



Children's Community Based Services

Educational Parent-Student Handbook

Winchester Service Region 2023-2024 School Year

Ruth Birch Campus
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Winchester, VA 22601
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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 1981, 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 to them GIHN's early determination was 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 solution focused 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 solving problems through service and continuous quality improvement is the standard business model for the best way to ensure the optimal customer service and operational care.

5. Our Core Values

- **GOAL-DRIVEN FOUNDATION:** We take pride in the contributions we make to the lives of the people we serve.
- **CUSTOMER-FOCUS:** 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.
- **ETHICALITY** 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 rapidly 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/Language or Therapy Applied Behavior Analysis and Individual Therapy etc.) are requested by the students, the costs for these services will be billed as per published rate schedule and billed to the funding agency/assigned payer in the event that a student is partially placed or a private pay tuition must be paid at the beginning of the month.

1. Non-Discrimination

Title IV of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance. Specifically, Title IV 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 2000d).

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 IV of the Civil Rights Administration (FHA) Chapter 2001-18. 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 IV Manager
Applon Insurance Health Network
P.O. Box 2000, Winchester, MA 01890
Tel: 603-6200

www.applonhealthcare.com

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

2. Admissions

the students 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 Gadsden. Gadsden does not discriminate on the basis of race, color, sex, physical or mental disability.

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

The staff in our Admissions 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. This may be a school site or a residence.

Each Gadsden 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. Gadsden 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 Gadsden 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 FQHC, GadsdenHSA may sign the forms. Please note that the permission forms will be updated annually.

Forms are to be filed for the Admissions Department prior to enrollment (F. Gadsden HSA). 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 so please call.

You may reach the Admissions Department at 1-888-952-6264, ext 209 or 1-888-952-6264. If the line is busy please leave a voice mail message and they will return your call as soon as possible. The mailing address for the Admissions Department is:

Gadsden
Admissions Department
P.O. Box 2000
Winchester VA 22601

3. Special Notes for First Day

When you arrive your day, bring your child's case manager or other knowledgeable staff to 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 learning. You know your child best so the decision is yours. We will follow your lead.

Parents may access Graham's Emergency Preparedness Plan which addresses various types of emergencies on www.graham.org or by requesting a print copy via email to the Principal. Additionally, should the need arise for a campus-to-the-hotel (home or otherwise) the following alternative plan will be used to notify parents/guardian's with their day student:

Notification Location	
At Home	Please call 661-731-6161 to determine which of your child's telephone numbers to use. Graham will follow the instructions of emergency personnel regarding which alternative alternative.
627 Elm Street, Woodbury, CA 94091	
Graham Corporate Office	
1110 Sherman Drive, Woodbury, CA 94091	

4. What to Bring

- Supplies:** 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 accidents, it is recommended that socks that two full clothing changes be present within the school.
- See School Nurse for all Medications for Students:** We need to be able to track your child's clothes. However, all clothing marks should be in the teacher hands or ensure that the child cannot be identified by unique markings.
- Medicine:** For students who utilize soiling supplies such as pull-ups, please send an ample supply no less than daily/weekly supply or monthly supply and also underwear.

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:**
 - controlled substances
 - guns
 - telephones
 - tools like
 - knives
 - recreational electronic tablets or iPads
 - machines, lighters
 - other weapons
 - radio
 - explosives, ropes
 - slingshots
 - recreational MP3 players or iPods
 - model cars/boats
 - flares
- Clothing or other items with messages that promote alcohol or drug use or violence are not permitted. Clothing items will remain non-negotiable for items that are smoking, guns, or violence. Parents/guardians should consider supervised training and not allow students to wear clothing that cannot be easily replaced.

6. Multidisciplinary Team

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

- **Case Manager:** Each individual enrolled at Lehigh is assigned a case manager. The case manager coordinates all activities and programs for your child. The case manager will be Lehigh'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 Lehigh. The frequency of this contact is determined by child's and includes, at minimum, progress updates as often as requested by LSD.
- **Clinical Staff:** Each individual is supporting 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:** The school is staffed with individuals who have a range of experience and training to meet identified student needs during school hours. Instructional Assistants support team members and assist the teacher in providing instructional opportunities relative to core academics, physical education, art/music appreciation, social behaviors, daily living, community life, and recreation.

*All Lehigh staff who are responsible for client care are certified in Safety/Child CPR and First Aid. Additionally, all Teachers are certified in AED.

Lehigh 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 extended family or friends to visit, specific written permission from the legal guardian must be given before the parent will be allowed to visit. This requirement also applies to non-related 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 Note:** 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 supervised by another adult who is not participating in the professional meeting.

