



Family and Student Handbook

Norwood

2021-2022

*Policies found in the COVID 19 P&P Summary supersede related policies found in the Student and Family Handbook. All other policies are still in effect. The COVID 19 P&P Summary will be updated as needed. You will be notified of any substantial changes to the COVID 19 P&P Summary or the Handbook.

Family and Student Handbook



Dear Family Members,

Welcome to The May Center School for Brain Injury and Neurobehavioral Disorders. Throughout the entire process of selecting our program for your child, you have been provided with a lot of information. This Family Handbook is written to help you better understand our program philosophy, policies, and procedures. We hope that it clarifies any questions you may have.

We look forward to working with you and your family. We want this to be a positive and rewarding experience for both you and your child.

As always, if you have any questions, please feel free to contact me or speak with any member from our professional team.

Sincerely,

Andrea Potoczny-Gray, M.Ed.

Executive Director

508-588-8800, ext. 2024



Family and Student Handbook

May Center School for Brain Injury and Neurobehavioral Disorders

The May Center School for Brain Injury and Neurobehavioral Disorders in Norwood, MA is currently licensed by the Massachusetts Department of Elementary and Secondary Education (DESE).

History and Philosophy

The May Center School for Brain Injury and Neurobehavioral Disorders is a program of the May Institute, Inc., a private, non-profit corporation governed by a board of trustees. Lauren Solotar, Ph.D., President and CEO, oversees all aspects of the Institute's operations from the corporate offices located in Randolph, MA.

Biographies

Andrea Potoczny-Gray, M.Ed, CBIS, Program Director

Ms. Potoczny-Gray holds a Master's degree in Education and licensure as a special education teacher and has worked for over 25 years exclusively in the field of neurorehabilitation for children and adolescents with brain injuries. Prior to becoming the director, Ms. Potoczny-Gray served as the Assistant Director, the Director of Family Services and the Director of Community Living where she was responsible for the development of the May Center's five community based programs. Among the first nationally to be certified as a brain injury specialist, Ms. Potoczny-Gray has served as a consultant to public schools and families on brain injury education. Prior to coming to the May Center in 1993, Ms. Potoczny-Gray worked at the New England Center for Children as a Team Coordinator serving children and adolescents with autism spectrum disorders.

May Center Snapshot



Age range served: 5 – 22 years

Educational method: Applied Behavior Analysis (ABA)

Staff-student ratio: 1:2

Class size: 5 – 6 students

Average enrollment: 50

Length of program: Full-day, 12-month



Program Description/Statement of Purpose

Our Mission

The May Center School for brain injury and neurobehavioral disorders demonstrates our commitment to the students we serve, their families and the quality of our services to children, their families or in the employment of personnel on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness. The May Center School does not discriminate on the basis of race, color, religion, ancestry, national origin, age, physical or mental disability, sex/gender, gender identity, sexual orientation, military status, veteran status, genetic information, pregnancy, pregnancy related conditions, marital status, socioeconomic status, homelessness, or any other category protected under applicable law in treatment or employment at the Institute, admission or access to the Institute, or any other aspect of the educational programs and activities that the Institute operates. The school is required by Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act of 1975 (Age Act), and their respective implementing regulations at 34 C.F.R. Parts 100, 104, 106 and 110, not to discriminate on the basis of race, color, or national origin (Title VI); disability (Section 504); sex (Title IX); or age (Age Act). Inquiries concerning the application of each of these statutes and their implementing regulations to the Institute may be referred to the U.S. Department of Education, Office for Civil Rights, at (617) 289-0111 or 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, or to Terese Brennan - Compliance Officer, at 1-888-664-9870 or Compliance@mayinstitute.org or May Institute 14 Pacella Park Drive, Randolph, MA 02368.

The mission of the May Center is to provide a coordinated and progressive program of services that is responsive to the needs of individual students. Although specific strategies may vary, the general approach remains the same—the use of the best educational practices available. The fundamental components of this approach involve: (1) assessing the strengths, needs and preferences of each child, (2) developing educational plans and goals based on those strengths, needs and preferences, (3) applying methods of proven effectiveness, (4) evaluating and carefully documenting the results of each educational procedure and (5) systematically assisting the child to generalize lessons learned at school into the real world.

Our Vision

We work to provide the highest possible standard of behavioral, healthcare, education and rehabilitation. We care deeply about each person we serve and about each other as professionals. We seek continually to learn and apply best practices and to share our knowledge. Our Centers reflect our values of fairness, diversity, accountability, and results. Together, we work to create new and more effective ways to meet the special needs of individuals and families in our region and beyond.

Key Elements of Our Philosophy-Cornerstones

- Our program is founded on some basic beliefs. These key elements of our philosophy guide us in the way we serve children and their families.
- We are here for the children and adolescents we serve. They are first and foremost in all we do.
- We respect the strengths, needs and preferences of our students.
- Students are members of their home schools and communities.
- Families and teachers are partners. We treat all family members with dignity and respect.



- As teachers we support each other personally and professionally to enhance our program and ourselves.
- All of us— teachers, students and families—succeed best when we identify shared goals and work together as a team.

The Goals of Our Program

Our major goals are to help each child to:

- improve academically and learn to communicate better
- increase positive behavioral and psychosocial growth
- improve overall health and physical development
- increase independence and community integration
- develop pre-vocational and vocational skills
- function better in home, school, and community.



Admissions

Our Admissions Policies

The May Center serves children from the ages of 5 – 22, with acquired brain injuries and complex neurobehavioral disorders. It does not discriminate in providing services to children and their families on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness. Specifically it will not discriminate in or deny access to services, facilities, activities and benefits or restrict a student in any way in the enjoyment of any advantage or privilege.

Completed applications for admission are reviewed by the admissions committee and a student and parent interview is scheduled. The admissions policies and procedures are made available to students, their families, and educational liaisons at any time upon request.

When a student is accepted to the program the placement of students in class rooms and community residences is generally determined by a first come first serve basis and age, but also may be influenced by the particular composition of the available classroom or residence in terms of the gender, skill level, accessibility needs, behavioral issues and maturity level of the children in it.

We will provide you with a packet of forms to complete, sign and return on or before your child's first day of school. Consent forms will be sent out yearly per regulations. We ask that you fill out the consent forms in full within the requested time limit. Along with consents, the emergency contact card is also updated yearly. The emergency cards are essential for determining who should be contacted in an emergency and who is allowed to have contact with your child in general. In addition, a school calendar will be forwarded to you prior to your child's admission.

Physical and dental exams are required annually as part of our licensing requirements. Follow-up care with specialists may also be needed. Please see the Health Care section of this guidebook for information about how we can work with you on your child's health plan.

May Institute does not discriminate on the basis of race, color, religion, ancestry, national origin, age, physical or mental disability, sex/gender, gender identity, sexual orientation, military status, veteran status, genetic information, pregnancy, pregnancy related conditions, marital status, socioeconomic status, homelessness, or any other category protected under applicable law in treatment or employment at the Institute, admission or access to the Institute, or any other aspect of the educational programs and activities that the Institute operates. The Institute is required by Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act of 1975 (Age Act), and their respective implementing regulations at 34 C.F.R. Parts 100, 104, 106 and 110, not to discriminate on the basis of race, color, or national origin (Title VI); disability (Section 504); sex (Title IX); or age (Age Act). Inquiries concerning the application of each of these statutes and their implementing regulations to the Institute may be referred to the U.S. Department of Education, Office for Civil Rights, at (617) 289-0111 or 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, or to Terese Brennan - Compliance Officer, at 1-888-664-9870 or Compliance@mayinstitute.org or May Institute 14 Pacella Park Drive, Randolph, MA 02368.



