant behavioral observations during morning meetings that occur daily from 7:40-7:50 am. Staff can also inform Teachers, Program Administrators, Clinicians/Case Managers, or any other staff member at Curtis Blake Day School at PRN of any behavioral concerns. When this is reported, Clinician/Case Managers will set-up a classroom meeting that includes various members of the milieu in order to modify and/or create behavioral programming within 5-days of the notification.

If a student's behavior imposes immediate threat to the safety of that student or to others, staff follow the Physical Restraint Protocol including all notification and reporting requirements listed.

If a student is deemed "in crisis", staff follow the Crisis Protocol including all notification and reporting requirements listed (as illustrated above).

Parents are communicated with regularly by teachers and/or Clinician/Case Managers through phone calls, emails, and/or home-school notes. Behavioral observations, concerns, and information is provided to the parents via the above outlets. When Behavior Intervention Plans and/or Safety Plans are created, they are shared with the parent either through a TEAM meeting, informal meeting, sent home with the student, and/or over the phone. Parents are encouraged to provide input into the Behavior Intervention Plans/Safety Plans. Communication regarding such plans is continuous and occurs regularly.

Each year students and parents are provided the Student Handbook which includes the Behavior Support Policy and Procedures. Parents and students are expected to sign an attached document indicating their receipt of the handbook. Parents can also ask for the Behavior Support Policy by communicating to their Clinician/Case Manager at any time.

The Curtis Blake Day School at PRNs procedure on receiving and investigating complaints regarding the policies and procedures for behavioral support: The Curtis Blake Day School at PRN strongly encourages students and members of the educational team to bring forward any concerns to the immediate attention of their Clinician/Case Manager in order to resolve the matter as quickly as possible, including those specifically regarding behavioral support practices.

If any student or member of a student's educational team believes that the behavioral support practices are not appropriate and/or they have a concern regarding such practices, they may file a concern or complaint with the Program Director at the Curtis Blake Day School at PRN. Concerns and complaints may be filed by calling the Curtis Blake Day School at PRN's main office at 413-533-9500 and asking for the Program Director. A verbal concern or written complaint may be given, or an appointment can be made with the Director to discuss the concern or complaint. Written concerns or complaints may be addressed to the Director, Curtis Blake Day School at PRN, 1913 Northampton Street, Holyoke, MA 01040. Every received concern and/or complaint is taken very seriously and is investigated by the Director or designee expeditiously. The findings of any investigation will be communicated to the complainant in writing and/or verbally within 10 school days from the receiving of the complaint or concern.

If the student or any member of the student's educational team is not satisfied with the Director's findings, they may contact John A. Foley, Jr., Executive Director of the Curtis Blake Day School at PRN at 413-533-9500 or in writing at 1913 Northampton Street, Holyoke, MA 01040.

If a student or member of the student's team is not satisfied with the Curtis Blake Day School at PRN's internal response to a concern or complaint, they may contact the Commonwealth of Massachusetts' Department of Elementary and Secondary Education's Problem Resolution Specialist at the address below:

Problem Resolution Intake Specialist

Program Quality Assurance Services
Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023
Telephone: (781) 338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: (781) 338-3710
E-mail: compliance@doe.mass.edu

The Student Complaint and Problem Resolution Process listed above reflects the process for parents to resolve complaints as well as students.

The Curtis Blake Day School at PRN DOES NOT engage in the following measures:

- No student shall be subjected to abuse or neglect, cruel, unusual, severe or corporal punishment, including but not limited to the following:
 - Any type of physical hitting or pain inflicted in any manner upon the body
 - Requiring or forcing the student to take an uncomfortable position such as squatting or bending or requiring or forcing the student to repeat physical movements when used as punishment;
 - Punishments which subject the student to verbal abuse, ridicule, or humiliation
 - Denial or unreasonably delayed access to meals and/or snacks at school as a form of punishment

The Curtis Blake Day School at PRN incorporates the following principles around behavioral support: The Curtis Blake Day School at PRN incorporates programmatic principles that are utilized for all students. The principles include the following:

- Incentives are given when expectations are learned and met but never taken away when not obtained. The concept is that an expectation not reached must be broken down further to be obtained by a student to be learned and met.
- Each day is a new day at the Curtis Blake Day School at PRN – consequences for expectations not met are not held over to the next day
- Students are not denied access to the components of their Individualized Education Program (e.g. OT, PT, SLP, Clinical, Vocational, etc.)
- The Curtis Blake Day School at PRN is highly structured so as to facilitate learning in a safe, positive environment.

It is important to note, if student's demonstrate behaviors that put themselves or others at risk, they may be denied access to any on or off grounds program (e.g. snowboarding, gym, swimming, etc.) **solely** for the reason that they may pose a *significant, immediate* safety threat. That decision is decided daily and is made by the administrator in charge. All efforts are made to include all students in all Curtis Blake Day School at PRN programming.

The Curtis Blake Day School at PRNs procedures around the use of time-out: The following guidelines are used for disruptive behaviors in the classroom that may require student separation from the school schedule and routine:

- Floor Managers, Lead Interventionists, and Interventionists are responsible for implementing separations.

- Separations are only used when a student's behavior becomes problematic to the remainder of the classroom (e.g. constant swearing, throwing things within the room, running around the room, calling other students/staff names, yelling loudly, etc.)
- Staff try various techniques before implementing separation which includes, but is not limited to the following:
 - Verbal redirection
 - Prompting the student to complete a task
 - Pull the student aside in class and have a 1 on 1 conversation with them
 - Remind them of incentives
 - Negotiate a break following an academic activity before another academic activity
- Staff will try the use of the hallway before bringing the student to the Quiet Room or Safe Room with the intention of bringing them back into routine within 5-minutes
- If staff believe the student has become too unsettled and has the potential of becoming aggressive toward self or others, they will have the student access the Quiet Room or Safe Room
- If a student accessing the Quiet Room and/or Safe Room, staff are to be observing them and have access to them AT ALL TIMES
 - No student is to be left in a room alone without staff supervision and/or intervention
- The Quiet Rooms and Safe Rooms at Curtis Blake Day School at PRN are physically safe and appropriate to the population served
 - There are no locked doors within either space
 - The Safe Rooms have doors that have a large window so that any student within the room can be observed by staff at all times
 - The Safe Room door remains open except in the following instances:
 - The student chooses to close the door to keep staff at a distance (however staff remain in doorway observing student at all times)
 - The staff closed the door and hold the handle to keep a student from accessing staff's body (handle is located only on the outside of the door)
 - This is to be used only when a student is demonstrating considerable aggression toward staff and trying to cause bodily harm to staff (e.g. punching, kicking, biting, slapping, etc.)
- When the Quiet Room and/or Safe Room is utilized for a student, staff are to complete the TIME-OUT ROOM LOG which includes the following documentation:
 - Date, Student Name, Room # The student comes from Time In, Time Out, checks which part of the room was used (Safe Room or Quiet Room) and if the door was open or door was closed.
 - The TIME-OUT ROOM LOG also asks staff to provide the reasons that the student is utilizing the room for (e.g. break, disruptive behavior, aggression, defiance, etc.)
 - Staff then sign their initials to the log indicating that they were present with the student within the Quiet Room or Safe Room the entire time the student has accessed the space
 - There is also a section where a Floor Manager is to initial for any student who exceeds 30-minutes within the Quiet Room or Safe Room
 - When a student exceeds 30-minutes, the Program Administrator is also informed by the Floor Manager who is approving the extended time within the Quiet Room and/or Safe Room
 - The TIME-OUT ROOM LOG(s) are collected weekly by the Educational Case

Manager who enters them into a created database so that the data can be reviewed continuously.

Any time a student is removed from programming or an activity due to behaviors, they are to be re-introduced as soon as they are calm and ready to do so. No separation should continue once a student is calm and able to re-engage in routine.

