



Children's Community Based Services

Educational Parent-Student Handbook

Richmond Service Region 2023-2024

Richmond Campus
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WELCOME TO GRAFTON

Welcome. The following sections in this manual will give you information and hopefully answer many of your questions concerning the work environment and the individual.

A. Grafton: Who We Are

1. Our History

Grafton began because one teacher was determined to see further educational education in spite of his learning problems and in spite of the fact that public schools turned him away. That was in 1976 before we had laws that protected children's right to education. In July 1978, we became Grafton Integrated Health Network (GIHN). Students needed may present with academic, developmental, social, and/or mental health needs that cannot be adequately addressed in a traditional educational program. Thus, in that North's early determination, we continue to serve individuals with complex disabilities whose options for services are limited.

2. Our Work:

The individuals we serve are at the center of all our work. We bring families, friends, and professionals together on their behalf. Our work is to help a student progress toward maximum independence and community inclusion. Our goal is to support individuals in developing the functional autonomy, spiritual beliefs, and social skills in their community of choice.

3. Our Mission:

The Grafton Integrated Health Network is dedicated to providing a specialized environment which combines both academic and therapeutic components necessary to facilitate the optimal development of each individual student. Grafton creates solutions for our opportunities for individuals challenged by complex disabilities.

4. Our Vision:

Grafton is committed to excellence in the delivery of person centered care and value added services. We believe that by operationalizing our core values of quality, customer focus, integrity, and accountability, Grafton will become internationally recognized as the preferred

- Provider of choice,
- Employer of choice, and
- Strategic partner of choice.

Grafton believes that its commitment to achieving excellence through its processes and continuous quality improvement is the standard business model for the best way to ensure that optimal outcomes define our standard of care.

5. Our Core Values

- **GRACEIFY** is our foundation. We take pride in the contributions we make to the lives of the people we serve.
- **COMPASSION-FOCUSED** is the way we do business. We commit to anticipate and understand the needs of our customers, both internal and external to ensure they are satisfied.
- **INTEGRITY** is our pathway to credibility. We hold ourselves to the highest standards of honesty and ethical behavior.
- **ACCOUNTABILITY** is our responsibility. We own trust by being responsible for all our statements, actions, and results.
- **ADAPTABILITY** is how we adjust in a quickly changing environment. We shift our focus and respond thoughtfully to new challenges and developments.

B. Admissions

TUITION & FEES

The tuition paid for educational services covers all materials and instructional services provided to the students. The funding agency is billed at the end of each month. When other services (Speech, Occupational Therapy and Individual Therapy services) are requested by the students/PP, such services will be billed as per published rate schedule and billed to the funding agency/designated payer in the event that a student is partially placed on a private pay tuition must be paid at the beginning of the month.

1. Non-Discrimination

The intent of this Non-Discrimination Policy prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance. Specifically, Title III provides that "no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (42 U.S.C. Section 2000c).

Applon is committed to ensuring that no person is excluded from participation in, or denied the benefits of its management services on the basis of race, color, or national origin, as prohibited by the Title III in Federal Government Administration (FHA) Order 45618. If a person receiving services feels they are being denied participation in or being denied benefits of the health services provided by Applon, or otherwise being discriminated against because of race, color, national origin, gender, age, or disability, he/she is asked to inform us:

Jayne Stewart, Title III Manager
Applon Insurance Health Network
P.O. Box 1000, Winchester, MA 01890
Tel: 603-620-0000

www.applonhealthnetwork.com

Please request a copy of Applon's complete Title III Plan and associated procedures at www.applon.com.

2. Admissions

the policies and select individuals of any race, color, national and ethnic origin, social economic background) to all the rights, privileges, programs, and activities made available to all individuals supported by Goshen. Goshen does not discriminate on the basis of race, color, sex, physical or mental handicap.

Goshen's admission decision for each individual is based on a combination of the materials presented and consideration of information about student's past placement (experience). From these sources, we determine if Goshen can support the level of care needs of the individual referred.

The staff in our Access Department will work with you making the arrangements for enrollment including the day, time and place of your arrival. An Admissions Case Manager will direct you to the intake site. We may be a subcontractor or a residence.

Each Goshen student is required to have a record of a recent physical (no older than 60 days or within the last 12 months if transferring from another state licensed facility), school records completed within the last 12 months, and record of immunizations prior to enrollment. If your child is currently taking medication, we will need original prescriptions (when possible one week prior to enrollment) as well as the pharmacy supply in the original container. Our staff will discuss specific state requirements for medication distribution with you. Goshen will ask for primary care physician information for the purpose of keeping the PCP application process.

You will receive a packet that contains all the forms that Goshen is required by licensing to maintain in your child's case record. These forms help us better serve your child. Most require your input; all require your signature. Without this information, enrollment cannot occur. Additionally only the FAMI, Goshen/MSH may sign the forms. Please note that the permission forms will be updated annually.

Forms are to be filed in the Access Department prior to enrollment (1-800-526-1200). An Admissions Case Manager will review the information received and contact you should additional information be required. That response are to be brought with you the day of enrollment.

Our staff will be glad to answer any questions you may have or please call.

You may reach the Access Department at 1-800-526-1200, extension 5000 or 5001. If the day is busy please leave a voice mail message and they will return your call as soon as possible. The mailing address for the Access Department is:

Goshen
Access Department
P.O. Box 9500
Winchester MA 01890

3. Special Notes for First Day

When you arrive your primary day care child's room manager or other knowledgeable staff will meet with you. They will review the handbook and help you complete forms if you have questions about them.

An information sheet that lists important contacts will be given to you before you leave. This will have handy references about for you.

After all the intake activities are over you can facilitate how we will approach your leaving. You know your child best so this decision is yours. We will follow your lead.

Parents may access Infant's Emergency Preparedness Plan which addresses various types of emergencies or emergency response or by requesting a print copy via email to the Principal. Additionally, should the need arise for a caregiver to be substituted or evacuated, the following alternative site will be used to notify parents/guardians with their day student:

Integration
1833 Rockledge Road
North Charleston, SC 29405

4. What to Bring

- **clothing** It is recommended that all students have at least one full change of seasonally appropriate clothing available within the school. For students who wear pull-ups or who are prone to soiling clothing, it is recommended that parents have two full clothing changes to prevent soiling the school.
- **all items with child identification marks** We need to be able to track your child's clothes. However, all clothing items should be in the teacher's hands or name so that the child cannot be identified by other markings.
- **snacks** For students who will be taking supplies such as pull-ups, please send an ample supply no less than daily, however weekly or monthly supplies are also welcome.

5. What Not to Bring

While your child is at school, he or she will be sharing space with others, so if something is inflammable, please do not send it.