A. Referral

Once a referral is made to the May Center School:

- We will take initial information via the telephone and ask the referring party to send a referral packet including a letter of interest, the student's current IEP, 3 year re-evaluations, and any other relevant reports.
- If a parent/guardian asks about referring a child themselves, we will inform them that the vast majority of referrals come from local school districts after the parents and the special education teams have decided that an out-of-district placement is necessary. If a parent asks about private pay options, we will inform them of the tuition rate. If the parent is still interested in referring their child, we will ask them to send a referral packet.
- We will set up a referral folder for each student referred.
- We will review the referral packet within five business days.
- If the information in the referral packet indicates that the child is appropriate for the program, but there are no current openings, we will send a letter to the referring party. We will invite the parents and/or district representatives to visit the program, but we will not see the child until an opening in his or her age range is available.
- When we have openings in the child's age range, we will schedule a tour and screening at our school. This visit with the child and parents will consist of an approximately hour-long screening with a Clinical, Educational, and Residential (when appropriate) team member. The team will meet with the child and obtain relevant educational, communication, social, independence, and behavioral information.
- We will provide a parent tour of the school and one residential home (when appropriate).
- We can schedule a local school district visit of our school.
- Within seven business days, a determination of acceptance will be made by the Executive Director, Clinical Director, Residential Director (if applicable), and screening team members.
- Prior to admission, upon request, the Executive Director of the program or designee will be available to the parents, student, and the public school for an interview, which may include an explanation of the school's purpose and services, student and parent rights, healthcare procedures, and termination procedures. The parents and students may have an opportunity to view the school and meet staff members and other enrolled students.



B. Intake Process

Once a student is accepted into the school:

- A letter of acceptance will be sent to the parent/guardians and the local school district and/or other funding source.
- An admission date will be determined jointly by the school director, parents, and local school district.
- All required admission paperwork will be completed, including:
 - o May Center School application form
 - o A complete physical exam not more than 12 months prior to admission; if it is an emergency placement, the May Center in cooperation with the parent/guardian and/or funding source will make provisions for a complete examination within 30 days of admission.
 - o Consent forms: placement agreement, emergency contact card, emergency medical services, authorized pick-up and contact list, administration of medication (if applicable), non-prescription medications, notice of privacy practices, photographs and first name, community activities, audio-visual recording for training and research, bring your own device.
- Within 10 business days, a placement agreement will be sent to the local school district and must be completed prior to the first day of school.
- An IEP will be written and/or amended and must be signed prior to the first day of school.
- Within one week of confirmation of placement, a Family Services Coordinator will schedule an intake meeting with parents.
- Prior to intake, the program must receive current healthcare provider's orders for any medications, current diagnoses, and status of all medical conditions and any recommended protocols.
- In order to provide the best continuity of care our team will communicate with your healthcare providers and other members of your treatment team.
- A May Center School policies and procedures manual is maintained onsite and it is available upon request.

Parents/Guardians are provided with a copy of the Family and Student Handbook upon request. A digital copy is available on the school website.



Preparing for Your Child's Admission

It is essential for you to provide the following medical, psychological and educational information prior to your child's admission to the May Center:

- results of a physical examination completed within the last 12 months
- up-to-date medical history, including past illnesses, surgeries, hospitalizations,
- injuries, allergies, evaluations, EEG's, lab tests, eye and ear evaluations
- updated and current follow-up evaluations by any specialist your child is seeing, such as a neurologist or psychiatrist
- if your child is on medication, the purpose of the medication and a request to continue the medication signed by a licensed physician, plus a signed prescription and a 30 day supply of medication
- complete immunization record signed by a physician, including a tuberculin test within one month prior to admission and documentation that the test was negative (The current record of out-of-state students must comply with Massachusetts regulations. For example, two doses of MMR must be completed by the age of 12.)
- lead screening
- results of neuropsychological and educational evaluations, including copies of school records
- dental exam within the last 12 months
- medical and dental insurance information and forms, including copies of both front and back of insurance cards

***Additional healthcare documentation may be required at the discretion of the school nurse.**

It is essential for you to provide appropriate clothing for the weather. Also provide a change of clothing for your child to keep at school. Please see list under student belongings for what should be sent for clothing. Please remember to mark all clothing with a label or permanent marker to help your child and residential teacher keep clothes organized.

Parent/Guardian Orientation

Each family is assigned a contact person in Family Services. On the day of an admission, Family Services will provide each family with a welcome packet, including a directory of staff, school calendar, and information and consent for the parent tree.

The First 6 Weeks after your child's admission

Your child's first six weeks at The May Center are often very difficult for a new student and their family. During this time the student must adapt to new teachers, a new routine, new environment, new peers, and in some instances, they must also deal with the stress of being away from home and family. You should expect frequent communication from most of the departments at the May Center during these first 4-6 weeks. We look to parents/guardians to guide us in how best to meet their needs during these initial 6 weeks.

During this 6-week period, your child is primarily observed, assessed, and given the opportunity to acclimate to their new environment and routine. Classroom and residential teachers, with the support of the behavior team, will collect baseline data for the first two weeks to determine target behaviors. The following two weeks, procedures are written and implemented to address the target behaviors. In



In addition, the Rehabilitation department begins formal testing, observations or screenings that will provide your child's TEAM with recommendations that will be incorporated throughout your child's programming. The Educational department may also complete testing and probes for education program development and to determine the most effective teaching procedures.

An informal six-week admission meeting is held with all the members of the May Center team, the family, and any other interested parties. This meeting gives parents/guardians, an opportunity to meet all of their child's team members, review assessments and any recommendations, and to make sure the team at the May Center and the family are on the same page regarding the course of care and treatment for your child.

After the first 4-6 weeks parents/guardians should expect weekly phone calls from both the residential and classroom teachers. The assigned case manager in each environment will set up a time to establish contacts with you and to determine the best mode for contact (e-mail, phone, written, etc.) If your child is a day student they will be coming home with a daily communication log for you to correspond with. You will also be contacted under the following protocol:

- the use of a restrictive procedure
- elopement off the property
- sickness or injury
- medication issue
- drastic changes in mood or behavior, including homicidal or suicidal ideation
- any allegation that is made by your child
- any issue with your child in the community
- any significant issue that involves your child or any circumstances involving your child that is beyond the usual routine of care and treatment

Given the specific individual needs of the students we serve, some parents/guardians will work with family services to establish separate guidelines for contact beyond what is mentioned above. We are more than willing to work with families to establish a level of communication that you can be comfortable with. Furthermore, if English is not your primary language spoken at home, our Family Services Department will work with your family and IEP team to establish a contact person able to facilitate communication in the primary language of the home. We work with this contact person to assure that the parent/guardian receives all correspondence in an understandable format, including translated documents as necessary.

IEP (Individual Education Program)

Contractual Obligations

Your child's placement is a contract between the School District and the May Center, and placement of your child at the May Center is conditional upon an agreement between the May Center and the parents, legal guardians, or person with legal responsibility to consent to the IEP. Prior to admission, a contract is developed either by the May Center or the school district and signatures need to be obtained before admittance. Parents are responsible to notify the May Center to of any change including, but not limited to, address or residence, other funding agencies involved with the student, divorce, guardianship and custody; consent to emergency medical care service and to provide access to a health insurance plan for



routine or emergency medical and dental care including a prescription drug benefit. The May Center is not responsible for the cost of medical and/or dental care including prescription drugs.