C. Program Information

1. Licensing and Accreditation

The Virginia Department of Education licenses our private day school which is accredited by SACS CASI and is a candidate for accreditation with Middle States Association of Colleges and Schools Commission on Elementary and Secondary Schools (MCA CASI), which is recognized by NCEP.

2. Facilities & Equipment

Seafair's academic program includes space for classrooms, therapy services (such as speech language therapy, occupational therapy and behavioral 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 (Pc's, Pda's, tablet devices), and additional auxiliary technology in each classroom. Designated lunchroom space is available.

Gymnasium space is available as well as specialized resource facilities such as art and music rooms.

3. Service Plans

All students entering a Seafair program will have a Treatment Plan based on the student's symptoms of autism and student/parent referral, which includes a detailed discharge plan including calculated measurable goals and objectives. An initial Treatment Plan is completed upon enrollment and includes initial treatment strategies. The next Treatment Plan is typically completed within 7 days after enrollment and is updated by the multidisciplinary team during the student's team meeting within 30 days. This second 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.

Seafair is a team practice setting in the continuous flow 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/transfer with a report/IEP and the services in this plan are implemented for the first 30 days of enrollment. As this policy based on current measurements, an updated IEP may be required. Seafair staff will assist the student's IEPs (local/school system) 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, parents/legal guardians, and the IEP is documented.

4. Progress Reports

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

Additionally, during every month, the supervising administrators (educational/clinical) review current across facilities collaborative progress. Specific feedback and guidance is given to staff on individual IEP progress updates are sent to the parents, the local school system and other associated team members in accordance with IEP guidelines.

For IRIEL regulation, a team meeting must occur within 60 days of assignment of a student to a private day school to discuss the Student Improvement Measures form. This measures student progress several 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 occur indoors and outdoors and are structured to enhance the learning opportunities for students. Community recreational resources are utilized including, in some cases, sports, community athletic leagues.

In school physical exercise schedules are a distinctive 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 impede full participation in typically offered physical education activities.

Recreational activities and facilities are directed and supervised by staff knowledgeable in the safe practice required for the activities.

6. Religious Activities

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 of the students' choice. However, religious service selection may be limited by the safety of activities in the local community. Staff and/or students' illnesses, activity conflicts, conflicts with medical care, management attendance in specific religious services.

7. Transportation

While at Griffin, your child will be involved in a variety of activities. Many of these activities will occur in the community. Griffin students are transported in buses (new or used) which are owned or leased by Griffin and operated by Griffin employees. Griffin vehicles will transport students for all staff transporting students. All of Griffin vehicles are properly insured and licensed according to these 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 developed/developing, making which is custom design assessment/instruction strategies to 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 subject 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 motivation for lifelong learning, which in turn creates enhanced functional autonomy and quality of life.

2. Curriculum

Geoffton provides a blended 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 16 years and above, Career and Technical Education is provided as an option in a variety of courses as exploration, assessment and training.

All students are assessed to determine 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 adopted 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 standard adopted by their home state. In Virginia, this would be the Virginia Standards of Learning/Virginia Aligned Standards of Learning in English/Language Arts, Writing, Mathematics, History/Social Science, and Science; in addition, see specific standards in Biology, Chemistry, Career 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 curriculums. Curriculum and materials are adopted to provide learning at an optimum rate with high retention and broad generalization.

Current available curriculum options include but are not limited to:

The Virginia State Department of Education - Standards of Learning/Curriculum Framework

- The Virginia State Department of Education - Standards of Learning/Curriculum Framework
- The Virginia State Department of Education - Virginia Essentialist Standards of Learning
- The CTEA - Strategies for Teaching-Based Instruction Framework
- Virginia Transition Skills Activities
- Project Discovery
- Early Literacy Skill Builder
- Teachmeanit
- Edmentum: Reading Level One & Two
- Gateway Life Activities

- The state curriculum or alternate state curriculum of the student's placing state other than Virginia
- Race Care activities (Equal Justice (Mell Curriculum))
- Greenfield
- PCL Levels 1, 2 & 3
- Student Functional Skills Series
- Work-Based Learning – Training Skills 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 rules that support the student's learning. The staff gives individual 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 three 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 a part of the student 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.

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 individualized 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 social and technical education skills. Students in this program participate in the academic areas of English/language arts, mathematics, history/social science, 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 situational), 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 given a diploma based on a predetermined set of work skills and work behaviors. Technical competencies may be in subject or community based. The completion of this program meets the requirements of the student individualized education program (IEP) resulting in the issuance of a certificate of achievement 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 (SOLs) or the applicable standards of their home state. The objectives of this program is to improve competency in the four-year students' subject's areas of English, Mathematics, History/Social Science and Science. In addition to these subject areas, students/students/parents/guardians are given a balance of functional skills and career skills that lead to successful transitioning into adult living.