- **Do Not Bring/ send:**

medication/ substances	guns	cell phones
tools (pliers)	knives	recreational electronic tablets or iPads
machines, lights	other weapons	video
explosives, ropes	cigarettes	recreational ball's, games or iPads
combustibles/ liquids	fireworks	
- Clothing or other items with messages that promote alcohol or drug use or violence are not permitted.

Children have not access to computers in this room (but will receive, last, an e-mail). Parents for computers please designate supervised internet use with adult supervision. No items that are costly or easily replaceable.

6. Multidisciplinary Team

Guidance: a team supports each student. The make up of this team will reflect the individual's needs. The following is a description of the Guidon staff that likely to be a part of the multidisciplinary team members that supports your child:

- **Case Manager:** Each individual enrolled at Guidon is assigned a case manager. The case manager coordinates all activities and programs for your child. The case manager will be Guidon's communication link for you and for the agencies supporting your child. The case manager is responsible for contacts with the local school districts (LSDs) for the children they have placed at Guidon. The frequency of this contact is determined by the child and includes, at minimum, progress updates as often as requested by the LSD.
- **Clinical Staff:** Each individual is supported by a variety of professional clinical staff depending on their individual needs. These may include physicians, nurses, therapists, behavior clinicians, speech therapists, and occupational therapists.
- **Teachers:** Classrooms are staffed with licensed teachers appropriate to their teaching assignment. Selected on the basis of training and student needs, these individuals are responsible for the implementation of the Individualized Education Program (IEP).
- **Instructional Assistants:** Our school is staffed with individuals who have a range of experience and training to assist the students during school hours. Instructional Assistants support treatment and assist the teacher in providing instructional opportunities related to core academics, physical education, arts/music appreciation, social/emotional study (living, community life, and values/character).

*All Guidon staff who are responsible for client care are certified in Child/Child/CPH and First Aid. Additionally, all teachers are certified in automated electronic defibrillation.

Guidon team members involve families and agencies through regular telephone contact and periodic meetings.

On enrollment day, you will be given an information sheet listing the specific people who will be working with your child. Please keep this sheet as a handy reference guide, especially when you visit to follow the person who works with your child.

7. Keeping in Touch

Parents/Guardians may visit their child's school site during the school day. In order to ensure the student is not away from campus or that the student is not involved in a scheduled therapy session, it is important to schedule visits in advance with the case manager. If parents or guardians wish for additional family or friends to visit, specific written permission from the legal guardian must be given before the person will be allowed to visit. This requirement also applies to non-enrolled parents.

It is our goal to help students return to the community school of their choice. Therefore, frequent communication is a vital part of the school/parent relationship. Communication methods will vary based upon student/parental needs and may range from daily to monthly.

- **Professional Status:** Parents/guardians may be scheduled to attend meetings with staff such as the case manager, therapist, or teacher. Please make arrangements to have other children (under 18) who come with you accompanied by another adult who is not participating in the professional meeting. It is expected that all visitors conduct themselves in a civil and professional manner while on Guidon property and while communicating with Guidon staff.

C. Program Information

1. Licensing and Accreditation

The Virginia Department of Education licenses our private day school which is closely monitored by CDEBMS and Middle States Association of Colleges and Schools: Association on Elementary and Secondary Schools (PAIS/MSDE), which is recognized by NCPE.

2. Facilities & Equipment

Griffin's academic programs include space for classroom, therapy sessions (such as speech, language/therapy, occupational/therapy, Applied Behavior Analysis and Individual Therapy), recreational space, and storage space for teacher instructional materials and resource supplies. There are offices and meeting areas at the school. Teachers and students have access to computers, iPads, mp3players, tablets/smartboards, and additional auxiliary technology (i.e. whiteboard) based on the needs of the individual students. Designated restrooms open to students and gymnasium are available. A sensory room and an outdoor playground is also available for student use. Students also participate in off site community based job and/or service experiences (per needs of student).

3. Service Plans

All students entering a Griffin program will have a Treatment Plan based on the student's symptoms of concern and reason for referral which includes a detailed discharge plan including associated measurable goals and objectives. An initial Treatment Plan is completed upon enrollment and includes initial treatment strategies. The new Treatment Plan is typically completed within 7 days after enrollment and is updated by the multidisciplinary team during the students team meeting within 30 days. This current Treatment Plan is developed from historical information (parent/guardian and agency interviews, and current clinical, educational and medical assessments). The ongoing Treatment Plan is designed based on this information, as well as behavioral data collected on a weekly basis. Treatment is a linear restrictive setting in the continuous focus of the treatment plan process including monthly updates to the discharge criteria and review of applicable data associated with discharge goals and objectives.

Each student enrolled in the Richmond program enters within current IEP and the services in this plan are implemented for the first 30 days of enrollment. At this point (based on current assessments), an updated IEP may be required. Griffin staff will assist the students' IEP (local school agency) in the development, review, and approval of an IEP in accordance with all State and Federal requirements. Participation in the IEP process by the student, parent/guardian, and therapist is documented.

4. Progress Reports

All students have multidisciplinary team (MDT) meetings conducted at least monthly to support and monitor their education and treatment programs. Specific programs, strategies, goals and objectives in the Treatment Plan (behavioral health) and the IEP (educational) are discussed and reviewed. If progress is not as quick, according to the minimum growth prediction for an improvement based on the plan timeline, the MDT designs strategies and interventions to facilitate student progress.

Additionally, during every month, the supervising administrators review student scores to assess satisfactory progress. Specific feedback and guidance is given to staff as individual IEP progress updates are sent to the parents, the local school system and other associated team members in accordance with IEP regulations.

For IEP regulations, a team meeting must occur within 60 days of an enrollment of a student in a private day school to discuss the student improvement measures form. This measures student progress as well as measures a student's level of function in comparison with same age peers. This meeting will occur annually for all students and must be completed by the end of June each year. This is also completed when a student exits the program.

5. Recreation and Physical Exercise

Griffin provides and promotes recreational and physical exercise activities consistent with an individual's age, developmental level, interests, and needs. These activities may occur at Griffin school sites or in the community. Recreational activities are structured and monitored and are structured to enhance the learning opportunities for students. Community recreational resources are utilized including, in some service regions, community athletic leagues.

In school physical exercise schedules are developmental part of the general school day and are integrated into the individual classroom schedule. Activities may be developed and led by a Griffin teacher and/or a contracted licensed provider. All necessary modifications or accommodations are made to account for medical or physical disabilities which may impact full participation in typically defined physical education activities.

Recreational activities and field trips are directed and supervised by staff knowledgeable in the techniques required for the activities.