The Curtis Blake Day School at PRN Physical Restraint Policy:

The Curtis Blake Day School at PRN incorporates the following principle regarding physical restraints: Physical restraints are performed only under the guidelines of the Department of Elementary and Secondary Education regulations regarding physical restraint in publicly funded school programs, 603 CMR 46.00. Therefore, students are only physically restrained by Curtis Blake Day School at PRN staff when engaging in any acts that pose a threat of imminent, serious, physical harm to self and/or others. Physical restraint is used as a last resort to ensure the student's and/or the community's safety, using the least amount of force necessary for the least amount of time possible. Safety requirements regarding restraint includes the following:

- No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- If a student is restrained for a period longer than 20-minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
- Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- After the release of a student from a restraint, Curtis Blake Day School at PRN will implement follow-up procedures. These procedures shall include reviewing the incident with the student (when appropriate) to address behavior that precipitated the restraint, reviewing the incident with the staff who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

- 1. The Curtis Blake Day School at PRN engages parents and students in the following way regarding the use of restraint:** Clinician/Case Managers at Curtis Blake Day School at PRN inform parent/guardian of the restraint with all relevant information within 24 hours of the restraint. Parents are encouraged to provide feedback regarding restraint as well as any concerns they may have regarding the restraint. Parents are also encouraged to attend a yearly Parent Advisory Group (PAG) where Curtis Blake Day School at PRN reviews its Restraint and Behavior Support Policy and solicits feedback. Following the use of restraint, student's engage in processing the event with staff (when applicable and appropriate). During this processing, students and staff devise a plan to prevent the

use of restraint that may include what strategies a student can use, what a staff can do to assist a student when they struggle, etc.

2. The Curtis Blake Day School at PRN utilizes Crisis Prevention Institute (CPI) methods when engaging in physical restraint: All Curtis Blake Day School at PRN staff, including teaching, janitorial, administrative, etc., is certified in verbal de-escalation and physical intervention techniques by Crisis Prevention Institute™ (CPI) trainers on site upon hire. Recertification occurs every two-years with re-fresher and role-play training occurring during floor meetings throughout the school year. CPI training is also a part of new employee orientation. The Curtis Blake Day School at PRN sends experienced staff to the CPI *train the trainer* conferences to have CPI advanced level trainers on the floor to assist floor staff in de-escalation techniques. Training and effort is given towards limiting the time of any physical restraint, as the goal of the restraint is to assist the student to regain physical control as soon as possible. The topics covered during this training include: *Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; (b) A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; (c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and (e) Demonstration by participants of proficiency in administering physical restraint.*

3. The Curtis Blake Day School at PRN prohibits the following practices:

- a. Mechanical restraint, medication restraint, and seclusion is prohibited at Curtis Blake Day School at PRN.
 - i. A device that is recommended by either a concerned parent or a physical therapist used for purposes of posture/safety would not be considered a mechanical restraint subject to our restraint regulations. The regulations regarding mechanical restraints were meant to address the use of restraints for behavioral issues, not the use of a device for safety or due to the need for physical positioning that the student on their own is unable to achieve because of their disability.
- b. Prone Restraint is prohibited at Curtis Blake Day School at PRN, unless permitted under 603 CMR 46.03(1)(b)
 - i. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
 - ii. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
 - iii. There is signed consents from a licensed physician, licensed mental health professional, and parent indicating that a prone restraint can be utilized as a last resort to maintain the safety of the student as well as others.
 1. All three forms are placed in student records and are updated yearly and are obtained **prior** to the use of a prone restraint
 - iv. The Program Administrator and Program Director are notified whenever a prone restraint is utilized.

- v. The Nurse is required to observe any prone restraint that occurs
- vi. Only staff who have received in-depth training prior to the use of prone restraint can administer a prone restraint.

4. The Curtis Blake Day School at PRN engages in physical restraint ONLY when:

- a. All other less intrusive and legal measures have been tried to de-escalate a student. The Curtis Blake Day School at PRN tries some of the following, but not limited to, less intrusive measures:
 - i. One-on-one discussion with staff
 - ii. Clinical intervention with clinician/counselor
 - iii. Peer mediation
 - iv. Consult with the nurse
 - v. Removal of the student or the other students from the classroom until physical control/and or safety of others is re-established.
 - vi. Implementation of incentive plans to deter students from engaging in high-risk behaviors.
 - vii. Redirecting the student's attention to a task.
 - viii. Taking students for a walk or to access the Sensory Room and/or PT room.
- b. When these alternatives fail and the student still poses imminent threat to harm themselves or someone else, staff will engage in the use of physical restraint

5. The Curtis Blake Day School at PRN reviews the use of physical restraints in the

following ways: Restraint Report Forms are filed in each student's record as well as within the Program Administrator's office where the reports are reviewed weekly by the Restraint Review Team. The Restraint Review Team reviews the following:

- a. Review and discussion of the written reports submitted and any comments provided by the student and/or parent/guardian
- b. Analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved
- c. Consideration of factors that may have contributed to the escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future
- d. Agreement on a written plan of action by the program
- e. When a student has three or more restraints occur in a single week, the Restraint Review Team requires Floor Managers to conduct a debriefing meeting with all staff involved in the restraint where a Debriefing Form is completed.
- f. The Restraint Review Team meets with the Floor Managers and Lead Interventionists regularly to discuss the data collected during the weekly reviews
 - i. The Program Director reviews the program's use of restraint monthly as part of the Administrative Review. This review shall consider patterns of use of restraints by similarities, the number and duration of physical restraints school-wide and for individual students, and the number and type of injuries (if applicable) that occurred during the use of restraint. The Program Director then will make a determination if the program's restraint policy and behavioral management policy needs modification. The Program Director may also assess

if there is a need for additional training for staff around restraint reduction/prevention strategies and/or take any other necessary or appropriate steps to reduce the use of or eliminate restraint.

6. The Curtis Blake Day School at PRN staff undergo intensive training: All Curtis Blake Day School at PRN staff undergoes intensive training (no less than 6 hours) in performing safe, physical/therapeutic restraints. Training/re-freshers occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training includes information on the following:

- a. (a) The program's restraint policy;(b) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors; (c) Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used; (d) Administering physical restraint in accordance with known medical or psychological limitations and any other information applicable to an individual student; and (e) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.
 - i. Staff must demonstrate competence in performing safe restraints before they are allowed to initiate or participate in restraint interventions. Additionally, all staff receive a minimum of 12 hours of de-escalation training annually.

7. The Curtis Blake Day School at PRN utilizes Crisis Prevention Institute (CPI) methods and has staff on-site that are CPI Trainers : The Curtis Blake Day School at PRN sends experienced staff to the CPI *train the trainer* conferences to have CPI advanced level trainers on the floor to assist floor staff in de-escalation techniques. Training and effort is given towards limiting the time of any physical restraint, as the goal of the restraint is to assist the student to regain physical control as soon as possible. The topics covered during this training include: *Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior; relationship building and the use of alternatives to restraint; (b) A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; (c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and (e) Demonstration by participants of proficiency in administering physical restraint.*

8. The Curtis Blake Day School at PRN's reporting requirements and follow-up procedures for reports to parents/guardians and to the department: Any restraint that occurs to a student at Curtis Blake Day School at PRN, Clinical/Case Managers inform parents within *24 hours* of the incident. Staff who engaged in the restraint are required to fill out a Restraint Report Form within 24 hours of the restraint. When the form is completed, it is provided to the Clinical/Case Manager so that they can write when they spoke to the parent/guardian and any information/feedback the parent/guardian made regarding the incident. These forms are then submitted to the individuals within the program who then enter the information within the

DESE Security Portal. Copies are then made and mailed to parent/guardian as well as referring to the school district or LEA within 3 school working days of the incident.