The May Center, family members, local education authorities (LEA), and other involved parties work as a team in creating the IEP for each student.

The IEP covers six domains of learning: academics, behavior, activities of daily living, communication, exercise and leisure, and transitional education, which includes vocational education and community re-integration. The team prioritizes the goals within these domains according to the needs of the particular student.

At the formal IEP meeting, the family, the student (when over 14 years old), the LEA, and the May Center refine the IEP. Care must be taken to focus on the neurological underpinnings that support academic and behavioral learning. The academic component (for example, the multiplication tables) may not be the main focus of the IEP as much as strengthening the underlying cognitive processes disrupted by the brain injury. We seek to teach our students “how” to learn and develop compensatory strategies for the skills that may forever remain challenging for them.

The parents or legal guardian have the right to approve or appeal their child’s IEP. They also have the right to open the IEP and reconsider it at any time during the year.

Students are required to have their IEP objectives reviewed quarterly to assess their progress toward the stated goals. In addition a TEAM meeting is held at 6 months to review progress as well. The family and the LEA are invited to attend these reviews.

To accomplish our goals we keep our classes small and flexible; our residences are in real community neighborhoods; and many teachers and specialists are available to assist each child. Every child has an Individualized Education Program that is based on personal strengths, needs and preferences.

The Purpose of the Individualized Education Program (IEP)

Each student at the May Center has the right to receive the most effective and least restrictive treatment possible, based on individual needs. Educational and treatment plans are prepared and reviewed at regular intervals to ensure that this right is protected.

The IEP is the driving force behind all our educational program planning. For the student, the IEP is the *map* we use to guide a student’s educational journey. For family members, the IEP is the *contract* between the family and school for the delivery of educational services to their child. Each IEP differs, because each student’s needs are different. Such differences are particularly important when working with students who have brain injuries and neurological challenges.

The learning objectives included in the IEP are generally stated in terms of *Annual Objectives* that are broken down into specific *Quarterly Objectives*. These quarterly objectives constitute much of the student's day-to-day programming. All objectives are stated as measurable goals, and data is collected daily to make sure that the student has met the objective and can apply the acquired skills in different settings.



We seek to help each child to become as independent as possible as they grow through childhood, adolescence, and into adulthood. Students will have many challenges and may experience many frustrations along the way. Our job as professionals and family members is to help guide students through these transitions with the greatest respect and dignity. Our goal is to eliminate the need for restrictive procedures by replacing them with strategies that can be applied unobtrusively and as naturally as possible within the home, school and community.

Questions we address in the IEP

- We look at how your child learns best, and then we work with you to develop an Individualized Education Program that addresses these important questions:
- What are the most important skills and behaviors your child needs to learn?
- What strategies will best help your child learn these skills and behaviors? How do we need to modify the information and presentation of information to best teach your child?
- Where should your child learn these skills and behaviors? How do we need to modify the learning environment to best teach your child? How do we insure that we are integrating your child into the least restrictive, most appropriate environment?
- How will our teachers know that your child has learned these skills and behaviors?

Individual Accommodations

In addition, other accommodations and modifications may be needed to make home, residence and classroom environments easier for your child to function in cognitively, behaviorally and physically. Some of the steps we can take are to:

- Modify home and classrooms to improve independent movement; improve the
- Ability to attend, think, hear and see; and enhance communication and behavior
- Integrate therapies, including physical therapy, occupational therapy and
- Speech/language therapy, into the educational program; schedule times for
- Breaks, rest periods and medications coordinate transitions to home and
- Community to enhance inclusion, integration and independence

Implementation of the content requirements of the Common Core Standards

The May Center School's curriculum aligns content and material with Common Core Standards. Upon admission, the student's current IEP is implemented. Additional assessments are coordinated with the Local Education Agency (LEA) and May Center School Team to ensure an accurate baseline of skills upon admission. At minimum, formal assessments are every three years. Additionally, assessments may be necessitated following any significant change in status, or as the result of the IEP team decision.

Students with more significant academic and functional needs (e.g. limited communication, poor tracking, limited ability to follow simple directions, etc) are administered a basic skills assessment, for example the *Assessment of Basic Language and Learning Skills* (ABLLS). Students who show higher cognitive abilities, or perform well on the basic skills assessment, are alternatively/additionally assessed for their reading, math, and writing skills using curriculum based assessment aligned with the Common Core (McGraw Hill). The Director of Education typically coordinates these assessments.



Information from these assessments is presented to the full IEP team for final determination of education services and service delivery. When goals are developed the Team ensures goals and objectives are aligned with Common Core Standards. The school's curriculum also aligns with the standards.

MCAS

Massachusetts mandates that students participate in MCAS or MCAS Alt. Testing. The IEP TEAM makes the determination whether MCAS or MCAS Alt. is administered in accordance with Massachusetts' guidelines and administration policies. MCAS Alt is assembled as a collaborative effort between the student and teacher. Parents and guardians view the MCAS Alt assessment before it is submitted to the DESE. All assessments are completed in the spring and results are sent to the May Center and the parent/guardians the following fall.

Data collection

An important component of each student's program at the May Center is the collection of data to monitor and analyze progress. Teachers and clinical staff review data at regular team meetings. All data is summarized in a quarterly progress report, which is given to the parents and the student's school system.

Progress Notes

Progress notes are compiled on a quarterly basis. They are submitted to the school district and the parent/guardian. Progress notes outline the progress a student is making on his/her IEP objectives. If a student is not making progress, the progress note will outline instructional changes to be made to increase the opportunity for the student to be successful.

6-month review:

During the 6th month of your child's IEP year, you will be invited to attend a clinical round meeting to review the progress your child has made toward individual education plan goals. A representative of each discipline will be in attendance at this meeting. Funding agency representatives will also be invited to attend this meeting but are not required to do so.

3 year Evaluation

Three-year re-evaluations are conducted every 3 years from the date of a student's first IEP. At the 3-year re-evaluation, a Brain Injury Battery (OT, PT and SLP) and a basic education assessment is completed by the May Center. Sending districts are responsible for other assessments when needed.

Diploma

Diplomas are issued by the sending school district when a student meets the district's graduation requirements and passes the MCAS or MCAS Alt. Assessment. Out of state students must meet his/her state's graduation requirements.

Communication

Communication Logs



Parents of day students will have the opportunity to have daily correspondence with their child's teachers via a communication notebook, sent home nightly. Please review the updated entry and send in any information from home that will help your child's teacher at school. Pertinent information can include behavior, overall mood, any general issues occurring at home that may affect your child at school, medication changes, illness, if they had breakfast etc. Please keep in mind that all the teachers working with your child will have access to the communication log. If you wish to pass on more sensitive information that you don't want to share with all the teachers in the classroom, please send in a separate note in a sealed envelope to the specific person you want to share information with or contact family services with this information.

Parents of residential students can also set up a communication log to travel home with the student on weekends by contacting your child's house manager or assigned family services representative. Various modes of communication can also be utilized.

Contacting staff at the May Center:

The May Center encourages communication among families, teachers and students. Please see policy and procedure section for more specific communication guidelines that will help you to avoid potential disruption to your child's programming and ensure that you reach the appropriate person as soon as possible.