6. Religious Activities

By law, Griffin operates in a non-sectarian manner, neither requiring participation in religious activities nor denying admission on the basis of religious preference. Griffin staff will provide opportunities for students to participate in religious activities at the students' choice. However, religious discrimination may be limited by the safety of the site in the local community. Staff and/or students' illnesses, activity schedule conflicts, last-minute site management attendance to special religious services.

7. Transportation

While at Griffin, your child will be involved in a variety of activities. Many of these activities will be in the community. Griffin students are transported in vehicles (buses or vans) which are owned or leased by Griffin and operated by Griffin employees. Griffin maintains valid drivers' licenses for all staff transporting students. All of Griffin vehicles are properly insured and licensed according to their requirements.

B. School Programs

1. School Philosophy

Geoffton embraces a research-based approach to instruction which includes informal and formal assessments, curriculum alignment mapping, and data analysis. Emphasis is on data-based decision making which is used to design and monitor intervention strategies and guide each student's educational program. Student preferences, interests and abilities are noted and inform the staff of instructional opportunities. The integration of special education and behavioral health enhances opportunities for students to recognize their strengths and use them to achieve success in learning across diverse subjects and environments. This integration allows the teacher and the students to engage in alternative formats for presentation, action, organization, and engagement. This resulting philosophy fosters a format for lifelong learning, which is true across enhanced functional autonomy and quality of life.

2. Curriculum

Geoffton provides a tiered curriculum that balances academic and functional skills. It is designed to provide a variety of instructional opportunities to students with a wide range of disabilities. For all students 14 years and above, individualized learning is provided as an option in a variety of courses as application, assessment and training.

All students are assessed no less than annually with the written consent of their parent and/or legal guardian. Assessment results are shared with the educational team prior to development of the appropriate educational plan for the student. Assessment tools are adapted for use via internal review team and may be modified at any point during the school year based upon program needs or acquisition of superior options.

All students have access to and instruction in the curriculum standards adopted by their home state. In Virginia this would be the Virginia Standards of Learning/Virginia Essential Standards of Learning in English/Language Arts, Writing, Mathematics, History/Social Science, and Science. In addition, we provide instruction in English/Language Arts and Technical Education, Computer Technology and Community Living Skills, as appropriate. This is achieved by the placement in and the monitoring of progress of each student in one or more of the following curricula. Curriculum and materials are adapted to provide learning at an optimum rate with high intention and focused generalization.

Current available curriculum options include but are not limited to:

- The Virginia State Department of Education - Standards of Learning Curriculum Frameworks
- The Virginia State Department of Education - Virginia Essentialized Standards of Learning
- The WJVI - Strategies for Teaching/Based Instruction Framework
- Regional Transition Skills Activities
- Project Discovery
- Early Discovery Skill Builder
- Teachmeanz
- Kinesthetic Reading Level One & Two
- Caring Life Modules

- The state curriculum or alternate state curriculum of the student's placing state other than Virginia
- Race Care activities (Equal Justice (Mell Curriculum))
- Greenlines
- PBL units 1, 2 & 3
- Student Functional Skills Series
- Link School Hall – Using More Curriculum
- ILE (Technology Based Instruction)

Instructional adaptations and modifications, as well as assistive technology, are based on the student's IEP. The instructional methods and accommodations include environmental strategies and take into account the visual, auditory fine and gross motor needs of each student. Instructional decisions and interventions are data based.

2. Educational Objective of Each School Program (Please see Attachment B for program description and objectives)

Griffin has several different programs that are dependent on the functioning levels of the student and are determined by the student's IEP team. The different activities within the educational objectives details of each of these programs can be located in the "Program of Studies (Handbook)" which can be accessed at www.griffinva.gov.

Students are offered opportunities to participate in arts and music based activities as a means as part of the standard educational day. Additionally, with parental and/or legal guardian consent, and as deemed appropriate by the student's multi-disciplinary team, students may participate in a family life curriculum appropriate to their own cognitive and developmental level.

In each program, Griffin meets or exceeds teacher to student ratios defined in state regulations. There is at least 1 teacher for every 8 students along with 1 to 2 instructional aides. The number of instructional aides is dependent on the individual needs of the students.

- **Integrated Program:** This program exists for those students whose IEPs indicate that they cannot meet or fall the requirements of the Virginia Standards of Learning (SOLs) within the student's home state.

This program is designed for the student who needs a highly specialized learning environment to develop life skills. The educational objectives include daily living and career and technical education skills. Divided into the program objectives are the academic areas of English/language arts, mathematics, history/social studies, and science, which are based on the aligned state standards of learning. Students participate in learning with emphasis on communication skills in functional context.

The student may spend a portion of each school day in career exploration, assessment, training as called for in the IEP. The career course includes job exploration, career and technical education assessment (typically educational) and job training via an individualized task analysis for each job skill set. Training areas are tracked according to labor standards and students who participate are paid a stipend based on a predetermined set of work skills and work behaviors. These work experiences may be in school or community based. The completion of this program and the requirements of the student's Individualized Education Program (IEP) results in the issuance of a certificate of applied studies or Certificate of Completion.

- **General Education Program:** The General Education Program exists for those students who will meet indicators that they are fully participating in a curriculum based on the Virginia Standards of Learning (SOL) or the applicable standards of their home state. The objectives of this program is to improve competency in the three core academic subject's areas of English, Mathematics, History/Social Studies and Science. In addition to these subject areas, students should consistently provide evidence of functional skills and career skills that ensure successful transitioning into adult living.

Twice each semester, Grafton administration will confer with the student's home state to ensure that course offerings remain in alignment with graduation requirements.

4. School Attendance and Tardiness

Grafton's annual school calendar is published on www.grafton.org in the Spring and commences July 1 of each school year. Grafton's school programs provide 180 school days each year with approximately 13 early dismissal days.

The district itself has an educational program necessitates good attendance. All students are expected to attend school regularly and on time. Instructional staff document attendance and/or tardiness daily with formal submission being made to the home state as per the requirement of the SOL.

There are times when a student is unable to attend school. Therefore, when a student will be absent for all or part of a day, it is the responsibility of the parent or legal guardian to inform the school each day his or her child is absent or arrive attendance for the entire school day. If a student is absent without notifying a case manager appropriately, Grafton will make reasonable effort to contact the parent or legal guardian the student every day to obtain the reason for the student's absence.

Absences that may be considered excused (approval of a valid written note or other form of notice approved by the school from the parent or guardian on the day of the student's return to school) include:

- Illness (If over two days, the school may require a note from the physician)
- Medical and dental appointments
- Court appearances
- Death in the family unit
- Extenuating circumstances as determined by the principal or assistant principal of the school

Any absences for which there is no valid written excuse and/or communication from the parent will be considered unexcused absences.