Notice that annually, 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.

Students sign off from an educational program to establish good attendance. All students are expected to attend school regularly and to be on time. Instructional staff document attendance and/or tardiness daily with home addresses being made to the home state as per the requirement of the state.

Three or more times a student is unable to attend school. Therefore, when a student is late absent for all or part of a day it is the responsibility of the parent or legal guardian to inform the school each day that a child is absent or late in attendance for the entire school day. If a student is absent without contact, a case manager employee/teacher 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 upon receipt of a valid written note or other form of notice approving the school from the parent or guardian on the day of the student's absence school includes:

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

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

If tardiness 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 absence and/or tardiness and presents this to the student's local advisory team (LAT). The LAT either determines strategies and techniques to encourage attendance and progress or if the reasons fall outside of Grafton's domain, the LAT determines the next to contact the student's placing agency.

5. Grading

For all students addressing standards at high-point or advanced standard diploma or diploma or diploma options level, students placed in regularly-scheduled state tests are sitting on some all 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 homework. Each course has 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 on a pass/fail or ungraded scale, dependent upon the feedback of their principal. Placement in this program is an IEP team decision and is also influenced by following a program which is based upon diploma or standard standards from their home state.

All students are evaluated by ongoing data problem based on the final situation in their IEP goals and objectives.

Grades reflect all promotion and/or retention decisions to the home (HS) based upon their local standards. Additionally, while grades may issue a certificate of attendance, it is the responsibility of the student's home state to issue the formal graduation document.

6. Make-Up Work

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

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 end of course exams. In this situation, Gresham will consult the student's local educational agency to determine how they wish to be proceed. If make-up work is determined to be the best course of action by the HS and the IEP team then Gresham's Principal works with the student, the teacher, and the student's MDT to develop a make-up plan that can be as quickly completed.

7. Homework

Schedules will accommodate time for students to complete homework/study time.

II. Statewide Testing

Statewide testing decisions are made via two supports. For those students who have an IEP, all state-mandated assessments will be made during the IEP meeting and will be administered according to all applicable state standards and timelines. For those students who have an IEP, all testing decisions will be made via phone conference with the ILE.

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 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 or to contract. In most cases the assessments are done at Lehigh Valley Lehigh staff. The resulting assessments, findings for collection of evidence, and other supplementary forms and information are provided by the student's ILE.

Under the direct supervision of the regional Principal, the assessments or the collection of evidence are completed. State and local assessment findings are attempted yearly by Lehigh's educational staff that is not provide teacher training and ongoing support in this area.

All assessment administration is based on each ILE's assessment schedule. After all required elements are completed the assessments or findings with the collection of evidence assessment to the ILE within their predetermined timelines.

III. Work-Based Learning

During the duration of a student's educational experience and based upon educational program, he/she may participate in career education experiences which include educational assessments, technical 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 associate individual interest assessment.

Participation in all facets 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.

Parents/guardians will be required to sign a document in order for their students go into the community doing virtual tours (this applies for both CTE job shadow and community based settings).

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 Crafton. Please ensure that your child's physician submits a copy of the prescribed diet plan 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

Medical care is provided for Crafton students 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 only 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 site and the group homes, all medications must be marked in secure and locked containers under the supervision and control of assigned Crafton staff upon arrival at school medication boxes are to be delivered to the infirmary and upon arrival at the group home medication boxes are to be placed in a locked cabinet.

Parents/guardians 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 whether or not the student requires the attention of a community health care professional or emergency medical treatment or nursing guidelines. If the Crafton nurse or nursing 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 bruises (i.e. student falling on the playground) will be reported to the readily parent telephone call. 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/guardians 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 three (3) times, he/she will be sent for in the residential setting by direct care staff and assessed periodically by a Crafton nurse or external healthcare provider. Return to school will be

standing medical provider based upon Virginia Department of Health guidance ([Link to Information regarding emergency services for students with life-threatening medical conditions](#), [Emergency Services](#) for more information) and resolution of symptoms.

Grades serve community hospital services within all regions. Local nurses' stations provide emergency services on site and transportation to the hospital.

All individuals enrolled in Grades who need a psychotropic medication 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 regulation in proper identification of a crisis event and administration of the injection. Specific locations for each site are mentioned by grouping closely related) communicated to staff via written correspondence, and included in annual behavioral training.

H. Protection from Abuse and Neglect

All Grades 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 occurrence of abuse and/or neglect are detailed within the Grades Policy Manual ([Attachment A](#)).