Qualifications and Training

Staff are recruited by in-house postings, classified advertising, college/university placement offices, career fairs, professional conferences, online advertising, The May Institute web page, and an employee referral incentive program.

Direct care staff at the May Center possesses a minimum of a high school diploma or its equivalent. Senior teachers are certified in special education. Direct care staff working in classrooms and residences have experience and/or schooling in the areas of rehabilitation, psychology, education, applied behavioral analysis, and social work.

We require verification of at least two references, completion of a Federal Criminal Record Check which includes fingerprinting. May Institute employees, regardless of their position at the May Center, are required to participate in an extensive orientation to increase their knowledge of the agency and fulfill mandatory certifications before reporting to their new position.

All staff, including new employees, interns and volunteers participate in annual in-service training on the following topics:

- Reporting abuse and neglect of students to the Department of Children and Families and/or the Disabled Persons Protection Commission
- Student discipline and behavior support procedures
- Program's use of physical restraints
- Runaway policy
- Emergency procedures including, but not limited to, evacuation drills, emergency drills, utilization of the alarm system and evacuations in instances of fire or natural disaster;



- Civil rights responsibilities (discrimination and harassment) regarding race, color, sex, gender identity, religion, national origin, sexual orientation, disability and homelessness;
- Bullying and hazing prevention and intervention;
- Medication administration, if applicable;
- Discussion of medications students are currently taking and their possible side effects;
- Transportation safety (for staff with transportation-related job responsibilities); and
- Student record policies and confidentiality issues.
- Compliance
- OSHA/Workplace Safety
- First Aid and CPR
- Safety Care Behavioral Safety Training

Orientation on site also includes education and training in brain injury and rehabilitation issues, behavioral principles and teaching strategies specific to brain injury, therapeutic intervention with children and adolescents who have sustained a brain injury, and training on the impact of having a child with a brain injury on the family unit.

Each employee is required to participate in monthly in-service training and must participate in re-certification and annual re-training as mandated by licensing agencies. Additional training is also provided on specific students as needed.

The May Center also offers incentives to their employees to encourage professional development and has developed relationships with colleges and universities in Massachusetts for advanced degree options. All employees are encouraged to participate in regional, national, and international conferences which have work-Neurobehavioral impact. The May Institute frequently sends authors to conferences for presentation purposes. Conferences are sponsored by the Association for Behavioral Analysis, the National Brain Injury Association, the International Brain Injury Association, the Massachusetts Brain Injury Association, the New York Brain Injury Association, and the New Hampshire Brain Injury Association. Conferences are also sponsored by groups concerned with special education, and other disciplines such as social work and allied health.

Volunteers and Interns

Volunteers will be supervised and will have the qualifications required for their assignment. If volunteers provide professional services, they meet the standards of qualifications applied to comparable staff members. Volunteers will participate in the same training and training requirements as an employee does.

Programs and services

Case Management—an Individualized Approach Each student is assigned a case manager in the classroom and the residence. The case manager's responsibilities include the following:



- ensure that all education programs affecting the student, once approved, are carried out thoroughly, consistently, and correctly and that the data becomes part of the student's permanent record
- maintain consistent contact with the family and report on the student's weekly progress
- maintain and revise, as needed, an inventory of the student's personal belongings, such as clothing, toys and books if they are a residential student
- Assist in the development and implementation of the student's Individualized Educational Program, short-term objectives and bi-monthly and quarterly progress reports
- maintain the student's casebook by graphing all behavior, academic, and skill acquisition data
- attend all relevant meetings about the student, such as clinical round meetings and clinics
-

Each student is assigned to a member of the following departments (Refer to Directory):

- Family services
- Educational services
- Community living (for residential students)
- Nursing
- Transitional education department, for students 14 years and older
- In addition, students may receive, services from the following if applicable:
- Rehabilitation services (physical therapy, occupational therapy, etc.)
- Clinical Behavioral Team
- Counseling services

These departments become part of your child's TEAM at the May Center. All members of your child's TEAM meet every 6-8 weeks as a group to discuss your child's progress and make changes to programming as needed.

Family Services

Each student's TEAM can consist of many individuals, each representing a different discipline. It can be overwhelming for families to keep track of whom to contact regarding specific concerns or issues. The family services department assists parents and guardians in communicating and resolving any concerns or issues they have with the appropriate members of the TEAM. Family service directors make sure that specific wants and needs for your child's programming are kept under constant consideration by the TEAM. Upon your child's admission, you will receive a directory of the members of your child's TEAM, their role as a TEAM member, and their extension number.

In addition, family services coordinates services in conjunction with all other TEAM members by working closely with individual case managers, senior teachers, and house managers. Your assigned family services representative attends all meetings pertaining to your child so they can remain updated regarding all components of your child's programming to better understand the needs of your child and family. Based on your child and family's specific needs, family services can assist with obtaining resources to better serve your child in the home, assist with the guardianship process, assist with transition planning, and assist with MASS Health applications, SSI applications, etc. In addition, the family services department coordinates many of the events held for our students and families such as



dances, proms, kids' night, and family barbecues.

Whenever appropriate, instruction will be given from family services and other appropriate team members in regards to safe effective use of medication, medical equipment, nutrition, habilitation and rehabilitation techniques, basic safety, behavioral interventions in the home, and available community resources.

Parent Involvement

The Family Services Department makes every effort to ensure that parents/guardians have input into all aspects of their child's programming at the May Center. The following systems have been established to facilitate family/guardian involvement. For additional information please speak to Joanie Willard, Director of Family Services.

Parent tree

Any parent wishing to connect with other families for support and resources are encouraged to add their information and utilize the May Center's parent tree. This consists of a listing of parents who have provided their e-mail addresses and phone numbers to connect with other families. Family services utilizes this e-mail pool to send out resources and information that may be of use to families. This tool is especially useful for new families in need of support, families who have a student in crisis, families who are trying to maneuver through the special education system, and families attempting to obtain services for transition to adult services.

Parent Advisory Council (PAC)

The school supports a regularly meeting Parents' Advisory Group and offers membership to all parents and other interested parties. The purpose of the group is to enrich activities for students, families, and staff. In addition, the group works on projects for the benefit of the students and the school, and may provide outreach to new parents. The group shall advise the school on matters that pertain to education, health, and safety (including restraint prevention and use) of the students in the program. These meetings also provide a forum to share information and ideas.

Family Satisfaction Surveys

The May Center distributes satisfaction surveys to families and outside agencies that have referred students on a yearly basis. Areas surveyed include satisfaction with the student's progress, the staff, and facility. We ask that you respond to these surveys so that we can improve the quality of services we provide. We welcome your feedback both positive and things needing improvement. The May Center, along with the Quality Improvement department review surveys and a corrective plan is implemented as indicated.

Concerns

A general concern by a parent, student, or guardian for the residence or classroom can be addressed directly with the specific case manager, supervisor (senior teacher or House Manager), or person from the department that you have a concern with (nursing, rehabilitation, transitional, education, counseling, etc.).

If you do not feel comfortable addressing your concerns directly or you do not feel that the follow up to



your concerns is adequate, we recommend that you contact your assigned family service director. We also recommend that you contact family services if you have several areas of concern regarding more than one service. Please refer to policy and procedure section for information regarding our Grievance Policy.