If attendance or tardiness becomes a concern it is the teacher's responsibility to report this to the Principal. The Principal then gathers the various reasons for the absences and/or tardiness and presents this to the student's multidisciplinary team (MDT). The MDT either determines strategies and techniques to encourage attendance and punctuality or if the reasons fall outside of Grafton's domain, the MDT determines the need to contact the student's placing agency.

5. Grading

For all students addressing standards which result in a Standard diploma, an Advanced Standard diploma or diploma, a formal grading system is used. Students placed in nonpublic secondary schools who are seeking an a grade diploma also follow this grading scale. Grades are given based on a predetermined rubric that can include lesson content, skill development and participation. Individual content teachers are given latitude to develop course specific grading guidelines and procedures with respect to assignment weighting, make-up work, quizzes, tests, and assessments. Grades use a two-point grading scale:

- Grading Scale:**
- a. 90-100
 - b. 80-89
 - c. 70-79
 - d. 60-69
 - f. 50 and below

Elementary, middle, and high school students in the integrated program are not required to receive formal letter grades and instead are graded utilizing a gradeless, competency scale, or letter letter grade, dependent upon the standards of their placing ILE. Placement in this program is an IEP team decision and is determined by following a program which is based upon aligned or modified standards from their home state.

All students are evaluated by using state-provided based on the listed criterion in their IEP goals and objectives.

Grades follow all promotion and/or retention decisions to the home ILE based upon their local standards. Additionally, while grading may issue a certificate of attendance, it is the responsibility of the student's home ILE to issue the formal graduation document.

6. Make-Up Work

The majority of the students at Grafton do not work in a curriculum in which make-up work would be necessary.

There are when students who, based on their curriculum track or diploma option, might encounter the need for make up work. The teacher in conjunction with the principal makes the determination of this need. The factors considered include the educational value of make-up work, the reason for absence resulting in the need for make up, and the student's multidisciplinary team's (MDT) recommendation on this topic.

For students who are working at the high school level with the intention of earning a standard diploma or advanced standard diploma, high frequency of absences impact the student's ability to earn credits and pass the required and of course exams in this situation, Grafton will consult the student's local educational agency to determine how they would like to proceed. If make-up work is determined to be the best course of action by the ILE and the IEP team then Grafton's Principal meets with the student, the teacher, and the student's MDT to develop a make-up plan that can be as seamlessly completed.

7. Homework

Schedules will accommodate time for students to complete homework/study time while in the school setting.

8. Statewide Testing

Statewide testing decisions are made via two systems. For those students who have an IEP, all state-wide testing decisions will be made during the IEP meeting and will be administrative according to all applicable state standards and timeliness. For those students who have an IEP, all testing decisions will be made via phone conference with the LIEs.

The IEP team also determines the state approved assessment accommodations that will be provided to the student in the areas of timing/scheduling, setting, presentation, and response. These selected assessment accommodations are the same accommodations, which are also being provided to the student in day-to-day instruction.

It is the local educational agency's (LEA) decision as to whether or not it wants to conduct the assessments at its own site. It must ensure the assessments are done as directed by Georgia staff. The needed assessments, binders for collection of evidence, and other supplementary items and information are provided by the student's LIE.

Under the direct supervision of the regional Principal, the assessments or the collection of evidence are completed. State and local assessment trainings are attended yearly by Georgia's educational staff that in turn provide teacher training and ongoing support in this area.

All assessment administration is based on each LIE's assessment schedule. After all required elements are completed the assessments at location with the collection of evidence are returned to the LIE within their predetermined timeframe.

9. Work-Based Learning

During the duration of a student's educational experience and throughout educational program, he/she may participate in career education experiences which include situational assessment, in school work experiences, off site work experiences and on the job training. Placement in any type of work experience is based upon the student's career and technical education assessment done along with their associated individual interest assessment.

Participation in all levels of the career and technical education program are monitored by the Career and Technical Education Teacher along with the Principals ensure compliance with all applicable laws governing the employment of children.

E. Nutrition & Special Diets

FOOD SERVICE

Crafton provides balanced, nutritious and appropriate meals and snacks based on USDA guidelines and state regulations. Menus are approved by a Registered Dietician.

Crafton will provide a special diet as prescribed by a physician at enrollment or while the student is at school. Please advise your parent/physician a copy of the prescription prior to or at least two weeks prior to enrollment. The prescription should include any notes describing specific guidelines. Please send this to the Access Department.

F. Medical Care for Students who are dually enrolled within a Crafton Residential Program

Nursing care is provided for Crafton clients by professional nursing staff or the student's own health care provider. All medications must be packaged in a "child proof" distribution format and will be dispensed by nursing staff as per all applicable state and federal guidelines. Written prescriptions for 30 days and the remaining supply of each medication in the original container are to be given to the school or case manager at enrollment. Only medical personnel may administer medications and must document administration on the label.

While dually enrolled as both an educational and a residential student, Crafton staff will support medical needs through provision of scheduling coordination, staffing support, and transportation to and from community medical providers.

When transporting medications between the school/dwelling and the group homes, all medications must be carried in secure and locked containers under the supervision and control of assigned Crafton staff. Upon arrival at school/medication house are to be delivered to the infirmary and upon arrival at the group home, medication house are to be placed in a locked cabinet.

Parents/questions will be notified within 24 hours of any serious incident, accident, or injury to the student. Staff attending the student at the time of the incident, illness, accident, or injury will determine who/where the student requires the attention of a community health care professional or emergency room, will follow emergency guidelines. If the Crafton nurse or on-duty manager is immediately available, he/she will make the determination.

Injuries that are not serious enough to require a doctor visit but have left marks, such as lacerations or scrapes like student falling on the playground will be reported in the weekly parent telephone calls. Parents who cannot be reached by telephone will be notified by letter. All attempts at notification will be documented.

The case manager or nurse will call parents/questions regarding medication or any other health related problems or needs. Should a Crafton nurse or external healthcare provider determine that a student is unable to attend school due to illness, he/she will be cared for in the residential setting by direct care staff.

and assessed periodically by a health nurse or external healthcare provider. Return to school will be determined by the attending medical provider based upon Virginia Department of Health guidelines (link to <https://www.vdh.virginia.gov/communicable-diseases/child-care/>) for the most information) and resolution of symptoms.

Griffin uses community hospital services within all regions. Community hospitals provide emergency services on site and transportation to the hospital.

In all programs, parents have the right to select the medical provider of your choice for all medical services. Parents of children in Attendance Department II programs are informed of available medical provider options. Griffin requires documentation that such services were provided and any follow-up recommendations for admission to the Griffin nursing department.

All individuals applying to Griffin who receive psychiatric medications are required to have payrolled or follow-ups at least once every three months.