- a. Restraint Report Forms include the following information: Name of student, date, start time, end time, reason if the restraint exceeded 20-minutes, names of staff and job title of staff involved in restraint, name of observer and job title that witnessed and watched the restraint in its entirety, where the restraint took place, what time of day in the schedule the restraint took place, what type of restraint was utilized, antecedent activity, what de-escalation strategies were used prior to restraint, what restraint method was used and why, what behaviors were demonstrated that required restraint, how was the student observed during the restraint, how did the student react to the restraint, and how did the restraint end, what was the consequence to the restraint, when was the parent notified - by whom- and what feedback did the parent provide, was there anyone injured during the restraint - if so they must write steps taken to inform DESE, if a restraint exceeded 20-minutes staff are to write which administrator approved the extension, which administrator or manager that was informed of the restraint, and Program Director's name and phone number is attached to all restraint forms if any parent/guardian, student, or district has concerns regarding the incident.
- b. **The Curtis Blake Day School at PRN will do the following if a restraint-related injury occurs:**
 - i. Staff will inform the Nurse, Program Director, and Program Administrator immediately.
 - ii. The Nurse will then take whatever necessary medical steps are required
 - iii. The Nurse will then contact the student's parent/guardian immediately
 - iv. The Program Director and/or designee will send a copy of the student's Restraint Report Form as well as complete the Student/Staff Restraint Injury Report located on the DESE website. All information will be submitted to DESE within 3-working days of the incident
 - v. The Program Director and/or designee will also send a copy of all restraints that have occurred at Curtis Blake Day School at PRN for all 30-days prior to the incident within 3-working days of the incident.
 - vi. Once all the above information is gathered (again within 3-working days of incident), it is then faxed to Director, Office of Approved Special Education Schools, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant St., Malden MA, 02149-4906, FAX: 781-338-3710, EMAIL: compliance@doe.mass.edu.

9. The Curtis Blake Day School does the following regarding complaints received about its restraint practices: The Curtis Blake Day School follows its Complaint Procedure in **Student and Guardian Complaint and Problem Resolution Process**

It is the policy of the Curtis Blake Day School that all students have the right to equal educational opportunities regardless of their race, color, sex, religion, national origin, sexual orientation, gender identity or disability. It is the policy of the Curtis Blake Day School that all students should be able to attend school and participate in a learning environment which is free of any type of harassment.

Parents/Students

- If parents or students have complaints regarding the student's education and care at Curtis Blake Day School, the complaint should first be reported, verbally or in writing to the Program Administrator, Ms.Lissa Picard.
- The Program Administrator will contact the parent to discuss the concern within 48 hours of receipt of the complaint.
- If need be, the Program Administrator will coordinate a meeting with appropriate personnel including the public school liaison.
- The Program Administrator will share the results of the investigation within 7 school days.
- If the parent or student feels that the concern or problem has not been resolved, the complaint will be reported to the Chief of Operations,Chris Duff,, who will provide a response within 7 school days.
- If the parent/student feels that the complaint remains unresolved at this level, then the Chief of Operations will report the complaint to theSole Proprietor.
- The Sole Proprietor will receive all reports and review and a decision will be made which is final. A summary of the outcome of the complaints will be documented and maintained in the student's file. Copies will be forwarded to all parties.

If a student, if their own guardian, or member of the student's team is not satisfied with the Curtis Blake Day School's internal response to a concern or complaint, they may contact the Commonwealth of Massachusetts' Department of Elementary and Secondary Education's Problem Resolution Specialist at the below address:

Problem Resolution Intake Specialist
Program Quality Assurance Services
Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023
Telephone: (781) 338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: (781) 338-3710
E-mail: compliance@doe.mass.edu

The Student Complaint and Problem Resolution Process listed above reflects the process for parents to resolve complaints as well as students.

10. Note: A program within a program or facility subject to M.G.L. c. 123 or Department of Mental Health REgulations must comply with the restraints of M.G.L. c. 123 , 104 CMR 27.12 or 104 CMR 28.05 where applicable.

11. All Restraint Records are maintained within the Program Administrator's office. Restraint Forms are also filed in individual student files. Parent/Guardian, LEA's, and/or the Department can access the above files upon request.

Attendance Policy

- When a student does not report to school within one hour of scheduled arrival, the Clinical Case Manager will call the parent/legal guardian for an explanation of tardiness or absence each time the student does not report. If the parents/legal guardians are unreachable, staff will call the emergency contact for explanation. Staff will document each call on a phone contact sheet and place it in the student record.
- Staff will actively attempt to locate an absent student and pick them up as a behavioral intervention unless there is specific direction from the parent or programmatic public school district not to do so.
- When a student is absent for three or more consecutive school days, regardless of reason, school staff will make a home visit. Additional home visits continue at the discretion of the Program Director and programmatic public school district if the student continues to be absent.
- Regardless of reason, Case Managers notify parents, legal guardians, and school districts in writing of habitual tardiness and/or absences that affect a student's programmatic progress. Examples of habitual tardiness and/or absences include but are not limited to 10 consecutive absences, 8 tardies in 10 school days, or 10 missed school days in one calendar month.
- When a student is reported absent for three or more days due to a medical reason, the Case Manager will request written medical documentation from the parents/legal guardians. The written medical documentation is placed in the student medical record in the School Nurse's office as required by state and federal regulations.
- This attendance policy is separate from attendance requirements for awarding of credit and high school diploma from programmatic school districts.

Curtis Blake Day School at PRNs Termination Policy includes the following:

The Curtis Blake Day School at PRN seeks to provide a stable placement for the student, parent/guardian as well as referring to the school district. Therefore, no student will be terminated from The Curtis Blake Day School at PRN on an emergency basis by The Curtis Blake Day School at PRN but will follow the LEAs direction under regulation. The Curtis Blake Day School at PRN would seek change in classroom, delivery of curriculum, and change in staff ratios in continuing to educate the student. Students will remain enrolled in and continue to attend The Curtis Blake Day School at PRN, regardless of difficult or criminal behavior. Appropriate interventions would occur as indicated by the student's presentation.

The Curtis Blake Day School at PRN works collaboratively with the LEA and parent/guardian to help resolve any difficulty. In the event of a planned discharge, The Curtis Blake Day School at PRN's case management, clinical and educational departments work collaboratively with the school district and any future placements to insure a proper and timely transition plan – no less than 30 days - and a smooth transition to the student's next less restrictive placement or return to the community. The Curtis Blake Day School at PRN, at the LEAs request, provides a familiar staff to assist with the transition to the next placement.

If the LEA so determines to proceed under regulation with a planned or emergency termination the following procedures will be followed:

a) **Planned Terminations:** The Curtis Blake Day School at PRN shall notify the public school district of the need for an IEP review meeting and provide notice of this meeting to all appropriate parties ten (10) days in advance of the intended date of the meeting. The purpose of the meeting will be to develop a clear and specific termination plan for the student that shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.

b) **Emergency Terminations:** In circumstances where the student presents a clear and present threat to the health and safety of him/herself or others, the program shall follow the procedures required under 603 CMR 28.09(12)(b) and immediately notify the Department of Elementary and Secondary Education through the use of a Form 2 located within the WBMS system of the DESE Security Portal.

The Curtis Blake Day School at PRN shall not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student. At the request of the public school district, Curtis Blake Day School at PRN shall delay termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency TEAM meeting or to conduct other appropriate planning discussions prior to the student's termination from the special education school program. With the mutual agreement of the approved special education school and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.

Activities related to daily living skills ADL skills may include but are not limited to teeth brushing, showering, dressing, making a bed and cooking. Curtis Blake Day School at PRN provides a toileting program that is designed utilizing parent input, suggestions from the medical community, occupational therapists, physical therapists and social workers..

Contractual Obligations with Regard to Payment of Services

The Curtis Blake Day School at PRN shall inform in writing any party, other than a local school district responsible for placement of a student that said party is financially responsible for any costs incurred as a result of any placement not made pursuant to the requirements of 603 CMR 28.00.