Educational Services

The May Center is dedicated to providing its students the highest quality education available for students with acquired brain injury. Our academic instruction programs are based on published *best practice* standards for teaching children and adolescents with academic, social, physical and behavioral difficulties. Each student's educational programming is directed by their Individualized Education Plan (IEP). May staff develop the IEP in concert with family members, representatives from the student's home school district, and any other professionals that may be involved.

Classroom Assignment

- Each student is assigned to a classroom based on a combination of several factors:
- Chronological age (Massachusetts regulations prohibit more than a 48 month age difference in any classroom)
- Academic instructional level
- Level of social functioning
- Level of behavioral functioning
- Physical disabilities (e.g. need for wheelchair friendly classroom)
- Program availability

Given the varied nature of deficits following brain injury, it is likely that not all students in a classroom are matched on all these factors. In these cases, it is possible for students to receive instruction with students from other classrooms.

The Educational Team

Educational staff within the classroom consists of:

Senior Teacher- This staff is Massachusetts certified as a special educator, and most likely holds a Master's Degree in special education. He/she is responsible for the overall management of educational service delivery within the classroom. The Senior Teacher directly supervises the other classroom staff.

Instructor- Meets the requirements DESE. He/she assists the teacher with the implementation of the educational programs and overall classroom supervision.

Direct Care Workers- This staff works directly with students, implementing educational and behavioral programs. With supervision from Senior Teachers and Teachers, Direct Care Workers help in the development and monitoring of student programs.

Educational staff outside the classroom consists of:

Director of Education - Each classroom is directly overseen by an Educational Administrator. These staff have earned a Master's degree in special education and are Massachusetts certified as a special



educator. They are responsible for the overall clinical and administrative supervision of the classroom. The Educational Administrator coordinates the IEP process and assures the delivery of all IEP services.

Program Director - The Program Director currently acts as Director of Education. In this role he is responsible for the overall clinical and administrative supervision of all educational services. The Program Director works with all members of the educational team to assure that educational services meet *best practice* standards. He assists with educational assessments, and instructs staff in educational program development, implementation, and evaluation.

Pre- and Post-Doctoral Interns- These staff either hold PhD.s or are in the final stages of completing doctoral programs in educational/clinical psychology or school psychology. They assist with educational assessments and program development. Interns often provide supervision to classroom staff and educational directors in their specific area of expertise (e.g. curriculum based measurement; reading instruction).

Community Living

The May Center provides one on-site residence and four community based residences. The residential programs engage students in community-based recreational activities and strengthen functional living skills that are relevant to specific students. The skills that they work on with the students range from health and hygiene skills, meal preparation, social skill development, budgeting skills, etc., depending on what is appropriate for each specific student. Teachers and specialists coordinate their efforts with the residential teams to ensure consistent approach to the student's education plan.

Nursing Services:

Student Healthcare

Our school nurses are responsible for coordination of the residential student health care needs and medical appointments, and also monitor the general health of all students. Our nurses are also a resource for health questions and concerns. Each student is assigned to a specific nursing case manager who is accessible to parents and guardians. Parents/ guardians of day students; however, are responsible for coordinating medical and dental care. If assistance is needed in identifying a physician or specialist, nursing can assist you.

It is encouraged that all parents/guardians discuss special medical needs with the school nurse before admission, and furnish the department with any relevant evaluation or MD recommendation for care. This is extremely helpful in the design of a tailored healthcare plan for each student. It is preferred for any student with a seizure disorder, or other serious health condition, that the treating physicians develop an emergency plan for implementation while at The May Center. This may include the use of Diastat, or other appropriate medication, if required. If an individualized seizure protocol, or medical management plan, is not available, the May Center will respond in accordance with its program policies and procedures. This may involve evaluation at the local emergency facility. Please discuss medical concerns, or any other specialized medical needs, with the nurse so that all necessary information and plans may be available should they be needed.

Nutrition



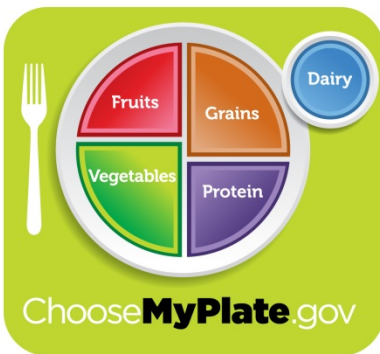
The May Center will ensure that well-balanced meals and snacks are available to all residential students. The May Center provides lunch and snacks to day students and collaborates with sending school districts to make breakfast available to publicly-funded students with disabilities if they have access to such meals in their sending school district.

Nursing staff at The May Center will assess each child's nutritional status at the time of admission. The nurse will make contact with the student's primary care physician as needed to discuss any dietary concerns. In the event that the student's primary care physician orders a special diet, May Center staff will ensure it is followed in the school and residence as appropriate. Nursing will add nutritional requirements to nursing guidelines and provide appropriate training to staff on special diets.

The May Center will enlist the support from a registered dietician, who will provide nutritional oversight and menu preparation. Menus will be made available in the school cafeteria and residences as appropriate. Nutritional instruction will be taught at each level as developmentally appropriate. This education will include but not be limited to MyPlate guidelines and appropriate portion sizes.

Caffeinated beverages and soda are discouraged at the program, with special exceptions. One healthy snack per day is provided for students at school, and the lunch menu offers a variety, with chef salads and healthy sandwiches available daily. Parents/guardians are encouraged to discuss any specific dietary needs, preferences, or challenges with the school nurse prior to admission. A physician order may be necessary in some cases. The May Center will make an earnest effort to accommodate any dietary needs.

If providing lunch and snacks for your child, please use the tips from the MyPlate program below to ensure your child brings nutritious snacks or lunch to school.



Build a healthy plate: Before you eat, think about what goes on your plate or in your cup or bowl. Foods like vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods contain the nutrients you need without too many calories. Try some of these options.

- **Make half your plate fruits and vegetables.**

Eat red, orange, and dark-green vegetables, such as tomatoes, sweet potatoes, and broccoli, in main and side dishes. Eat fruit, vegetables, or unsalted nuts as snacks—they are nature's original fast foods.

- **Switch to skim or 1% milk.**



They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories. Try calcium-fortified soy products as an alternative to dairy foods.

- **Make at least half your grains whole.**

Choose 100% whole-grain cereals, breads, crackers, rice, and pasta. Check the ingredients list on food packages to find whole-grain foods.

- **Vary your protein food choices.**

Twice a week, make seafood the protein on your plate. Eat beans, which are a *natural* source of fiber and protein. Keep meat and poultry portions small and lean.

Transitional Education (Students 14 years and older)

Vocational Education

The primary responsibility of The May Institute is to provide treatment services to the individual. Recognizing that work activities may have a therapeutic effect, a specific work activity may be included as a component of the treatment plan, with input from the student, clinical team, and family/guardian. Vocational goals will be determined and assessed on a regular basis and progress documented.

Supervision will be provided, as determined by student needs. Individuals will be reimbursed for labor in accordance with the state and federal labor laws. Employed individuals will receive appropriate training including training that complies with OSHA standards for General Duty Safety, Blood borne Pathogens and Chemical Hazards. All students are expected to participate in the upkeep and maintenance of their residence and classroom. Transitional education specialists prepare students for living as independently as possible in the community after leaving the May Center. The subjects they teach include job skills, life skills, social skills, and use of transportation and leisure activities.