Unspecific hepatitis injections are available at all school sites and all school staff are instructed per regulation to proper identification of a child's event and administration of the injection. Specific, live virus, for example are monitored by nursing, clearly labeled, communicated to staff via written, some quarterly, and included in annual teacher trainings.

C. Medical Care for Day Students

Medication is provided to Griffin students by professional nursing staff or the student's own health care provider. All medications must supply with the legal guardian in the original child resistant pharmaceutical packaging with directions for administration. All medications should be delivered to Griffin nursing staff by an adult and transported in a locked bag or box which cannot be accessed by the student. Only trained personnel may administer medications and must document administration on the label.

Parents/guardians are responsible for the scheduling and transportation and from all community based healthcare providers along with ensuring Griffin's medical staff are apprised of any medical needs which will impact the child's attending the school day.

Parents/guardians will be notified of any serious incident, accident or injury to the student. Staff attending the student at the time of the incident, illness, accident, or injury will determine whether or not the student requires the attention of a community health care professional or emergency care visit based on training guidelines. If the health nurse or on duty manager is immediately available, he/she will make the determination.

Injuries that are not serious enough to require a doctor visit but have left marks, such as bruises or scrapes (i.e. student falling on the playground) will be reported in the daily communication log.

The case manager or nurse will call parents/guardians regarding medication, or any other health-related problems or needs.

Should a student exhibit concerning symptoms of potential illness during the school day a Griffin nurse or case manager will contact the parent and arrange for early pick-up (upon assessment by an

external healthcare provider should it be determined that a student is unable to attend school due to illness, he/she will be excluded from school attendance as per the medical provider's order. Should the student not require medical attention he/she will be allowed to return to school as per and Virginia Department of Health guidelines (link to <https://www.vdh.virginia.gov/communicable-diseases/diseases-and-conditions/communicable-diseases-fact-sheets>) for more information and resolution of symptoms.

Griffin uses community hospital services within all regions. Local rescue squads provide emergency services on site and transportation to the hospital.

All individuals enrolled in Griffin who receive psychotropic medications are required to have an external treating psychiatrist.

Unspecified epinephrine injections are available at all school sites and all school staff are trained as per legislation to proper identification of a severe event and administration of the injection. Specific locations for each site are monitored by nursing, clearly labeled, communicated to staff via written correspondence, and included in annual refresher trainings.

H. Protection from Abuse and Neglect

All Griffin staff are mandated reporters of any suspected abuse and/or neglect. Staff is trained annually in accordance with all applicable state and federal regulations. Policies and procedures for reporting any suspected occurrences of abuse and/or neglect are detailed within the Griffin Policy Manual (p.26-26.00-26.02)

I. Behavioral Supports

I. General Information

Students who receive services through Griffin often display various acting out behaviors. Griffin is committed to helping our students develop positive behavioral patterns that they will be able to take with them when they leave Griffin. As such, all staff is trained in approved behavior management and de-escalation techniques. Staff are trained utilizing (TEACH) Behavioral Assessments are completed to identify the function that the behaviors serve for the client. Individualized positive behavior plans are then developed to teach alternative/replacement behaviors. These new skills are reinforced using a variety of individualized reinforcers.

From time to time however, restrictive consequences may be required as discipline for inappropriate behavior by the student. All restrictive consequences are designed to reduce the occurrence of the unwanted behavior. Restrictive interventions are described below:

3. Time Out

In accordance with state rights regulations, "time out means excluding an individual to regain emotional control by removing the individual from his immediate environment to a different space/location until he is calm or the problem behavior has subsided". The instruction to the individual to move or remain in the alternative location may not take the form of a threat. An individual may not be in time out for more than 30 minutes per episode. Time out means part of written behavioral support plan with approval from a clinical and rights review. During a time out, an individual may not be placed in a locked or secured area from which he is physically prevented from leaving (seclusion).

Note: Seclusion does not use exclusion of any type across all locations.

3. Restriction

While working on plan supports, each individual is entitled to:

- Enjoy all the freedoms of everyday life that are consistent with his need for services, his protection, and the protection of others, and that do not interfere with his services or the services of others.
- Receive services in their setting and under those conditions that are least restrictive of his freedom. Coaches encourage each individual's participation in normal activities and conditions of everyday living and supports each individual's freedoms. Limitations or restrictions on an individual's freedom will not increase their need to receive services when specific harmful, maintainable and actively unimpaired, or otherwise in an emergency. Restrictions will not be imposed on an individual unless the restriction is justified and carried out according to state rights regulations. A qualified professional team will regularly reassess any restriction and ensure the restriction is discontinued when the individual has met the criteria for removal.

4. Physical Restraint

The North West Campus in Winchester is a restraint free facility. Teachers and other staff of this region are not trained in physical restraint techniques. They are trained in a system of alternatives to physical restraint called Chime. All employees working with students and clients of the Winchester Region of Coaches are trained and certified in active Chime. We also offer Chime training to parents while their family members in the program. For more information on Chime, please contact a Case Manager.

5. Restitution

Restitution may be approved in an effort to provide for more substantial consequences for the destruction of property by any of the following methods as part of an approved individualized behavioral support plan.

Chime may be performed within the following parameters:

- Chime may not replace or replace an employee. Chime assigned to not release an individual past to perform than those from doing that client. (Example: If an individual messes up the bathroom, he may be required to clean up for his compliance does not release the housekeeping staff from having to clean it.)
- Chime assignments must be time limited.
- Chime should not be an individual staff member must be assigned.
- Chime assigned should be directly related to the infraction.
- The individual may be subject to Chime if he has broken it with.

Money may be used as a means of restitution within the following parameters:

- Money from personal funds, such as salary or retirement money, may be used within the context of a restitution program.
- No more than 50% of an individual's money may be designated for restitution.

The individualized behavioral support plan will:

- Specify the behaviors that may result in the use of restitution;
- Provide a menu of specific tasks that will be used for restitution;
- Designate who has the authority to approve the restitution assigned to a specific incident (manager or therapist – someone not directly involved in the incident);
- Specify the maximum amount or total duration of restitution that can be assigned for any one

6. Increased Structure

Increased Structure Program may be used for students who demonstrate very dangerous behaviors and who are making regularly scheduled academic arrangements unsafe for others or themselves. These students may be assigned to institutional areas with lower student to staff ratios and more highly structured activity schedules. Use of the Increased Structure Program must be incorporated into an approved individualized behavioral support plan.