Curtis Blake Day School at PRN Dress Code

Students are expected to come to school ready to learn. If staff determines that dress is distracting or in the way of learning, a parent/guardian will be notified. Clothing meeting dress code can be delivered or the student can be sent home to change. The Curtis Blake Day School at PRN also has a limited amount of clothing that students can use in these occurrences, although there is not a guarantee that the items will be available. Cleavage should not be visible. Shoes need to be worn at all times while on the premises. The following garments are unacceptable for school:

- All sleeveless shirts including tank tops/muscle shirts
- Midriff tops
- See through tops
- Clothing that promotes drugs, alcohol, sex, violence, tobacco or violates the

harassment policy.

- Miniskirts or short-shorts
- Jeans with inappropriate tears or rips or cut-offs
- Bandanas and do-rags
- Gang apparel
- Sunglasses in the classroom unless by prescription

Religious Practices/Multicultural Activities/Diversity

Curtis Blake Day School at PRN is non-denominational and does not engage in any regular religious practices. However, Curtis Blake Day School at PRN values cultural diversity and respect for all peoples and celebrations and relevant curriculum offerings regarding various holidays, both secular and religious, (i.e. Christmas, Chanukah, All Saint's Day, Kwanzaa, Martin Luther King Day, Three King's Day, etc.) which occur throughout the year. Curtis Blake Day School at PRN does host a school wide Thanksgiving meal celebration and a school wide Winter Holiday Celebration honoring diverse traditions.

Any parent/guardian wishing to exempt their students from such celebrations may do so by contacting their student's Clinical/Case Manager, Program Administrator, Educational Administrator or Program Director before the celebration via telephone call, email or written note.

No Smoking Policy

Curtis Blake Day School at PRN prohibits smoking and/or the use of tobacco on Curtis Blake Day School at PRN campus including parking lots, and during off-site trips involving Curtis Blake Day School at PRN or its vehicles. This no smoking policy applies to students, employees, parents and visitors.

AHERA Management Plan:

The AHERA management plan for Curtis Blake Day School at PRN is available for review in the administrative office during normal school hours. Please contact Peter Miller, Facilities Manager, at 533-9500 or pmiller@positiveregard.com with any questions.

Student Complaint and Problem Resolution Process

All Curtis Blake Day School at PRN staff strive to provide a safe, rich learning environment for all students and their families as directed by the student's Individualized Education Program. The Curtis Blake Day School at PRN strongly encourages students and members of the educational team to bring forward any concerns to the immediate attention of their Clinical/Case Manager in order to resolve the matter as quickly as possible.

If any student or member of a student's educational team believes that the Individualized Education Program is not being followed, they may file a concern or complaint with the Executive Director of the Curtis Blake Day School at PRN. Concerns and/or complaints may be filed by calling the Curtis Blake Day School at PRN's main office at 413-533-9500 and asking for the Program Director, Chris Duff. A verbal concern or written complaint may be given, or an appointment can be made with the Director to discuss the concern or complaint. Written concerns or complaints may be addressed to the Director, Curtis Blake Day School at PRN, 1913 Northampton Street, Holyoke, MA 01040. Every received concern and/or complaint is taken very seriously and is investigated by the Executive Director or

designee expeditiously with a written response to the complainant within 10 school days of the complaint and/or concern.

If a student who is their own guardian or member of the student's team is not satisfied with the Curtis Blake Day School at PRN's response to a concern or complaint, they may contact the Executive Director at 1913 Northampton Street, Holyoke, MA 01027, 413-533-9500. Additionally, the programmatic school district can be contacted to resolve a complaint or concern held by the student or an educational team member.

If the Program Director and Executive Director cannot resolve the issue, a student or member of the student's team can contact the Commonwealth of Massachusetts' Department of Education Problem Resolution Specialist at the address below:

Problem Resolution Intake Specialist
Program Quality Assurance Services
Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023
Telephone: (781) 338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: (781) 338-3710
E-mail: compliance@doe.mass.edu

Sexual Harassment and Other Harassment Policy and Complaint Procedure

Consistent with our vision that all employees commit to achieving excellence, it is Curtis Blake Day School at PRN's policy to also provide its employees with a pleasant working environment that encourages efficient, productive role- modeling and creative work habits. Consequently, we do not tolerate verbal or physical conduct by any employee, which harasses, disrupts, or interferes with another's work performance or which creates an intimidating, offensive, or hostile environment. Harassment that is particularly directed to another employee's race, color, religion, national origin, ancestry, sex, age, handicap (disability), participation in discrimination complaint-related activities, sexual orientation, genetics, or active military or veteran status is of particular concern as it is unlawful in the Commonwealth of Massachusetts. The offender is subject to disciplinary action up to and including termination of employment.

Definition of Sexual Harassment

In Massachusetts, the legal definition for sexual harassment is that "sexual harassment" means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- a. submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or,
- b. such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for

actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all circumstances that may constitute sexual harassment, the following are some examples of conduct that, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

1. Unwelcome sexual advances - whether they involve physical touching or not;
2. Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
3. Displaying sexually suggestive objects, pictures, cartoons;
4. Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
5. Inquiries into one's sexual experiences; and,
6. Discussion of one's sexual activities.

Retaliation

All employees should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

Complaints of Harassment

Employees having workplace concerns should report them, orally or in writing, to a Curtis Blake Day School at PRN supervisor or Human Resources. All statements, written or verbal, will be treated as a complaint. Filing a complaint with the company may be done in writing or orally by contacting Human Resources or any of the managers listed below:

-Laura Ferriter, Director of Administrative Operations, 1913 Northampton Street, Holyoke
413-210-1526

-Chris Duff, Curtis Blake Day School at PRN Director, 1913 Northampton Street, Holyoke,
413-364-7304

-Lissa Picard, Curtis Blake Day School at PRN Educational Administrator, 1913 Northampton Street,
Holyoke, 413-533-9500

Harassment Investigation

When we receive a complaint, we will promptly investigate the allegation in a fair and expeditious manner, with the investigation proceeding and ending in a reasonable amount of time under

Commonwealth regulation and statute. The investigation is conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint and with witnesses. We will also interview the person alleged to have committed harassment. When we have completed our investigation, we will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.

Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of our employees, Curtis Blake Day School at PRN will take such action as is appropriate under the circumstances and impose disciplinary action, up to and including termination of employment. Such action may range from counseling to termination from employment, and may include such other forms of disciplinary action as we deem appropriate under the circumstances.

Further, any retaliation against an individual who has complained about harassment or retaliation against individuals for cooperating with an investigation of a harassment complaint is similarly unlawful and will not be tolerated. Resulting consequences may result in a job action up to and including termination.

Please note that while this policy sets forth our goals of promoting a workplace that is free of harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment.

In addition to the above, if you believe you have been subjected to any form of harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using the Curtis Blake Day School at PRN complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC- 300 days; MCAD- 6 months).

1. **The United States Equal Employment Opportunity Commission ("EEOC")**
1 Congress Street - 10th Floor
Boston, MA 02114
(617) 565-3200

2. **The Massachusetts Commission Against Discrimination ("MCAD")**

<u>Boston Office</u> One Ashburton Place, Room 601 Boston, MA 02108 (617) 994-6000	<u>Springfield Office</u> 424 Dwight Street, Room 220 Springfield, MA 01103 (413) 739-2145
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Physical Interaction Policy

A healthy school community is built upon interactions with ALL its members – teachers, counselors, students, kitchen staff, parents, and outside service providers. There are several types of interactions –

verbal, nonverbal, written, and physical. Our school community serves students who easily challenge accepted social boundaries and are easily disinhibited. The physical interaction policy serves to clarify how we interact physically to promote pro-social, healthy communication between ALL our school community members.