Counseling/Social Work

The May Center employs two Licensed Clinical Social Workers (LCSW) to provide individual and group counseling to students as needed. Counseling is individualized to each student's unique needs but often focuses on issues of adjustment after brain injury, adjustment to a new school, social skills training, and coping strategies. The social workers maintain close contact with families as well as with the classroom and the residence to ensure that counseling needs are being fully met and that strategies are carried out across all settings. The social workers meet with the consulting psychiatrist on a bi-monthly basis to discuss the students' progress and medication needs.

Clinical Behavior Team

All staff at the May Center School for Brain Injury and Neurobehavioral Disorders are expected to be competent in Applied Behavior Analysis and to apply this methodology to both increase students' desirable behavior and decrease their undesirable behavior. The behavior team has been established to 1) provide technical support and training to staff in applied behavior analysis (ABA) and 2) provide a formal mentoring mechanism for staff that wish to learn more about ABA. Our discipline policy and procedures are outlined in the Behavior Support Policy and Procedure manual which is available upon request to all parents.



The behavior team consists of a board certified behavior analyst who serves as the coordinator of behavioral services, psychology interns (pre and post-doctoral fellows), behavior specialists, and those who have training as board certified behavior analysts. Additionally the behavior team includes individuals interested in learning more about ABA (e.g., writing and evaluating behavior support plans, research, etc.). Participation in behavior team is open to all staff but requires approval by supervisors.

Behavioral Meetings:

Peer Review

These are database, multi-disciplinary meetings designed to develop, evaluate and/or revise, behavior support plans (BSP). There are two types of peer review meetings. Local peer review meetings are generally held on a monthly basis and any staff can request that a student be discussed. The second type of peer review is corporate peer review that discusses all students who have required further discussion. Both forms of peer review meetings are open to all staff, however appropriate representatives from the classroom and residence, as appropriate, and behavior team members are expected to attend.

Behavior Team

The behavior team meets monthly to review the most behaviorally challenging cases, evaluate new plans, and review systems designed to improve behavioral services at the May Center. In addition, in this meeting we will review literature relevant to current cases and focus on continuing to develop the behavioral skills of the members of the behavior team. This is a mandatory meeting for all behavior team members.

Research

This meeting is held regularly and is open to all staff with an interest in developing research skills. Those who chose to participate in this meeting will be required to conduct literature searches, review current literature, and become familiar with research methods. There are several ongoing research projects that staff can participate in to familiarize themselves with research methodology. Additionally those staff more experienced in conducting research are encouraged and assisted to develop their own projects.

Rehab Department

Our Rehab Department includes full time occupational therapists, physical therapists, and speech/language therapists.

The role of the Rehab Department is to evaluate and treat students and to work with our teachers by devising therapeutic strategies that can be implemented within the academic and residential programming. In addition, the Rehab Department organizes and runs this program's *Brace Clinic* and *Equipment Clinic*, as well as conducts *hearing screenings* for each student annually.

The Rehab Department functions by providing both ***direct treatment*** and ***collaborative services***.

Direct Treatment

Any service provided by a therapist who works with a student outside the classroom. Direct services may be recommended based on the results of therapy screenings, an evaluation tool comprised of



speech, occupational therapy and physical therapy assessments.

Collaborative Services

Includes working with students individually within a classroom or residence, leading groups, and working with the student and teachers to solve problems in areas of decreased functioning. Incorporating as much therapy as possible into their daily academic and residential programming has most successfully treated children with acquired brain injuries. This allows students to make faster recoveries and maintain their skills more consistently.

Occasionally, the Rehab Department will work with families to advocate for additional services that might not be met within the educational model. For example, a student may qualify for more medically oriented outpatient services at a rehabilitation hospital. The Rehab Department will work with outside facilities to assure comprehensive care of the student and to provide consistent carry over of learned skills.

Programming and Student Life

Personal and Social Development

The May Center supports positive personal and social development by teaching, modeling and reinforcing appropriate behavior. Teachers work with students and families to identify areas that they can work on together to encourage success in the home, school, and community. Students with behavioral challenges learn ways of helping themselves to develop positive interactions. Both the teaching of adaptive behaviors and reduction of inappropriate behaviors are dealt with using a hierarchy of approaches. Treatment always begins with the least intrusive methods. Progress is closely monitored, and parents are continually notified of changes in treatment programs and receive information and education on effective interventions.

Community Activities

The May Center provides all students with equal access to services, facilities, and benefits regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness. This includes opportunities for all students to participate in sports and extra-curricular activities or clubs that do not exclude students. At the May Center we want our students to enjoy a rich, full life by participating in the world around them. Community-based activities are also encouraged as a means of educating students about the community and of practicing skills they need to learn and improve on. Students may participate in community activities several times per week to work on IEP objectives, such as shopping, ordering food, banking, going to the library or riding public transportation. In addition, students participate in a variety of leisure activities on a regular basis. These activities may include recreational outings, visiting museums, trips to malls, movies, restaurants, or shopping. Enrichment activities are also coordinated with Outdoor Exploration, an organization that specifically works with individuals with disabilities. Activities that have been made available include hiking, camping, ropes course, kayaking, skiing, ice-skating, and biking. Community trips may occur in small groups or in larger groups for special recreational activities.

When a student participates in community activities they will be supervised at all times and will be taught safety procedures. For example, children riding bicycles must all wear helmets and learn bicycle safety rules. Students who participate in community outings practice safety guidelines with teachers to



increase their independence. As students learn to become more self-reliant, supervision is reduced. But, no student is left unsupervised in the community without the prior consent of the family. Teachers will work with families to determine when that is appropriate.

Transportation

As part of its comprehensive offering of community based services, The May Center offers access to the community through local transportation services. All transportation activities will be conducted in a safe, courteous manner and in compliance with all pertinent Federal, State and Local laws. Program Managers determine those employees who will drive for the company. The employee must have a valid driver's license in the state in which they reside (unless the employee is a college student attending school in the state in which they are working). All students under the age of 18 years of age, who receive transportation services, must have written authorization of a parent and/or guardian on file prior to the delivery of transportation services. The May Center will periodically and randomly perform verifications of employee driving records. All employees complete a computer based driving training program. Safety belts are used at all times. Children under forty pounds will be required to use a car seat that is secured in a rear seat of the vehicle. Employees will be trained in the proper use of the car seat. Children under the age of twelve will be required to ride in a rear seat of any vehicle equipped with air bags. May Center vehicles are inspected monthly for safety and maintenance.

Personal and Social Development

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Human Rights

In accordance with the Wyatt vs. Stickney decision (1972), the May Center has established a Human Rights Committee (HRC) that meets regularly to review and guide the Center teachers. The primary purposes of the HRC are to provide safeguards for students to protect them against inhumane or improper treatment and to ensure that appropriate treatment is accomplished in the least restrictive manner. The HRC advises on the use of non-aversive and effective interventions and reviews research proposals, service plans, significant incidents and treatment procedures to ensure that the dignity and human rights of students are preserved. May Center directors and members of the community serve on the HRC. The entire committee meets four times a year and individual members are consulted as needed.

Transition Information

Age of Majority (turning 18)

In Massachusetts, when a student reaches age eighteen (age of majority), he or she is considered independent and responsible for making all informed decisions as any other 18 year old would be. This



includes signing all consents and releases, approving all medical procedures, and signing off on special education programs and services. The school district shall have the obligation to obtain consent from the student to continue the student's special education program. The parent will continue to receive written notices and information but will no longer have decision-making authority, except as provided below:

- If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority. The parent shall not have authority to override a decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction.
- The student, upon reaching the age of majority and in the absence of any court actions to the contract, may choose to share decision making with his or her parent (or other willing adult), including allowing the parent to co-sign the IEP. Such choice shall be made in the presence of the Team and shall be documented in written form. The student's choice shall prevail at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making
- The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her parent, or other willing adult. Such choice shall be made in the presence of at least one representative of the school district and one other witness and shall be documented in written form and maintained in the student record.
- If a parent does not wish to pursue guardianship that also needs to be documented and filed in the student record.