I. Behavioral Supports

1. General Information

Students who receive services through Grades often display various acting out behaviors. Grades is committed to helping our students develop positive behavior patterns that they will be able to take with them when they leave Grades. As such, all staff is trained in approved behavior management and de-escalation techniques. Staff are trained utilizing staff for functional behavior assessment and completed to identify the functions that the behaviors serve for the student. 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, restorative consequences may be required as discipline for inappropriate behavior by the student. All restorative consequences are designed to reduce the reoccurrence of the unwanted behavior. Restorative interventions are described below.

2. Time Out

In accordance with state rights regulations, "Time out means excluding an individual to regain emotional control by removing the individual from the immediate and supportive staff/peer support location until he or she is able to the problem behavior has subsided". The instruction for the individualized means is located in

the alternative location may not take the form of seclusion. An individual may not be in time out for more than 30 minutes per episode. Time out must be a part of written behavioral support plan with approval from a clinical supervisor/teacher. During a time-out, an individual may not be placed alone in a locked or secured area from which he is physically prevented from leaving (seclusion).

Note: Seclusion does not use coercion of any type across all incidents.

3. Restriction

While working under supervision, 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 that setting and under those conditions that are least restrictive of his freedom.

Griffin encourages 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 occur when that individual's actions otherwise pose a safety risk to self and others or seriously interfere or interfere to an extent. Restricting 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 no longer meets criteria for removal.

4. Physical Restraint

The North Shore Campus in Winchendon 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 chairs. All employees working with students and clients of the Winchendon Region of Griffin are trained and certified in chair chairs. We also offer chair training to parents who have family members in the program. For more information on chairs, 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 individual behavioral support plan.

Chairs may be performed within the following parameters:

- Chairs may not replace or replace an employee. Chairs assigned to not release an individual paid to perform their chair from doing that chair. (Example: If an individual messes up the bathroom, he may be required to clean it up but his compliance does not release the housekeeping staff from cleaning that it.)
- Chair assignments must be time limited.
- Chairs that involve an individual staff member must be certified.
- Chairs assigned should be directly related to the infraction.
- The individual may be subject to what he has broken, if able.

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

- Money from personal funds, such as activity or welfare 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 assignment in specific incidents (manager or therapist – consent must always be reached in the incident);
- Specify the maximum amount or total duration of restitution that can be assigned for any one incident.

6. Increased Structure

Increased Structure Program may be used for students who demonstrate very dangerous behaviors and who are making regularly scheduled academic assignments 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 contacts and visits with the individual's attorney, a probation officer, regulators or parole agency representative;
- Bars on contacts and visits with family or legal guardians except as permitted by other applicable state regulations or by order of a court of competent jurisdiction;
- Delay or withholding of issuing or accepting 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 (alone 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 restraint 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 contacts and visits with advocates 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, Griefline staff, and/or individuals receiving services may bring a complaint or concern to the attention of any member of the multidisciplinary team/management. The person receiving the problem attempts to resolve it at 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 status of the concern and who must be involved in its resolution. The person making the complaint will be contacted within 10 business days by the case manager concerning the matter. At any point in the process, if the person making the complaint is uncomfortable with the proposed outcome, 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 settings, 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 21010, Richmond, Virginia 23261-0101. Additionally, if the same school district of the complainant is outside of the Commonwealth, they may also file a complaint the federal state's appropriate office. Information for other regulatory systems outside of the Commonwealth of Virginia may be obtained from the case manager.

K. Confidentiality

Griefline Individual receiving services is entitled to have all information that Griefline collects or learns about him remain confidential. Each individual has a right to give his consent before Griefline shares information about him or his case unless another law, federal regulatory, or state rights regulations specifically require or permit Griefline to disclose certain specific information.

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

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

When information is disclosed, Griefline will 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 Griefline disclosure without consent.

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

L. Inspection & Review of Records

Each individual receiving Grafton services has a right to view, read and get a copy of his own services record. Others must have his or her own guardian's permission first. (This right is restricted according to law; the individual has a right to certain other people see his record.) 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 let anyone who sees his record know 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.

Grafton will permit each individual to see his record when he requests them and to provide corrections if necessary. Grafton will not charge. Grafton will give individuals any help they may need to read and understand their service records and provide corrections to them.

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

Grafton will document in the record the decision and reason for the decision to limit or refuse access to the individual's medical record. The individual will be notified of time limits and conditions 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, Grafton will investigate and file in the service record a written report concerning the individual's request.

- If the report finds that the service record is incomplete, inaccurate, not pertinent, not timely or not necessary, Grafton will: 1. Either mark that part of the service record clearly to say so, 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. Also discuss the original service record without separate reports concerning legal advocacy (e.g., if compelled by subpoena or other court order). 3. Placing clearly in writing at all points where there is such removal the relevant information that the service record has been corrected in response to a request that recipients acknowledge the correction.
- If the report does not result in action satisfactory to the individual Grafton will upon request file in the service record the individual's statement explaining his position. If needed Grafton will help the individual write this statement. If a statement is filed Grafton will: 1. Give all persons who have copies of the record a copy of the individual's statement. 2. Clearly state in any later discussion of the record that it is disputed and include a copy of the statement with the disputed record.