- **Hugging:** defined by putting, both arms around a person are not encouraged between staff and a student as it confuses students to the school staff's role in their lives. Hugs leg to leg with one arm around a person is acceptable with both staff and student agreeing to the "side hug." Handshakes, universal sign language and verbal communications are encouraged.
- **Horseplay, roughhousing:** defined as any touching with the intent of "rough or boisterous play," i.e. re-enactment of wrestling moves, play tickling, pinching. Any of these activities or interactions like them is not allowed between staff and students or between students and students. Students do not build therapeutic relationships through horseplay. Horseplay is not encouraged or allowed in the school between students or staff. Logical consequences will be given to students and staff as needed when horseplay is displayed as it is confusing to a therapeutic relationship.
- **Gym and recess:** defined as times where students are strongly encouraged to participate in a physical activity in an emotionally safe environment. Staff participates with the students to teach and reinforce the concepts of the activity but also the concepts of good sportsmanship.

PROCEDURE FOR EMERGENCY FIRST AID AND MEDICAL TREATMENT

Schools shall not require a student to receive medical treatment when a parent objects on the grounds of sincere religious belief, absent an emergency or epidemic of disease declared by the Department of Public Health.

The school will provide a safe environment for students and staff. All staff working with students are required to obtain First Aid, CPR and AED certification as provided by the school's certified instructors.

Telephone numbers for emergency medical services and poison control center will be posted near telephones.

First Aid supplies including, but not limited to bandages, disposable gloves, gauze, bandage tape, sport tape, hydrogen peroxide or other cleaning solutions, will be stored in the health office.

First Aid bags will be kept in each classroom for staff to utilize as needed and to take on field trips.

An AED is stored in the health office.

In the event of a medical problem a staff person will utilize the following procedures:

1. Contact the school nurse in the health office.
2. If life threatening, the staff will dial 911 and begin emergency/first-aid treatment as indicated by EMS.
 - a. The student's case manager or designee or the school nurse will notify the parent/guardian of the need for medical attention off site. If unable to reach the parent/guardian, the emergency contact will be notified. The site coordinator and school nurse will determine whether or not a staff member

will accompany students in the ambulance and designate which staff. The case manager will also notify the Administrator and Executive Director.

b. Any staff escorting a student by ambulance will obtain that student's medical information sheet from the student's educational file to present to the EMS responder team. In the event a parent/guardian cannot be reached in the case of an illness or emergency, staff will also obtain student's medical consent form which is to be completed and signed by parent/guardian upon student's intake. (Refer to document titled "Student Information/Medical Authorization") This will accompany the student to the hospital. Copies of medical information form and medical consent form will be kept in both student's health record and educational file.

3. If an injury/illness occurs at a school that does not require EMS in the judgment of the school nurse, the following guidelines will be followed:

a. School is not the setting for children with acute illnesses or contagious diseases, therefore students will be referred home when conditions are such that remaining would likely cause harm to themselves or others.

b. Staff in the school must be free to meet the needs of all members of a classroom therefore a child should only be in school when he/she can participate in his/her own education program.

c. The school nurse will be notified if a child presents with a medical problem in school and the following criteria will determine whether or not a child will be referred home for treatment:

1) Elevated temperature of greater than 101 degrees F., of unknown origin, unalleviated by prescribed treatment (follow up care with that student's primary care provider will be recommended).

2) Vomiting/diarrhea that has been observed by staff and the student continues to feel ill.

3) Evidence of a contagious disease. Such students may return to school after being cleared by their primary care provider.

4) Any injury/illness causing the incapacitation of a student.

d. In the event a parent/guardian or emergency contact cannot be reached to refer a student home in case of illness, other provisions will be made by the school nurse. The student will be allowed to rest away from class, will be given supportive care and will be monitored by the school nurse. The case manager will be notified and attempts will be made to notify parent/guardian of a student's illness. (See document titled "Report to Parent of Health Room Visit")

4. The school has a written seizure protocol that all staff are trained in annually.

Gift Giving and Receiving

The giving of gifts between staff members and students/families is discouraged due to its potential effect on the professional relationship that exists.

Any gifts TO students should be from the school and not from an individual staff member. Staff may purchase educational items for individual students or groups of students to use as part of their school day and not be brought home by individual students. Any gift-giving to students needs to be approved in advance by the Director/Administrator in charge.

Although gifts from families to staff are in no way necessary or required, there may be occasions when students and their families wish to give gifts TO staff members. In these situations, we encourage the family to provide any gifts to teams of staff, rather than individual staff members.

Photograph/Videotaping Policy

Parents/guardians who come into school may only take photographs and/or videotaping of their own student. Without consent of the parent/legal guardian, no photographs and/or videotaping of any student will be taken.

Internet Use Policy

Students are supervised at all times while using computers at Curtis Blake Day School at PRN, including when students are accessing information on the internet. Although there are blocks and safety measures in place to prevent students from accessing inappropriate information on the World Wide Web, students are informed that they should only be accessing appropriate information when using the computer.

Bullying Policy

The Curtis Blake Day School at PRN maintains a strict anti-bullying policy. Students will not be allowed to verbally, sexually or physically harass classmates or staff. Likewise, staff will not be allowed to verbally, sexually or physically harass students. The school will take whatever clinically appropriate actions needed to protect the physical and emotional health and well-being of our students and staff.

Procedure for Students Not Picked Up at the End of Day

The Middle and High School students are dismissed at 2 p.m. and the Elementary School students are dismissed at 3:00 p.m. Students must be picked-up at their scheduled dismissal times or as written on their IEP unless prior arrangements have been made with school staff and the transportation provider.

For students who are regularly scheduled to take a district school bus and are unable to take the bus due to behavioral or medical issues, legal guardians are called as well as involved service providers to create a plan for safe transportation to and from school. As the focus in the situation is on safety, the dismissal plan may include the Curtis Blake Day School at PRN Crisis Protocol, the Holyoke Police Department and/or the Department of Children and Families.

Notification of Change of Address or Contact Information

Frequent communication between school and home greatly increases effective learning for each student. In order for the school to notify caregivers about daily happenings and upcoming events, correct contact information is very important. Please notify the school's main office of any changes in

address, phone number, emergency contacts or caregivers in the home. Updated information may be given in writing or by phone.

Confidentiality Statement

1) **Daily routine and observations:** All Curtis Blake Day School at PRN staff, volunteers and interns sign a Confidentiality Statement regarding the students and business of the school in accordance with state and federal laws.

2) **Records:** Student records are collected and maintained by Curtis Blake Day School at PRN Staff and stored under lock and key. They are available for review by a student's legal guardian and the student (if of age and consent.) Curtis Blake Day School at PRN teachers and staff working with the student also have access to each student record. Information is not released to others unless: (1) written consent of the legal guardian permits disclosure; (2) it can be released under limited circumstances permitted by law. Curtis Blake Day School at PRN forwards student records, including health records, to authorized school personnel of the school to which a student seeks or intends to transfer without consent of the eligible student or guardian. The temporary record will be destroyed no later than seven years after the student graduates, transfers or withdrawals.

You have the right to inspect and review any and all records related to your student, including the listing of persons who have reviewed or have received copies of the information. Legal guardians wishing to review their student's records should contact the Case Manager and arrange an appointment with the principal. School personnel will be available to explain the contents of the records to you. Copies of student file contents will be made available when it is not practical for you to inspect and review the records at school. The temporary record will be destroyed no later than seven years after the student graduates, transfers or withdrawals. Eligible students and their parents have a right to receive the contents in whole or in part.

Non – custodial parents who wish to receive information concerning their child must submit a written request to the school administrator. The Board of Education has adopted amendments to the Students Records Regulations concerning access to student records by non-custodial parents in order to conform to federal law. Per, 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their student's records unless the school has been given documentation that: (1) the non-custodial parent has been denied legal custody based on a threat to safety to the student or custodial parent or (2) the non-custodial parent has been denied visitation or has been ordered to supervised visitation or (3) the non-custodial parent's access to the student has been restricted by a temporary or permanent protective order, unless the order or any subsequent court order specifically allows access to student record information.