If you have any questions or concerns about the Age of Majority please contact your Family services representative. We strongly encourage you to seek this information out before your child turns 17 years old so you can complete the process by age 18. It can be a lengthy and sometimes costly process.

Transition to Adult Life

Success in adult life is a goal we have for all students. A successful transition requires planning activities well before the student is expected to transition. Beginning at age 14 or earlier transition planning is required to be a part of the IEP and updated annually. By age 16, the IEP of all students must include a post school vision statement as well as identifying the transition services to support the vision. The adult service system is complex and understanding it is essential for effective transition planning. When a student graduates from school, receives a GED, or turns 22 years of age (in Massachusetts, younger in other states), they move from an entitlement of services to a non-entitlement system. While in school, students receive services and supports mandated by federal and state law. While your child may be eligible to receive adult services, these services are not guaranteed as they are based on need, services available in your area, and most importantly, funding. We recommend that parents and guardians keep themselves informed of trends in the state in regards to budget cuts and adult service agencies.

Chapter 688 Referral

A Chapter 688 referral is a term used by adult agencies and the public school system **in Massachusetts**



to refer students with significant disabilities to the appropriate adult agencies when they graduate early and receive a diploma, or turn 22 years old. Once a 688 referral is made to the most appropriate adult agencies, the responsible agencies each determine if the student is eligible for services through their agency as an adult. This often requires a review of the student's records, an interview with the student, the family, and teachers, testing and assessments, etc.

Only school systems can refer students that they believe may be eligible for adult services through Chapter 688. A referral must be made at least 2 years before the student is expected to graduate from school or turns 22 years of age. Chapter 688 referrals and supporting documentation are sent directly to the appropriate agency and a copy of the referral is sent to the Bureau of Transitional Planning (BTP). Referrals can be made to the Department of Developmental Services (DDS), The Department of Mental Health (DMH), The Massachusetts Rehabilitation Commission (MRC), the Statewide Head Injury Program (SHIP), and the Department of Public Health. Most often students with brain injuries are referred to DDS, MRC, and SHIP.

Once a student has met the Chapter 688 eligibility requirements, an Individual Transition Plan (ITP) is required and written for each student. This ITP is coordinated through the most appropriate agency that will be responsible when the student enters adult services. The ITP is developed in conjunction with school personnel, parents, students and the appropriate agencies. The delivery of services identified on the ITP are linked to program availability that is dependent on funds allocated in the annual state budget.

This ITP and the student's records are then sent out as referrals to service providers in the region in which the parent/guardian reside. Parents/guardians and the student have input into the day and possible residential services that will be provided. It does require a lot of time and effort on the part of the parent/guardian. Once a service provider has been selected, the May Center will work with the assigned agency and providers to make as smooth of a transition as possible. This can include but is not limited to training staff at the new program, coordinating visits with the student to the new program, etc.

The process for transition planning varies across the country. The agencies responsible for transition planning may have different names and protocols for these processes. The funding and resources available vary significantly from state to state as well. It is imperative that guardians, the local school system, and the May Center work closely together well ahead of time to get to know these systems and establish a plan for funding and placement well before a child transitions. A TEAM approach is essential in transition planning and requires a significant amount of planning and effort on everyone's part.

Please contact your family service representative for more information and clarification.

School Expectations

Absences

If your child is expected to be at the program and will be absent, we ask that you contact your child's classroom or residential teacher as soon as possible. Absences lasting more than 5 consecutive days or frequent absences will be reported to the funding agency.

Birthdays

Birthdays are an important part of your child's life. Please help us to remember your child's birthday and let your child's teacher know how you would like your child to celebrate. You are welcome with the



approval of the program manager, classroom teacher and directors to send in a special snack for your child to share with his/her classmates.

Contraband

The safety of each student is a priority in all our programs. We teach safety in all areas, including community activities, self-care, and stranger safety. In addition, we ensure safety by locking up dangerous objects such as knives, sharp scissors, and toxic substances. If a student comes to school or to the residence with any contraband, it will be confiscated and destroyed or returned to the parent. Examples of contraband are cigarettes, alcohol, knives, sharp items, shaving razors, etc.

Custody

The May Center requires documentation of all guardianship decrees and court orders outlining visitation and custody. We cannot follow guidelines established by parents for visitation and contact of legal guardians without the support of legal documentation.

Fundraising/ staff appreciation opportunities

Fundraisers are organized on occasion to support a particular event or cause directly related to the May Center School for Brain Injury and Neurobehavioral Disorders and its students. In such cases we may seek out the assistance of parents for support. Any parent wishing to initiate and organize a fundraiser is asked to contact the center director with a proposal.

Observations and parent training

If you are interested in setting up an observation of your child in their classroom, during allied health sessions, in the residence, etc. or you are interested in parent training regarding behavioral procedures please contact your assigned family services designee. Family services will then coordinate this with the appropriate people. At times, family services or specific departments may request that you come in for an observation. In these cases, this will be scheduled directly with the department initiating the request.

Pastoral services

The May Center supports students' spirituality. At the time of admission students will be asked about their religious preferences, daily practices, and their desire to attend religious services of their choice. Depending upon staffing patterns, assistance and transportation will be provided so students may attend religious services. A list of local churches and synagogues will be kept at the residences for student reference.

Personal Belongings

The lists below will guide families of residential students in the clothing needed by their child while at the Center. Linens and toiletries are provided by the Center. (Exception would be if toiletries are prescribed or not house brand.) It is extremely important that all belongings and clothing are well marked with a permanent laundry marker.

Suggested Clothing List

7 pairs of underpants 7 undershirts



5 long-sleeved shirts	5 pairs of long pants
6 pairs of socks	3 pairs of pajamas
1 bathrobe	3 sweaters
1 sweatshirt	1 pair of sneakers
1 pair of boots	1 pair of casual shoes
1 pair of slippers	1 heavy coat
1 lightweight coat	2 pairs of gloves or mittens
1 hat	7 pairs of underpants
7 undershirts	5 short-sleeved shirts
3 pairs of long pants	5 pairs of shorts
6 pairs of socks	3 pairs of pajamas
1 bathrobe	1 bathing suit

*For young children still learning how to toilet themselves independently, please send more than the specified number of these items.

Please include any special belongings, within reason, that will help your child to feel secure and more at home in our community residences. Please note that we may make recommendations that certain items remain at home or be stored in alternative areas if they are costly or are an antecedent to maladaptive behaviors.

Please be sure to discuss with your residential director the necessity of having expensive personal belongings. At that time, you can discuss how these items should be secured and the May Center reimbursement policy.

Personal Funds for residential students

If you are interested in maintaining funds for your child to utilize for recreational needs, personal needs, emergency needs, etc. you may do so by coordinating this through family services. We recommend that personal fund amounts do not exceed \$100.00. Family services will work with you to establish specific guidelines for access to the funds.