7. Punishments/Actions Prohibited at Grafton

- Deprivation of drinking water or food necessary to meet an individual's daily nutritional needs except as ordered by a licensed physician for a legitimate medical purpose and documented in the individual's record;
- Limitation on contact to and visits with the individual's attorney, a probation officer, regulators or parole agency representative;
- Restrictions on contact and visits with family or legal guardians except as permitted by other applicable state regulations or by order of a court of competent jurisdiction;
- Seizure or withholding of earnings or savings mail except as permitted by other applicable state and federal regulations or by order of a court of competent jurisdiction;
- Any action which is humiliating, degrading or abusive;
- Corporal punishment;
- Subjection to solitary (isolation conditions);
- Deprivation of opportunities for bathing or access to toilet facilities except as ordered by a licensed physician for a legitimate medical purpose and documented in the individual's record;
- Deprivation of health care;
- Deprivation of appropriate services and treatment;
- Application of excessive stimuli except as permitted pursuant to applicable state regulations;
- Administration of liquids, enemas, or emetics except as ordered by a licensed physician or poison control center for a legitimate medical purpose and documented in the individual's record;
- Deprivation of opportunities for sleep or rest except as ordered by a licensed physician for a legitimate medical purpose and documented in the individual's record; and
- Limitation on movement and visits with associates employed by the Department of Behavioral Health/Behavioral Rehabilitation and Substance Abuse Services or the Department for Rights of Persons with Disabilities.

J. Complaint Resolution

Parents, guardians, teacher staff, and/or individuals receiving services may bring a complaint or concern to the attention of any member of the multidisciplinary treatment team. The person receiving the problem attempts to resolve it within the time of contact. If the team member is unable to provide immediate resolution, the concern is forwarded to the individual's case manager. The case manager determines the nature of the concern and also must be involved in its resolution. The person making the complaint will be contacted within 30 days by the case manager concerning the matter. At any point in the process, if the person making the complaint is not satisfied with the proposed solution, the case manager or other team members may request help as needed and/or appropriate to the issue from the regional management team and the corporate office.

In regard to our Private Day School services, in the event that the complainant is not satisfied with the internal resolution or process, they may file a complaint with the office of Private Day Schools for Students with Disabilities, Virginia Department of Education, P.O. Box 11330, Richmond, Virginia 23211-0130. Additionally, if the name of the student at the complainant is outside of the Commonwealth, they may also file a complaint the home state's appropriate office. Information for other regulatory concerns outside of the Commonwealth of Virginia may be obtained from the case manager.

K. Confidentiality

Each individual receiving services is entitled to have all information that teacher staff and/or anyone about him remain confidential. Each individual has a right to give his consent before teacher staff share information about him or his case unless another law, federal regulation, or state rights regulations specifically require or permit teacher staff to disclose certain specific information.

Teacher staff will prevent unauthorized disclosure of information from service records and will convey the information in a secure manner.

If consent to disclosure is required, teacher staff gets written consent of the individual or his parent/guardian/legally authorized representative, as applicable, before disclosing information.

When information is disclosed, teacher staff attach a statement that informs the person receiving the information that it must not be disclosed to anyone else unless the individual consents or unless the law allows or requires further disclosure without consent.

Upon request, teacher staff will tell individuals the sources of information contained in their service records and the names of anyone other than teacher staff who has received information about them from teacher staff. Individuals receiving services will be informed that regulatory authorities may have access to their records.

L. Inspection & Review of Records

Each individual receiving Grothon services has a right to view, read and get a copy of his own service record. Minors must have their parent or guardian permission first. If the right is restricted according to law, the individual has a right to be certain other people use his name. Each individual has a right to challenge, correct or explain anything in his record. Whether or not corrections are made as a result, each individual has a right to be aware who uses his record and that he had the chance to explain his position and what happened as a result. An individual's legally authorized representative has the same rights as the individual himself has.

Grothon will permit each individual to see his records when he requests them and to provide corrections if necessary. Grothon without charge will give individuals any help they may need to read and understand their service records and provide corrections to them.

If Grothon limits or refuses to let an individual see his service records, Grothon will notify the human rights advocate and tell this individual that he has a right to have a lawyer, physician, or psychologist of his choice see his records. If the individual makes this request, the provider will disclose the record to that lawyer, physician, or psychologist.

Grothon will document in the record the decision and reason for the decision to limit or refuse access to the individual's medical records. The individual will be notified at two times and second time for removal of the restriction. These time limits and conditions will also be specified in the record.

If an individual asks to challenge, correct or explain any information contained in his service record, Grothon will investigate and file in the service records a written report concerning the individual's request.

- If the report finds that the service records are incomplete, inaccurate, not pertinent, not timely or not necessary, Grothon will: 1. Either mark that part of the service record clearly to say no, or also remove that part of the service record and file it separately with an appropriate cross reference to indicate that the information was removed. 2. Not destroy the original service record unless persons specific consent or legal authority (e.g., if compelled by subpoena or other court order). 3. Promptly, clearly in writing at all times and in full reveal to the individual information that the service record has been corrected in response to request that recipients acknowledge the correction.
- If the report does not result in action satisfactory to the individual Grothon will upon request file in the service record the individual's statement explaining his position. If needed, Grothon will help the individual write this statement. If a statement is filed, Grothon will: 1. Give all persons who have copies of the record a copy of the individual's statement. 2. Clearly state in any later disclosure of the record that it is disputed and include a copy of the statement with the disputed record.

Grothon may deny access to all or a part of an individual's service record only if a physician or a licensed psychologist involved in providing services to the individual tells to the individual (or his parent or the service record) as a result of the individual's request for access, signs and puts in the service record permanently a written statement that further access to the service records by the individual at this time would be physically or mentally harmful to the individual. The physician or licensed psychologist must also tell the individual as much about his service record as he can without telling

3. Insurance

Please note that Grafton does not provide accident or medical insurance. However Grafton does provide liability insurance. (Please contact our Finance Office for more information at 603-824-0200, extension 2476)

4. Refund Policy

All charges are provided on a per diem basis, computed from the day of enrollment. In the event an individual does not actually enter Grafton, is withdrawing/the sponsor permanently, or is discharged by Grafton permanently, any tuition that has been collected that covers any service days beyond those during which the individual was enrolled will be refunded by prior negotiation. Negotiated exceptions include holding an individual's place for a specified period during a placement elsewhere. Note that this policy does not include any temporary absence following which the sponsor intends the individual to return to school.

N. Discharge

It is the goal of Grafton staff to teach skills in education, recreation, community living, vocational living, labors and occupation, language and social interactions. Any individual whose skill levels permit placement to a less restricted or protected residence will be transitioned into that residence with appropriate supports from providers and funding agencies, as long as funding is possible.