It is the responsibility of the custodial parent to provide the necessary documentation in order to deny a non-custodial parent access to records. A copy of the Student Records regulations will be made available upon request.

CIVIL RIGHTS AND SAFETY

It is the policy of Curtis Blake Day School at PRN to provide a safe and secure learning environment for all students without distinction based on race, religion, ethnicity, disability, gender, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated. It shall be a violation of this policy for any pupil,

teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as "wrongful harassment") or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Conduct amounting to hate crime is a particularly serious infraction that will result in referral to law enforcement agencies. Schools will act to investigate all complaints formal or informal, verbal or written, of sexual or bias-related harassment or violation of civil rights and will take appropriate action against any pupil, teacher, administrator, or other school personnel found to have violated this policy.

Curtis Blake Day School at PRN is committed to prevention, remediation, and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected.

REGISTERING STUDENT GRIEVANCES

Laura Ferriter, Director of Administrative Operation and Chris Duff, Curtis Blake Day School at PRN Program Director are jointly responsible for investigating and resolving discrimination grievances by or made on behalf of students.

Student Grievance Procedure

It is the policy of the Curtis Blake Day School at PRN to maintain a school environment free of discrimination and harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Discrimination and harassment, including sexual harassment, by administrators, certified and support personnel, students, vendors and other individuals at school or school-sponsored events based on these legally protected characteristics are unlawful and will not be tolerated. The Curtis Blake Day School at PRN requires all employees and students to conduct themselves in an appropriate manner with respect for their fellow employees, students and all members of the school community.

Discrimination or harassment includes unwelcome remarks, gestures or physical conduct directed towards an individual or a group based on race, color, religion, national origin, age, gender, sexual orientation, or disability. The display or circulation of written materials or pictures derogatory to individuals or groups because of, or due to, any of the characteristics described above is prohibited.

While the Curtis Blake Day School at PRN prohibits all types of discrimination and harassment, sexual harassment requires particular attention. Sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
- The individual's response to such conduct is used as a basis for employment decisions affecting an employee or for educational, disciplinary or other decisions affecting a student.
- Such conduct interferes with an individual's job duties, education or participation in extracurricular activities.
- The conduct creates an intimidating, hostile or offensive work or school environment.

Reporting Procedures

If you believe that you have been the subject of discrimination or harassment including sexual harassment, you should contact the Program Director, listed below. You may resolve the issue informally through mediation and/or consultation at the classroom or program level, if appropriate, or through filing a formal complaint. Complainants may end the informal mediation process at any time and may file a formal complaint. If you witness or learn about discriminatory practices or harassment of another individual, you should contact Laura Ferriter or Chris Duff. Employees are required to report this information when a student is the alleged victim.

Filing a Formal Grievance

When filing a formal grievance you will be asked to put the complaint in writing, or the complaint manager may opt to reduce the complaint to writing in order to proceed with the investigation. It shall include the following: the name of the complaining party; the name of the alleged offender; the date of the alleged offense; the location of the alleged offense; a description in as much detail as possible of the incident(s), including any statements made by either party, or a list of all known witnesses. All incidents of alleged discrimination or harassment that are brought to the attention of any school personnel should be reported to the Program Administrator, Reina Silva; Educational Administrators, Nicole Heroux; or Directors, Laura Ferriter and/or Chris Duff in order to maintain a central register of such complaints and the disposition thereof.

If an employee or student does not wish to discuss the issue with one of the people listed above, or if that administrator does not resolve the issue, they should contact one of the following:

Executive Director, John Foley
Curtis Blake Day School at PRN
1913 Northampton Street
Holyoke, MA 01040
413-533-9500
413-533-5595 (fax)

Investigation

Complaints filed pursuant to this policy shall be promptly and thoroughly investigated with findings within 10 school days of the complaint being filed. The investigation may include discussion with all involved parties, identification and questioning of witnesses, and other appropriate action. The investigation will be conducted so as to maintain confidentiality to the extent practicable under the circumstances. In determining whether the alleged conduct constitutes discrimination or harassment, consideration shall be given to the totality of the circumstances including the context in which the alleged incident occurred. It is unlawful to retaliate against any person who reports or files a complaint of discrimination or harassment, or who cooperates in an investigation or such a complaint. The Curtis Blake Day School at PRN will take disciplinary action against any employee or student who engages in retaliation.

Written Report

Upon completion of the investigation, the Complaint Manager shall prepare a report including the following:

- Date of the alleged incident(s);
- Names of the complainant and alleged offender(s);
- Summary of the factual allegations of the alleged discrimination or harassment;
- Names of all potential witnesses;
- Summary of the steps taken to complete the investigation;
- Summary of the witness statements;
- listing of any physical evidence available;
- Factual summary of all the evidence that either supports or refutes the allegations or discrimination or harassment.

If the Curtis Blake Day School at PRN Director or his/her designee determines that discrimination or harassment has occurred, the school will take action to eliminate the activity and, where appropriate, will impose disciplinary action. All students who violate this policy are subject to disciplinary action up to and including review of classroom placement and involvement of outside law enforcement agencies. All employees who violate this policy are subject to disciplinary action up to and including dismissal. If the Director or his/her designee determines that the complainant knowingly filed false accusations, then he/she may be subject to disciplinary action. Any individual who is dissatisfied with the results or progress of an investigation may discuss his/her dissatisfaction directly with the Executive Director. The Executive Director, John Foley, may be reached at: 1913 Northampton Street, Holyoke, MA 01040; 413-533-9500

The Curtis Blake Day School at PRN system urges all of its students and employees to bring any concerns or complaints of discrimination or harassment to the Director or executive Director's attention in order to resolve the issue.

The state agency responsible for enforcing the laws prohibiting discrimination or harassment is the:

Massachusetts Commission Against Discrimination (MCAD)
 One Ashburton Place
 Boston, MA 02108-1518

The agency responsible for enforcing federal laws prohibiting discrimination and harassment is the:
 Equal Employment Opportunity Commission (EEOC)
 One Congress Street
 Boston, MA 02114-2010

School Contact Information

Title	Name	Phone
Program Administrator	Alicia Ziegler	413-533-9500
Human Resources Director	Laura Ferriter	413-533-9500
School Psychologist	Melinda Duff	413-533-9500
Clinical Case Manager	Charles Smith	413-533-9500

Description of Daily Routine

A typical Curtis Blake Day School at PRN day begins with students being greeted by staff as they exit their school transportation. High school students arrive at 7:55 and middle and elementary students arrive between 8:15 and 8:30. Students will then walk to their homerooms to unpack for the day, hand in their electronics, and eat breakfast if they want. Each student is offered breakfast prepared in the Curtis Blake Day School at PRN kitchen using the National School Breakfast and Lunch Program menu guidelines.

High school students begin their first period class at 8:00 whereas middle and elementary students first period classes start at 8:30. Once the first period begins students follow their individual student schedules located in their agendas. Each class period is 40 minutes long and then students will transition to their next class. Students have a 15 minute working snack break midmorning. Academic classes include Language and Literature, Science, Social Studies, Mathematics, Decoding and Encoding, Phonemic Awareness, Comprehension Strategies, Reading, and Social Thinking.

Throughout the day, per a student's Individualized Educational Program, Allied Health and Clinical staff may work with an individual or a few students on goals and benchmarks in the Social/Emotional, Speech/Language, Occupational and/or Physical Therapy domains. This work can take place in an office outside of the classroom, in the pool, in the outdoor play space or in the community. Clinicians provide social/emotional group curriculum relating to topics such as anger management, transitions, collaborative problem solving, and bullying,

Students have lunch in the cafeterias on the 1st and 2nd floor with staff supervising and assisting as needed and monitoring. After lunch, students have a 20 minute free-play recess period outside weather permitting.