Grafton 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 the individual (or his guardian) that the services record as a result of the individual's request for access, signs and puts in the service record permanently a written statement that he/she believes 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 the service record as he can without taking harm to the individual.

An access log will be signed by anyone that sees a student's file for any reason, with the date and purpose for its use. Principal or designee is always available to explain the records to parents on request. A designated person will be provided for any parents who need any translation of the records.

If the school closes, student records will be returned to the home school, Local Education Agency (LEA) from which the students came.

Griffin Integrated Health Network's student records include the following: Assessments/Screenings/Screening, Current IEP, Plans and records, Transcripts/Grade Cards, Standard of Learning/Assess, Diagnostic or Educational Testing, Application, a Parent Rights Form (original and understanding signature), Correspondence, Physician's Certificate (no more than 1 year old), Critical Incident Reports, if any (Only one student's name appears in any student file).

Previous school information provided may include: Grade cards/Transcripts, Past/current IEPs, medical records, School test evaluation, Psychos educational evaluations, Speech/hearing screening or reports, Physician's Certificate.

School files are maintained in accordance with legal and regulatory requirements regarding confidentiality and access.

M. Financial Information

1. General Fees

General fees are the responsibility of the sponsoring agency(ies).

- **Educational Day:** Please refer to the web site for the Office of Comprehensive Services Act for its rules. Youth and Families which publishes Virginia's Service Fee Directory (<http://www.vocaregion.org/publications>). Day fees cover all academic costs including tuition, textbooks, writing, and other instructional materials. Heavy resources, program supplies, lunch on each academic day and supervision on those days during school hours. No transportation to and from home is provided.
- **Therapy:** When needed, an individual's program will be designed to include speech/language therapy, occupational therapy, or other individualized services as appropriate. Costs will be documented according to rates listed on the Service Fee Directory.

2. Medical Fees

- **Medical and Pharmaceutical:** Fees for these services (including dental, pharmaceutical and psychological services) are not included in the general fees and will be billed by the community provider as needed. If a student is unable to receive the required medical treatment or medication due to a significant health condition may request services at their home or elsewhere.

3. Insurance

Please note that Griffin does not provide accident or medical insurance. However, Griffin does provide liability insurance. (Please contact our Finance Office for more information or call Griffin's Insurance toll-free.)

4. Refund Policy

All charges are printed on a per diem basis, computed from the day of admission. In the event an individual does not actually enter facility, is withdrawn from the program permanently, or is discharged by facility 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 discharge). Note that this policy does not include any temporary absences following which the sponsor intends the individual to return to school.

N. Discharge

It is the goal of facility staff to teach skills in education, recreation, community living, residential living, intimate and romantic, language and social interactions. Any individual whose skill levels permit movement to a less restrictive or preferred residence will be transitioned into that residence with appropriate supports from questions and funding agencies, as long as funding is provided.

Discharge from any of facility's programs can be classified in one of four ways: Planned Discharge, Individual/Emergency Discharge, Parent/Agency Initiated, or Individual Initiated. Whichever facility discharge has, its purpose is to assist the individual in pursuing individual growth and development. Discharge planning is carried out in coordination with the sponsoring agency and other involved agencies; the individual and the parent/guardian to ensure that the best possible alternative placement is selected. In all cases, the agency which referred 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 objective, programming alternatives have been exhausted, 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.
- **Facility Initiated/Emergency Discharge:** Emergency discharges may be required for individuals who cannot receive necessary and appropriate services from facility. This includes individuals who require medical services not provided by facility, individuals who require psychiatric hospitalization, and individuals who present clear danger to themselves or others. Notice of such discharge will be negotiated with the appropriate sponsoring agency and/or Community Services Board. Agencies will be notified of required earlier program changes which should preclude any actual test re-determinations.

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 facility initiated/emergency discharge.

If the parent/legal guardian goes to the process to prevent a Graham initiated discharge, Graham will maintain the placement during the process (pending legal action). 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. Graham 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 or agency for their own purposes and reasons. Individuals of 18 years of age who are requested for such a discharge. The specific time of discharge may be negotiated with the parent/legal guardian and funding agency.

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

- **Individual initiated discharge:** When individuals 18 years of age or older initiate discharge from Graham services, Graham 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 restricted into someone else's care such as the court system, are legally entitled to make such a decision.