Discharge from any of Grafton's programs can be classified in one of four ways: Planned Discharge, Initiated/Emergency Parent Agency Initiated or Individual Initiated. Whatever initiates a discharge has the purpose to assist the individual in pursuing individual growth and development. Discharge planning is carried out in consultation with the sponsoring agency, and other practical agencies; the individual and the parent/participants agree that the best possible alternative placement is selected. In all cases, the agency that released the individual for placement will be notified immediately regarding a discharge.

- **Planned Discharge:** A planned discharge may occur under circumstances such as an individual has met stated objectives, programming alternatives have been approached, the individual has reached the maximum age allowed in the current program, or an individual is transitioning to their home community. A minimum of 90 days notice will be given to responsible parties involved regarding a planned discharge.
- **Grafton initiated/Emergency Discharge:** Emergency discharges may be required for individuals who cannot receive necessary and appropriate services from Grafton. This includes individuals who require medical services not provided by Grafton, individuals who require psychiatric hospitalization, and individuals who present dual danger to themselves or others. Notice of such discharge will be representative of the appropriate sponsoring agency and/or Community Services Board. Agencies will be notified of required action program changes, which should preclude any actual test recommendations.

When regular program procedures do not provide the necessary medication to maintain appropriate behavior, treatment plan changes or requests for additional services, including additional staff support, will be made prior to consideration of a life-threatening/emergency discharge.

If the parent/legal guardian goes to the process to prevent a Clinician-initiated discharge, Clinician will maintain the placement during the process proceedings. An exception to this policy may occur for individuals determined by a psychiatrist or physician to require hospitalization or those determined by law enforcement agencies to require a secured facility. Clinician does not offer intensive medical, psychiatric or substance services.

- **Parent/legal guardian-initiated discharge:** A decision for discharge may be made by a parent/legal guardian as agency for their own purposes and reasons. A minimum of 30 days notice is required for such a discharge. The specific time of discharge may be negotiated with the parent/legal guardian and funding agency.

If a local cultural system requests discharge and parent/legal guardian go to the process to prevent the discharge, Clinician will maintain the placement as long as there is a contract to pay for the services rendered. Clinician will support movement to an alternative placement only if the parent/legal guardian has agreed to the alternative placement.

- **Individual-initiated discharge:** When individual's 18 years of age or older initiate discharge from Clinician services, Clinician staff will work cooperatively with them. Notification of this decision will be made to the funding agency and parents. Individuals who are their own legal guardian, and are not legally entrusted into someone else's care such as the court system, are legally entitled to make such a decision.

Within one year of discharge, Clinician may contact parents, guardians, social workers, other case providers, or the individual separately Clinician about adjustments and progress as part of Clinician ongoing quality improvement efforts.

ATTACHMENT A

GRAFTON		Policy and Procedures	
Name of Policy	Protection from Abuse		
Policy Number	012/10		
Version	1.0001		
Policy Owner	Director, Community Development and Integration		
Approved/Reviewed Date	02/01/2016, 02/01/2017, 04/01/2018, 04/1/2019		
Policy	<p>All Grafton employees are responsible for the proper treatment of individuals. Policy requiring services providers maintain standards may any individual receiving (in effect be abused, neglected) or exploited. Any employee found to have mistreated, neglected, abused, or exploited a client will be subject to disciplinary action, up to and including termination.</p> <p>As a condition of employment, any employee who knows or has reason to believe that an individual receiving services may have been abused, neglected, or exploited, will immediately report this information directly to the Quality Assurance (QA) Department or to their supervisor and program manager. This requirement also applies to consultants, student interns, and volunteers.</p> <p>Grafton's Quality Assurance Department is identified as the internal control system for filing Grafton-related abuse/neglect allegation reports. However, an employee retains the right to make such reports directly to the Department of Social Services (DSS) and/or local law enforcement.</p> <p>The QA Department and/or program manager will immediately take necessary steps to ensure the safety of individual receiving services.</p> <p>An abuse or neglect allegation from parents or other persons not employed by Grafton should be forwarded to their supervisor who will take appropriate follow up action.</p> <p>Employee/Intern/Consultant/volunteer:</p> <p>A. Staff should avoid being alone with individuals receiving services except when required. For example, staff should not go behind closed doors with an individual supported or out of sight of other adults, when possible.</p> <p>B. Hazing/bullying is prohibited. Prohibited activities include hazing games, games that include exchanging drugs (does not include use of "high-five" reinforcement), pinches, excessive teasing and taunting.</p> <p>C. Staff must use only age appropriate physical touch with individuals supported by Grafton. Consideration should be given to the age of the individual before offering hugs. Exchanging kisses or hives with individuals receiving services should be avoided as well as any physical touch that might be misinterpreted.</p> <p>D. When working with students, staff must always maintain authority as the in-charge adult. When working with adults, staff is expected to maintain a professional supporting relationship.</p>		

	<p> ii. Staff persons are always responsible for behavioral intervention. Individuals receiving services may report to the manager of another individual's behavior. </p> <p> iii. Only staff use approved behavior intervention techniques may be used other attempting to assist an individual with gaining behavioral control. </p> <p> iv. The use of restraints/ seclusion should be restricted to what is absolutely necessary. </p> <p> v. When staff are afraid of losing their tempers they are responsible for losing another staff person knows at the time, staff should walk away if necessary. Gaining in front of individuals receiving services is never acceptable. An employee must treat another individual neutral when the employee himself/herself is out of emotional control. </p> <p> vi. If another staff person tells an employee to take a break, they must do so without question. </p> <p> Procedural Aspects of Investigations: </p> <p> i. Because of staff's moral and legal responsibility for the well-being of individuals with special needs, effectiveness of the implementation of preserving confidentiality rather than destruction rules, the organization reserves the right to suspend an employee during the investigation and/or discipline an employee under without adequate sufficient conclusive evidence, if this is not obtainable. Such a finding will be resolve the Ipi Supervisor's summary report of the investigation. </p> <p> ii. An employee may be suspended by an executive manager director or administrator of the organization or a city manager. The Ipi Supervisor may recommend suspension of the employee to any other individual listed above. </p> <p> iii. Any employee who commits a major violation will be disciplined, the date of discipline subject to consideration of the nature of the individual's receiving services and any mitigating behavior on the part of the employee. </p> <p> iv. Any employee with a minor violation will have personnel action as determined by their direct supervisor and Human Resources Manager. Examples of personnel action include probation, loss of training or training on discipline/ violation of job assignment. Continued minor violations by an employee may result in termination. </p>
<p>Procedures:</p>	<p> Reporting: The reporting procedures are designed to maximize the confidentiality of those persons reporting such incidents. </p> <p> Persons observing any identified as mistreatment, abuse or neglect or receiving information indicating that possible mistreatment, abuse or neglect of a client must immediately contact the Ipi Supervisor in person or by phone. If the Ipi Supervisor is unavailable, the staff must immediately contact the on-duty or second person manager. Any employee may call Ipi directly to make a report of abuse or neglect. If by phone. </p> <p> The program manager who receives a complaint will immediately contact the Ipi Supervisor and follow the business incident policy and procedures. </p> <p> When there is reason to suspect abuse or neglect as defined in state law and regulations, </p>

DDI in the area of the alleged abuse or neglect must be notified within 24 hours. The State Abuse Hotline may be contacted if the local department is not to be opened within 24 hours. The DDI Supervisor or the program manager receiving the report will make this notification.