In addition to the above academic and clinical services offered students participate in one specials class each day. These classes include biking and agriculture, physical education, music, art, sewing, and swimming. These classes can take place in the classroom, cafeteria, outside play area, basketball court, tennis court, pool, or greenhouse area.

At 2:25 the final class period dismisses and students return to homeroom. They organize their materials to take home, pack their bags, grab their coats and belongings, and wait for their electronics to be passed back. Students then line up and wait in the lobby for dismissal.

Example of Weekly Schedule What a week might look like

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival - 8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:30 - 9:10 1	Science	Science	Science	Science	Science

9:10 - 9:50 2	Reading	Reading	Reading	Reading	Reading
9:50 - 10:30 3	Writing	Writing	Writing	Writing	Writing
10:30 - 11:10 4	Math	Math	Math	Math	Math
11:10 - 11:50	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
11:50 - 12:30 5	Academic Support	Speech	Academic Support	Speech	Academic Support
12:30 - 1:10 6	Social Thinking	Literacy Lab	Literacy Lab	Social Thinking	Literacy Lab
1:10 - 1:50 7	Ancient Civilization	Ancient Civilization	Ancient Civilization	Ancient Civilization	Ancient Civilization
1:50 - 2:25 8	Health	Technology	Art	Music/ Performing Arts	Gym/Swim

Health Curriculum

Our School's comprehensive health education program has been developed by our professional staff in conjunction with Massachusetts Health Framework. The overall goals of the program are to maintain efforts which begin in the primary grades to promote the health and well-being of our students and to help our students make wise and informed decisions during their teenage years and beyond.

Sexuality education is part of any health curriculum and will include topic such as puberty, dating, relationships, and communication skills, pregnancy, prevention of sexual abuse, and prevention of HIV/AIDS and other sexually transmitted diseases. If you would like to review our curriculum and materials at the school, you are welcome to do so.

During the presentation of curriculum material, students will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each student's privacy will always be respected, and no one will be asked to reveal personal information. Materials will be presented in a balanced, factual way that makes clear that people have strong cultural, religious, and moral beliefs about issues and these beliefs will be respected.

Under Massachusetts law, a parent or guardian may exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an

exemption, you are asked to send a letter to your child's school requesting an exemption for your child. No student who is exempt from this portion of the curriculum will be penalized. We may provide an alternative assignment to students who are exempt.

Hazing and Bullying Prevention Policies with Intervention Plan For the 2021-2022 School Year

Overview

The Curtis Blake Day School at PRN will not tolerate any unlawful or disruptive behavior, including any form of hazing, bullying, cyberbullying or retaliation in our school buildings, on school grounds, or in school-related activities. We will promptly investigate all reports and complaints of hazing, bullying, cyberbullying 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 or guardian involvement. The Curtis Blake Day School at PRN provides protection for all students regardless of legal status.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying, hazing and cyberbullying and the school or district is committed to working with students, staff, families, law enforcement agencies and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening and responding to incidents of bullying, hazing, cyberbullying and retaliation. During our Fall Open Houses, we invite members of the school and general community to shape and review current bullying prevention and intervention plans and policies. The Program Director, Chris Duff, is responsible for the implementation and oversight of the Plan.

The Curtis Blake Day School at PRN, per the Department of Elementary and Secondary Education update¹, amends our policy to reflect Chapter 86 of the Acts of 2014, <https://malegislature.gov/Laws/SessionLaws/Acts/2014/Chapter86>, which amended G.L. c. 71, §37O, the anti-bullying statute, and was signed into law on April 24, 2014. G.L. c. 71, §37O, as amended, requires school districts, charter schools, approved private day or residential schools, and collaborative schools to "recognize" in their bullying prevention and intervention plans that certain enumerated categories of students² may be more vulnerable to being targets of bullying based on actual or perceived differentiating characteristics. Such districts and schools must also include in the plan the specific steps they will take to support these vulnerable students and provide all students the skills, knowledge and strategies they need to prevent or respond to bullying or harassment. Under the new law, school districts, charter schools, approved private day or residential schools, and collaborative schools must notify parents and guardians of targets of bullying of the availability of the Department's problem resolution system and assist these parents and guardians in understanding the problem resolution process. Chapter 86 also addresses the data

¹plans that ce The **Model Bullying Prevention and Intervention Plan** was also revised in 2013 to reflect the change in the definition of "perpetrator" to include a member of the school staff.

² Newly amended G.L. c. 71, §37O(d)(3) reads in relevant part: *Each plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics.*

reporting and collection obligations of school districts, charter schools, approved private day or residential schools, and collaborative schools, requiring them to collect and report the following data to the Department: 1) the number of reported allegations of bullying or retaliation; 2) the number and nature of substantiated incidents of bullying and retaliation; 3) the number of students disciplined for engaging in bullying or retaliation, and 4) other information required by the Department.³ (The Department is required to analyze the data and to issue a report annually to the legislature which contains statewide aggregated data on the nature and frequency of bullying in schools.) Additionally, Chapter 86 requires school districts, charter schools, approved private day or residential schools, and collaborative schools, to administer a Department-developed student survey at least once every four years to assess “school climate and the prevalence, nature and severity of bullying in schools.”⁴ (The Department will use survey results to, among other things, assess the effectiveness of bullying prevention curricula and instruction and identify long-term trends and areas of improvement, and will make its findings available to school officials.) The law also authorizes school districts, charter schools, approved private day or residential schools, and collaborative schools to adopt an anti-bullying seal to represent its commitment to bullying prevention and intervention.

strictly prohibits hazing, regardless of where or when it occurs. Any student who is involved in hazing will be subject to disciplinary action up to and including dismissal. Hazing also is a crime under Massachusetts law.

The Curtis Blake Day School at PRN adopts policies that meet the Massachusetts anti-hazing statute, which is reproduced below, broadly defines hazing to include “any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.”

Examples of conduct that can constitute hazing include:

- Whipping or beating
- Forced calisthenics or other physical activity
- Exposure to the weather
- Forced consumption of any food, beverage, drug or other substance
- Extended isolation
- Extended deprivation of sleep or rest

The consent of a participant in hazing is no defense to criminal prosecution or disciplinary action by the School.

Any employee of the School who knows or has reason to suspect that hazing has occurred must immediately report it to the Director and/or their immediate supervisor. In addition, under

³ G.L. c. 71 §37O(k). *The Department is required to analyze the data and to issue a report annually to the legislature which contains statewide aggregated data on the nature and frequency of bullying in schools.*

⁴ G.L. c. 71, §37O(k).

Massachusetts law, a person who is at the scene of hazing and knows that hazing has occurred is required to report to an appropriate law enforcement official as soon as practicable; the failure to make such a report is a crime punishable by a fine of not more than one thousand dollars.

The School will include this Anti-Hazing Policy in its Student Handbook or otherwise distribute the Policy annually to every student who is enrolled at the School.

In addition, as required by Massachusetts law, the School will require every student to acknowledge in writing that student has received and will abide by this Policy and the Massachusetts Anti-Hazing Law

Commonwealth of Massachusetts: Anti-Hazing Law

Chapter 269, Section 17: Hazing; organizing or participating; hazing defined

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269, Section 18: Failure to report hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269, Section 19: Copy of Sections 17 to 19; issuance to student groups, teams and organizations; report

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student

organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

I. Assessing needs and resources

The Curtis Blake Day School at PRN fully recognizes that certain students may be more vulnerable to becoming a target of bullying, cyberbullying, hazing and retaliation or harassment based on actual or perceived differentiating characteristics or by association with a person who has or is perceived to have one or more characteristics.

Further, the Curtis Blake Day School at PRN, at least once every four years beginning with 2015/16 school year, will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in

our schools. Additionally, the school or district will annually report bullying incident data to the Department.