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

ATTACHMENT A

Grafton		Policy and Procedures
State of Policy	Protection from Abuse	
Policy Number	202.10	
Version	1.000.000.000	
Policy Owner	Director, Community Development and Integration	
Approved/Reviewed	Executive Leadership Services Inc (ELSI)	
Policy	<p>All Grafton employees are responsible for the proper treatment of individuals receiving services. Under no condition may any individual receiving Grafton (or abuser's) registered, 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 of 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) Supervisor or to the area/sectional 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) working freely alone.</p> <p>The QA Supervisor and/or program manager will immediately take necessary steps to ensure the safety of individuals receiving services.</p> <p>An abuse or neglect allegation from parent or other persons not employed by Grafton should be forwarded to the QA Supervisor who will take appropriate follow-up action.</p> <p>Employee/Intern/Volunteer restrictions:</p> <ol style="list-style-type: none"> Staff should avoid being alone with individuals receiving services except when required. For example, staff should not go behind closed doors with an individual respondent or out of sight of other adults, when possible. Smoking is permitted. Prohibited activities include video games, games that include exchanging things (this can include use of "high-five" reinforcement), pinches, excessive talking and teasing. 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 notes or letters with individuals receiving services should be avoided as well as any physical touch that might be misinterpreted. When working with students, staff must always maintain authority as that is always what. When working with adults, it is expected to maintain a professional supporting relationship. 	

	<p> II. Staff persons are always responsible for behavioral intervention. Individuals receiving services may react to the manager of another individual's behavior. II. Only Staffperson approved behavior intervention techniques may be used other attempting to assist an individual with gaining behavioral control. II. The use of manual prompts should be restricted to that which is absolutely necessary. III. When staff are at risk of losing their temper, they are responsible for limiting another staff person from at times, staff should walk away if necessary. Standing in front of individuals receiving services is never acceptable. An employee must never threaten individual service when the employee himself/herself is out of emotional control. I. If another staff person tells an employee to take a break, they must do so without question. </p> <p> Procedural Elements of Investigations I. Because of the behavioral and legal responsibility for the well-being of individuals with special needs, acknowledgment of the importance of presenting a constructive rather than destructive culture, the organization reserves the right to suspend an employee during the investigation and/or discipline an employee under without allegation without conclusive evidence, if this is not obtainable. Further finding will be based on the Ipt Supervisor's summary report of the investigation. II. An employee may be suspended by an executive manager, director or administrator of the supervisor or on duty manager. The Ipt Supervisor may recommend suspension of the employee to any of the individuals listed above. II. Any employee who commits a major violation will be dismissed, the date of dismissal subject to consideration of the nature of the individual receiving services and any mitigating behavior on the part of the employee. II. 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, leave without pay, retraining, or change in location of job assignment. Continued minor violations by an employee may result in termination. </p>
Procedure:	<p> Reporting The reporting procedure are designed to maximize the confidentiality of those persons reporting such incidents. </p> <p> Persons observing any identified as misconduct, abuse or neglect or violating a prohibition including the possible mistreatment, abuse or neglect of a staff must immediately contact the Ipt Supervisor in person or by phone. If the Ipt Supervisor is not available, the staff must immediately contact the on duty or second program manager. Any employee may call toll-free to make a report of abuse or neglect if they choose. The program manager who receives a complaint will immediately contact the Ipt Supervisor and follow the below incidents policy and procedures. </p> <p> When there is reason to suspect abuse or neglect as defined in state law and regulations, DDI in the area of the alleged abuse or neglect must be notified within 24 hours. </p>

The Crisis Intervention Team may be contacted if the local department is unable to respond within 24 hours. The Iltb 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 immediately in accordance with the Department's reporting protocol. Allegations involving one of Grifone's private 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 report of alleged abuse or neglect involves an individual other than a Grifone employee, the information will be turned over to DSH in the areas the alleged abuser neglect occurred. Grifone will provide assistance to DSH as requested. Additional notifications to the client's family/guardian are made dependent on consultation with DSH.

Investigation

Internal agencies may choose to conduct investigations into an allegation. Grifone will work collaboratively with external agencies during this process. An internal investigation will attempt to understand following a Grifone worker 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 subject to a program manager or issue work immediately if at all. The employee will receive general information related to the complaint at that time. The employee's supervisor will contact the employee with more information or 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 intimidation. The employee is paid during a period of investigative suspension.

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

During an investigation, the Iltb Supervisor will gather documentation, as applicable, including child protective cases, various incident notification forms, medical information, telephone call records, work schedules, client care 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.