For programs licensed by the Virginia Department of Behavioral Health and Developmental Services (DBHDS), notifications of allegations will be made to DBHDS in accordance with the Department's reporting protocol. Allegations involving one of DBHDS's publicly day schools will be reported to the Virginia Department of Education. These notifications are made immediately, but no later than 24 hours.

The allegation is not to be discussed with individuals other than those identified in these policies and direct support professionals should not attempt to interview the client for additional information.

If the reported alleged abuse or neglect involves an individual other than a Grifone employee, the information will be forwarded to DDI while the worker alleged abuse or neglect occurred. Grifone will provide assistance to DDI as requested. Additional notifications to the client's family/guardian are made dependent on consultation with DDI.

Investigation

Internal agencies may choose to conduct investigations into an allegation. Grifone will assist collaboratively with internal agencies during the process. An internal investigation will always be conducted following a Grifone-related abuse or neglect allegation. Grifone will take steps necessary to ensure the health, safety and welfare of clients, including the client alleged to be a victim of abuse or neglect.

The employee named in an abuse or neglect report may be asked by a program manager to leave work immediately if so doing. The employee will receive general information about the complaint as soon as time. The employee's supervisor will ensure the employee understands information as to arrange for an interview. There will be opportunities for the involved staff to describe events and discuss information regarding the complaint.

If the allegation leads to an investigation by the Department of Social Services, the employee named in the allegation may be placed on "investigative suspension". This step is not intended to be a presumption of guilt or a punitive action. At this point, the complaint is an allegation that must be investigated. Investigative suspension is a safeguard for the employee to prevent additional allegations of abuse, neglect or harassment. The employee is paid during a period of investigative suspension.

If the allegation does not lead to an investigation by DDI, the individual's supervisor or central manager will determine staff action, including suspension (with or without pay) or no suspension during the investigation.

During an investigation, the DDI Supervisor will gather documentation, as applicable, including daily narrative notes, previous incident notification forms, medical information, telephone call records, work scheduling sheet from abuse information and pertinent personnel information. Interviews will be conducted with employees and individuals as relevant to the case. Additional information may be gathered, as needed, for any investigation.

The I/O Supervisor will determine the date, approximate time of the alleged violation, name of individual(s) involved, and the name of the employee(s) involved based on information gathered.

In the case of suspected sexual abuse, EEO typically requires that a physical examination be scheduled, as soon as possible.

In the case of an allegation of physical mistreatment, abuse or neglect, a nurse or designated manager will examine the individual for physical marks or signs, as soon as possible, and refer the individual for an additional medical examination, as required. Findings of this examination will be documented.

Suspected internal documentation will be made available to the EEO investigator, the licensing reviewer and the Human Rights advocate. The name of the person making the initial report will be kept confidential except to those directly responsible for the investigation.

Within 10 working days of initiation of an investigation, the I/O Supervisor will provide a written report to the Human Rights Advocate via the EEO/HR confidential reporting application and to the Director. It include whether abuse, neglect, or exploitation occurred, the type of abuse, and whether the act resulted in injury.

Abuse/neglect reports are reviewed by different agencies for different purposes. The Virginia Department of Education and Virginia EEO/HR receive a report from the perspective of compliance with licensing standards. The Human Rights advocate may investigate to ensure an individual's rights are protected. Internally, the allegation is reviewed for the abuse purposes, as well as to ensure policies and procedures were followed and to recommend changes, as needed to ensure proper treatment of all our individuals. EEO investigates to determine specifically if abuse or neglect occurred in accordance with their Department definitions and policies.

If sufficient valid evidence of abuse, the employee will be terminated. Disciplinary actions will be dependent on information gathered during the investigation, and other EEO discipline is utilized. For example, an employee's actions may not meet the EEO definition for abuse but may clearly violate workers policies on the treatment of individuals. Documentation and reporting procedures, maintenance of confidentiality, use of approved behavioral management techniques and other treatment issues are elements of other aspects of an investigation which may lead to employee disciplinary actions.

**Referred
Policy:**

EEO HR Various Incidents

**Referred
Form:**

1010

ATTACHMENT B

Richmond Educational Objectives and Program Description

By using a strengths approach, Eastern Integrated Health Network – Richmond Region is committed to:

- Following research-based, data-driven methodologies in order to support individuals with Intellectual Disabilities, Developmental Disabilities, Autism, along with co-existing physical, medical, sensory or emotional disabilities.
- Providing a multi-disciplinary continuum of care that will ensure that those we serve achieve maximum independence and the highest level of autonomy.
- Providing each student with the skills necessary to increase their capabilities through cooperative, collaborative, and therapeutic environments.

In order to accomplish these objectives each student will receive instruction through an Integrated Program of Studies. This program exists for those students whose IEPs indicate that they cannot meet, in full, the requirements of the Virginia Standards of Learning (SOL). The students in this program participate in the Virginia Standardized Standards of Learning (SOLs) at the alternate assessment program of their placing state. This program is designed for the student who needs a highly specialized learning environment to function with skills. The program of studies will include skill development in communication, daily living and occupational preparation. Included into the program of studies are the academic areas of English/reading, mathematics, history/social sciences, and science, which are based on the aligned state standards of learning. Students participate in learning with emphasis on communication skills in functional context. The student may spend a portion of each school day in career and technology exploration, assessment or training as called for in the IEP. The areas covered include job exploration, a career and technical education assessment typically situationally, and job training via an individualized task analysis for each job skill set. Training areas are tracked according to labor standards and students who participate are paid a stipend based on a pre-determination of each skill and work behavior. These work experiences may be in school or community-based. The completion of this program and the requirements of the student's Individualized Education Program (IEP) results in the issuance of a Certificate of Applied Studies or Certificate of Completion.

	July 1st - 15th
	July 16th - 31st
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	September 16th - 30th
	October 1st - 15th
	October 16th - 31st
	November 1st - 15th
	November 16th - 30th
	December 1st - 15th
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Education Calendar

July 1, 2023 - June 30, 2024

Religious Calendar
2023-2024
September 1st, 2023 - 12
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Religious Calendar is not shown continuously with other calendars.

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