This plan shall be updated at least biennially by The Curtis Blake Day School at PRN with consultation from teachers, school staff, local law enforcement agencies, community agencies, professional support personnel, students, parents and guardians with a notice and a public comment period for families that attend the Curtis Blake Day School at PRN.

II. Training and Professional Development

A. Annual staff training on the Plan:

Annual training for all school staff on the Plan will include staff duties under the Plan; an overview of the steps that the Program Director or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired; unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of professional development is to establish a common understanding of the tools necessary for all staff to create a school climate that promotes safety, civil communication and respect for differences. Professional development will build the skills of staff members to prevent, identify and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school wide professional development will be informed by research findings. including information on vulnerable or at-risk students and will include information on:

- (i) developmentally (or age-) appropriate strategies to prevent hazing and bullying;
- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop hazing and bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target and witnesses to the bullying and hazing;
- (iv) research findings on hazing and bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyberbullying
- (vi) Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to hazing and bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;

- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

C. Written notice to staff

The Curtis Blake Day School at PRN will provide all staff with an annual written notice Plan by publishing information about it, including sections related to staff duties, in the Curtis Blake Day School at PRN handbook and code of conduct.

III. Access to Resources and Services:

A. Identifying resources. The Curtis Blake Day School at PRN provides counseling and other services for targets, aggressors and their families via its Clinical team of social workers, licensed mental health counselors and psychologists. As well, all staff is trained in Crisis Prevention Institute De-escalation techniques and Collaborative Problem Solving that encourage introspective dialogue about affect. Staff also employs Second Step curriculum to address bullying and violence in their school and larger communities.

B. Counseling and other services. The Curtis Blake Day School at PRN employs clinically trained staff who communicate in Spanish and English so student populations who are more comfortable speaking in those languages can do so when expressing discomfort around a bullying event. Curtis Blake Day School at PRN will reach out to outside service providers that can provide additional support for students, family members, and staff as the need arises.

C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment or teasing.

D. Referral to outside services. Each Curtis Blake Day School at PRN student has a Case Manager who identifies outside supports as needs arise in conjunction with the Team recommendations. The student and their parents can also request the referral information directly of the Case Manager via phone, email or written request. Referral to outside services include but not limited to DESE's problem resolution system and process for seeking assistance or filing a claim.

IV. Academic and Non-Academic Activities:

A. Specific bullying prevention approaches.

Bullying prevention curricula will be informed by current research that, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of hazing, bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of hazing, bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Hazing, Bullying Prevention, and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

B. General teaching approaches that support bullying prevention efforts.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students; including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching and rewarding pro-social, healthy and respectful behaviors;
- using positive approaches to behavioral health; including collaborative problem-solving, conflict resolution training, teamwork and positive behavioral supports that aid in social and emotional development;
- using the Internet safely
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. Policies and Procedures for Reporting and Responding to bullying and Retaliation

Reporting bullying, hazing, cyberbullying or retaliation:

Reports of bullying or retaliation may be made by staff, students, parents or guardians or others and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the Program Director or designee any instance of bullying, hazing, cyberbullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians or other individuals who are not school or district staff members may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address and/or an email address. Reports can be filed anonymously via written form or statement, mailing a statement to the Director, voice mail or text message.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the Program Director or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying, cyberbullying, hazing and retaliation. Parents will be encouraged to reinforce at home, the bullying dynamics plus online safety and cyberbullying. A description of the reporting procedures and resources, including the name and contact information of the Program Director or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the Program Director or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Program Director or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians and all others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Program Director or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely based on an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Program Director or designee.

B. Responding to a report of bullying retaliation- Allegation of Bullying by a student.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Program Director or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Program Director or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Program Director or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Program Director or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Program Director or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or collaborative school, the Program Director or designee first informed of the incident will promptly notify by telephone the Program Director or designee of the other school(s) of the incident so that each school may take appropriate action. Notification requirements include actions to prevent future incidents. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Program Director or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Program Director will immediately notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. In addition, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Program Director or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges

may be pursued against the aggressor.

In making this determination, the Program Director will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the Program Director or designee deems appropriate.

C. Investigation

The Program Director or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation, the Program Director or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Program Director or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

The Program Director or designee, other staff members as determined by the Program Director or designee and in consultation with the school counselor, as appropriate may conduct interviews. To the extent practicable, and given his/her obligation to investigate and address the matter, the Program Director or designee will maintain confidentiality during the investigative process. The Program Director or designee will maintain a written record of the investigation.

The Program Director will provide protections for reporters, witnesses or interviewees regarding bullying, cyber bullying, hazing or retaliation such as re-assigning seats in school and transportation, have separate meetings to interview individuals, removing persons directly from the immediate school area.

Procedures for investigating reports of bullying and retaliation will be consistent with school policy for internal investigations. If necessary, the Program Director or designee will consult with legal counsel about the investigation.

D. Determinations

The Program Director or designee will make a determination based upon all of the facts and circumstances. If, after investigation, hazing, bullying or retaliation is substantiated, the Program Director or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Program Director or designee: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary involving a range of possible disciplinary options. All reasonably calculated steps will balance discipline with teaching appropriate behavior.

Depending upon the circumstances, the Program Director or designee may choose to consult

with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Program Director or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Program Director or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Upon the Program Director or designee determining that hazing, cyberbullying, bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v). The response will include assessing the target's needs guided by the procedures for restoring target's safety. Skill building approaches that the Program Director or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the Program Director or designee decides that disciplinary action is appropriate, the disciplinary action will be determined based on facts found by the Program Director or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. No disciplinary action will be taken solely because of an anonymous report. Discipline will be consistent with the Plan and with the school's code of conduct.

C) Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state

laws regarding student discipline.

If the Program Director or designee determines that a student knowingly makes false allegations of bullying or retaliation, that student may be subject to disciplinary action for these allegations and consequences.

3. **Promoting Safety for the Target and Others**

The Program Director or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Program Director or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

F. Responding to Report of Bullying by School Staff

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Program Director or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Program Director or designee will work with appropriate school staff to implement them immediately.

VI. Collaboration with Families

A. Parent education and resources

The Curtis Blake Day School at PRN Bullying Prevention and Intervention Plan/Policy is distributed to all parents upon their child's admission to the program. The Curtis Blake Day School at PRN will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school and will encourage parents to use similar language to reinforce and practice skills at home.

B. Notification Requirements

Each year the Curtis Blake Day School at PRN will provide parents or guardians with a copy of the Bullying Prevention and Intervention Plan/Policy of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety.

VII. Prohibition Against Bullying and Retaliation

A. Acts of hazing and bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related; through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupts the education process or the orderly operation of

a school.

Retaliation against a person who reports bullying or hazing, provides information during an investigation of bullying or hazing or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O or c. 269 §§ 17 - 19, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. Problem Resolution System.

Resolution System and the process for seeking assistance or filling a claim through the Problem Resolution System. This information will be made available in both hard copy and electronic format.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Curtis Blake Day School at PRN's Front Office.

IX. Definition

Aggressor is a student or a member of a staff member who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying as M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. Causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a School.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who

reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated

X. Relationship to other Laws

Consistent with state and federal laws and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school because of race, color, sex, religion, national origin or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½ other applicable laws, or local school or district policies in response to violent, harmful or disruptive behavior, regardless of whether the Plan covers the behavior.

To be filed in the student record.

Receipt of Student Handbook Policy

I, _____, being the parent/legal guardian
of _____, have received a copy of the 2023-2024
Curtis Blake Day School at PRN Student Handbook and School Calendar.

Signature of Parent/Legal Guardian

Relationship to the Student

Printed Name of Parent/Legal Guardian

Date

**2023-2024 Hazing and Bullying Prevention Policies
with Intervention Plan Receipt**

Student Signature: _____

Date of Birth: _____

Parent/Guardian: _____

Date of Receipt: _____

Curtis Blake Day School at PRN staff: _____ **Title:** _____