	<p>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.</p> <p>In the case of a sexual harassment claim, EEO typically requires that a physical examination be afforded as soon as possible.</p> <p>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.</p> <p>Relevant internal documentation will be made available to the EEO investigator, the licensing agency 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.</p> <p>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 mailbox reporting application, and to the Director, to include whether abuse, neglect, or exploitation occurred, the type of abuse, and whether the act resulted in injury.</p> <p>Disciplinary reports are reviewed by different agencies for different purposes. The Virginia Department of Education and Virginia EEO/HR review a report from the perspective of compliance with licensure standards. The Human Rights Advocate may investigate to ensure an individual's rights were 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's policies and practices.</p> <p>If Director finds sufficient evidence of abuse, the employee will be terminated. Disciplinary actions will be dependent on information gathered through investigation, and if the EEO/HR Department is satisfied, for example, an employee's actions may not meet the EEO definition for abuse, but may clearly violate Director's policies on the treatment of individuals. Documentation and reporting procedural maintenance of confidentiality, use of approved behavioral management techniques and other treatment issues are examples of other aspects of an investigation which may lead to employee disciplinary actions.</p>
Referral Policy:	IM-10: Serious Incidents
Referral Form:	IM-10

ATTACHMENT B

Winchester Educational Objectives and Program Description

By using a wraparound approach, Griffin Integrated Health Networks – Winchester Region is committed to:

- delivering researched-based, state-of-the-art methodologies in order to support individuals with intellectual disabilities, developmental disabilities, autism, along with co-occurring physical, medical, sensory or emotional disabilities;
- providing a multidisciplinary continuum of care that will ensure that those we serve achieve maximum independence with the highest level of autonomy;
- providing each student with the skills necessary to increase their capabilities through wraparound, collaborative, and therapeutic environments.

In order to accomplish these objectives each student will receive instruction related to their individualized educational needs which, as per IEP decisions, may be based upon typical standards of learning for those working toward a Standard or Advanced Studies Diploma or aligned/modified standards of learning for those working toward a Certificate of Completion or Certificate of Applied Studies. Across two school sites, the Winchester program can serve students in grades K-12 along with Post-12 students continuing to address educational skill deficits through their 12th year. All students participate in state mandated assessments based upon their educational track which can consist of that of Course Exams or alternative assessments specific to their home state. Each educational track is designed for students who require a highly specialized learning environment in order to address either core academic deficits or functional life skills. For those students working toward a Standard or Advanced Studies Diploma, the program of studies will include all required core academic courses as per their home state or locality. For those students in the Integrated Program who are working toward a Certificate of Completion or Certificate of Applied Studies, the program of studies will include skill development in communication, daily living and occupational preparation. Additionally, identified into the program of studies for these students are the academic areas of English/reading, mathematics, history/social/science, and science which are based on the aligned core 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 preparation, assessment or a workshop called for in the IEP. The areas covered include job exploration, a career and technical educational assessment (typically vocational), and job training via an individualized task analysis for each IEP student. Training areas are based 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.

ATTACHMENT C

GRAFTON		Policy and Procedures
State of Policy	Nutrition and Physical Activity	
Policy Version		
Policy Review Period	Continuous improvement	
Policy Status	Effective January 2020 and ongoing	
Approved/Reviewed Date		
Definitions		
Policy	<p>It is the policy of Grafton that the employees are committed to the optimal development of every student by providing the opportunity to achieve personal, academic, developmental, and social success, through creating positive, safe, and healthy promoting learning environments at every level in every setting throughout the school year. All students will have the opportunity to practice healthy eating and physical activity behaviors throughout the school day while Grafton ensures commercial distractions are minimized.</p>	
Procedures	<ul style="list-style-type: none"> Staff will provide the students access to healthy foods throughout the school day both through reimbursable school meals and other foods available throughout the school campus in accordance with federal and state nutrition standards; Staff will provide quality nutrition education that helps students develop/identify healthy eating behaviors; Staff will provide the students with opportunities to be physically active before, during, and after school; Staff will engage in nutrition and physical activity promotion and other activities that promote student wellness; School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school; The residential community is engaged in supporting the needs of the academic community in creating continuity between school and after settings for students and staff to practice/identify healthy habits and An infrastructure for the management, oversight, implementation, communication, and monitoring of the policy and its established goals and objectives will be maintained through the School Wellness Committee; The School Wellness Committee will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. This plan will be maintained after the Model Local School Wellness Policy developed by the Alliance for a Healthier Generation, has been thoroughly reviewed by the office, Board and 	

	<p>Statutes/Kanban and is in compliance with the statutory requirements for local school wellness policies as per the governing legislation, <i>Kansas School Wellness Policy Implementation Model</i> (Kansas Health Action Plan 2011).</p> <p>• Kanban will retain records to document compliance with the requirements of the wellness policy at the Kanopolis Campus in the Nutrition Office, and/or on Kanban's shared drive. Documentation maintained in this location will include but will not be limited to:</p> <ul style="list-style-type: none"> • The school wellness policy • Documentation demonstrating compliance with community involvement requirements, including (1) efforts to actively solicit Kanban Wellness Committee membership from the required stakeholder groups; and (2) those groups' participation in the development, implementation, and periodic review and update of the wellness policy • Documentation of annual policy progress reports for each school; and • Documentation of the triennial assessment of the policy for each school • Documentation demonstrating compliance with public notification requirements, including: (1) methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) efforts to actively notify families about the availability of wellness policy. <p>• Kanban will offer school meals through the WFP and LBP programs, and offer school lunch program. All meals:</p> <ul style="list-style-type: none"> • Are accessible to all students; • Are appealing and attractive to children; • Are served in clean and pleasant settings; • Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (Kanban offers nutritious school meals that meet USDA Nutrition Standards.); • Promote healthy food and beverage choices
Reference Policy:	http://www.kanstate.gov/schoolmeals/nutrition-standards-school-meals https://www.healthkan.org/
Reference Form(s)	

	Full Day/Week and Summer/Session Availability
	Session Availability
	Summer/Session Availability
	Full Day/Week Availability



Worcester State North Campus
100 Bellows Avenue
Worcester, MA 01601
(508) 853-0000

Education Calendar July 1, 2023 - June 30, 2024

July 2023						
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July 2023	
July 1-10: Full Day/Week Availability	July 11-15: Full Day/Week Availability
July 16-20: Full Day/Week Availability	July 21-25: Full Day/Week Availability
July 26-30: Full Day/Week Availability	July 31: Full Day/Week Availability

August 2023	
August 1-5: Full Day/Week Availability	August 6-10: Full Day/Week Availability
August 11-15: Full Day/Week Availability	August 16-20: Full Day/Week Availability
August 21-25: Full Day/Week Availability	August 26-30: Full Day/Week Availability

January 2024						
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29	30	31				

September 2023	
September 1-5: Full Day/Week Availability	September 6-10: Full Day/Week Availability
September 11-15: Full Day/Week Availability	September 16-20: Full Day/Week Availability
September 21-25: Full Day/Week Availability	September 26-30: Full Day/Week Availability

October 2023	
October 1-5: Full Day/Week Availability	October 6-10: Full Day/Week Availability
October 11-15: Full Day/Week Availability	October 16-20: Full Day/Week Availability
October 21-25: Full Day/Week Availability	October 26-30: Full Day/Week Availability

February 2024						
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29	30	31				

October 2023	
October 1-5: Full Day/Week Availability	October 6-10: Full Day/Week Availability
October 11-15: Full Day/Week Availability	October 16-20: Full Day/Week Availability
October 21-25: Full Day/Week Availability	October 26-30: Full Day/Week Availability

November 2023	
November 1-5: Full Day/Week Availability	November 6-10: Full Day/Week Availability
November 11-15: Full Day/Week Availability	November 16-20: Full Day/Week Availability
November 21-25: Full Day/Week Availability	November 26-30: Full Day/Week Availability

March 2024						
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October 2023						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023	
November 1-5: Full Day/Week Availability	November 6-10: Full Day/Week Availability
November 11-15: Full Day/Week Availability	November 16-20: Full Day/Week Availability
November 21-25: Full Day/Week Availability	November 26-30: Full Day/Week Availability

December 2023	
December 1-5: Full Day/Week Availability	December 6-10: Full Day/Week Availability
December 11-15: Full Day/Week Availability	December 16-20: Full Day/Week Availability
December 21-25: Full Day/Week Availability	December 26-30: Full Day/Week Availability

April 2024						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 2023	
December 1-5: Full Day/Week Availability	December 6-10: Full Day/Week Availability
December 11-15: Full Day/Week Availability	December 16-20: Full Day/Week Availability
December 21-25: Full Day/Week Availability	December 26-30: Full Day/Week Availability

January 2024	
January 1-5: Full Day/Week Availability	January 6-10: Full Day/Week Availability
January 11-15: Full Day/Week Availability	January 16-20: Full Day/Week Availability
January 21-25: Full Day/Week Availability	January 26-30: Full Day/Week Availability

May 2024						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 2023						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2024	
January 1-5: Full Day/Week Availability	January 6-10: Full Day/Week Availability
January 11-15: Full Day/Week Availability	January 16-20: Full Day/Week Availability
January 21-25: Full Day/Week Availability	January 26-30: Full Day/Week Availability

February 2024	
February 1-5: Full Day/Week Availability	February 6-10: Full Day/Week Availability
February 11-15: Full Day/Week Availability	February 16-20: Full Day/Week Availability
February 21-25: Full Day/Week Availability	February 26-30: Full Day/Week Availability

June 2024						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Worcester State North Campus
Early Release and Early Start for all students

Worcester State North Campus