Pet ownership

The choice to own a pet is open to individuals served by the May Institute. Pet ownership must be consistent with lease agreements and the rights of other individuals in a living or group care setting. The residential Director and Center Director will make the decision if a pet is appropriate for any community living space.

Phone call guidelines for students

- The following are guidelines for students making and receiving phone calls. We strongly advise that these guidelines are followed to ensure the integrity of the May Center's clinical program and to avoid any disruption to your child's overall programming:
- There are no limits established, within reason, regarding the number of calls students can receive from family members and those approved to have contact. In the event the frequency of calls should cause disruption, we may suggest that a calling plan be established. We will notify you to get your input before doing so.



- Students are not allowed to make phone calls during the school day unless an urgent matter or emergency warrants such.
- Students are not allowed to bring cell phones, pagers, etc. to school.
- We ask that you avoid calling your child at the school unless there is an emergency or urgent matter that warrants such.
- We ask that you avoid calling your child at the group home before school.
- Calls to the residence to speak to your child are best established with the specific group home your child resides in. Students typically transition back to the group home between 4:00pm-4:30 pm. Each group home maintains their own scheduling in regard to community outings, chores, showering, dinner, etc.

Professionalism

It is the expectation of The May Center that all employees present themselves in a professional manner, avoid any conflict of interest, and maintain boundaries with students and families. In an effort to maintain this level of professionalism, employees are not allowed to accept monetary gifts or gifts/services greater than \$25 in value. Staff are also not allowed to accept offers for accommodations from families when traveling for leisure. Moreover, they are not able to provide respite or in-home care with students with whom they work with directly.

Rating Codes

Students and staff while at the May Center must uphold rules for appropriate rating codes and guidelines. All materials with mature, restricted, or parental advisory ratings will be confiscated and sent home with the student's family/guardians. Approval can be granted from administration if there is any question regarding appropriateness for specific students. Approval must be granted prior to students purchasing the item in question or having the item in their possession. Please notify supervisors of any questionable items or speak with your family services representative for any questions.

CDS/Music

- No parental Discretion ratings/Explicit Lyrics

Magazines

- No comic books/magazines containing characters or models that are:
scantily/provocatively dressed, nude, engaged in violent or sexual acts or containing blood, gore, weapons, etc.
- No pornography

Respite

The May Center does not offer respite services as part of their programming. Family services can work with you to try to establish services from an agency that provides respite services. Funding for respite hours are often supported by the Department of Developmental Disabilities or the Department of Mental Health.

School closings due to inclement weather



The May Center may close, have an early dismissal, or its opening delayed due to inclement weather. Residential students will remain at the residences on such occasions. Every attempt is made to notify parents of school closings, delays, or early dismissals as soon as possible. Notifications will be posted on the May Center's main number and Channel 7 news. You can also make arrangements to sign up for a message notification system via One Call Now. Please note that various school systems have specific protocol for transportation of students out of district if school in district has been cancelled or delayed. Please refer to your child's public school or transportation company for guidelines.

Emergency plans

In the event of an emergency school closing, residential students will return to the residences and will be staffed accordingly. Parents of day students will be contacted immediately to work out transportation issues. In the event parents cannot be reached, persons listed on emergency contact cards will be called. Students will not be placed on vans and buses prior to reaching a parent or emergency contact person. It is important that emergency contacts are updated with any changes as soon as they occur.

Day students may be transported to one of our community-based residences and staffed accordingly to maintain their safety. Both the school and residences keep an emergency food supply prepared to provide food for students during an emergency.

If the school or one of our community residences must be evacuated, The May Center will follow local emergency protocol. Every attempt will be made to reach you immediately. Each residence and the school are equipped with emergency medical and contact information for use in an emergency. All towns Fire Department/Police Department can be reached by dialing 911.

Emergency notification card

It is very important that you provide on the emergency notification card given upon admission and yearly thereafter with updated information. Please list all pertinent information to help us maintain appropriate phone contact and contact during an emergency.

School and Residential Rules

For the sake of safety, comfort and structure, students must adhere to the following rules while at the May Center:

- no wrestling or roughhousing
- no running through the school
- no kissing, touching or sexual contact with other students
- no alcohol, illegal substances, smoking or other contraband
- no telephone calls during the school day without permission
- no leaving the classroom, school building or school grounds without asking permission
- no speaking disrespectfully
- no trading, borrowing, or lending of clothes between students without parent/guardian consent
- no clothing, hats or accessories depicting images of violence, gore, blood, or photographs or drawings of scantily clad people or characters
- no clothing, hats, or accessories depicting images of drugs or alcohol



- no clothing, hats, or accessories featuring obscene language or sayings
- no exchanging of gifts or personal belongings between students without parental consent
- a helmet must be worn at all times when riding a bicycle or scooter

Service animals

The May Center will comply with all applicable Federal and State Laws and regulations relative to the use of assistive equipment, including trained service animals. The Americans with Disability Act defines a service animal as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. It is the responsibility of the service animal owner and the May Center to provide for a safe and clean environment. The owner must also maintain current immunization records on service animal.

Smoking policy

The May Center recognizes the health and safety hazards associated with smoking and other tobacco products; therefore, all students, staff and visitors must comply with the following policy:

The May Center School for Brain Injury and Neurobehavioral Disorders provides a non-smoking environment. No smoking by students, staff or visitors will be allowed inside any building, on the program grounds or vehicles owned or leased by the May Institute.

Vacations

The May Center's day program is closed for one week during the winter holidays and one week during the summer holiday. The May Center's day program also observes several national and state holidays throughout the year. While school is closed for our day students, the residences remain open and staffed for our residential students. As with home visits, we request and strongly encourage you to provide advance notice if you will be taking your child out of the program for any period during these holiday visits. You will receive a copy of the school calendar indicating half days and school closings.

The May Center also supports its staff by holding staff appreciation events. In some cases, parent participation is requested. In the past, parents have helped to organize and serve at a breakfast during teacher appreciation week. If you are interested in organizing a specific staff appreciation event, please contact family service for guidance and assistance. One of the tasks of the Parent Advisory Council is to plan and implement a staff appreciation event.

School Calendar (see attached)

Policies and Procedures

A. Student and Parent Rights

In addition to all of the basic rights enjoyed by the citizens of the United States, the following is a summary of the rights of individuals served in our programs and their parents/guardians as applicable.



All individuals supported by May Institute have the right to:

1. Considerate, respectful, and qualified staff members
2. Be involved in their own care and treatment
3. Be fully informed before changes to their treatment
4. Have any restrictions imposed removed as soon as possible
5. Privacy and confidentiality
6. Access their personal information
7. Be free from abuse, mistreatment, ridicule, humiliation, and exploitation
8. Cultural, spiritual, and religious choice
9. Move towards independence
10. Express their concerns/grievances

B. Grievance Policy

1. The school will promptly address any formal complaint follow-up and review as part of quality assurance and improvement. When a student or parent/guardian has a concern about a policy, procedure, or condition existing in a program, which does not entail eminent danger, abuse or neglect, or a specific violation of human rights, Title IX, or sexual harassment, the following procedure is to be applied:

- a. The program encourages an open-door policy and strives to address concerns as they occur. All complaints will be directed to supervisory employees to assist in resolving the issues. If a satisfactory outcome is not achieved, then the individual with the complaint can have the complaint reviewed by an employee with higher authority.
- b. Students and parents/guardians should direct concerns first to the Program Coordinator, the Senior Teacher or the Behavior Analyst, except at the Norwood and Randolph schools where parents/guardians can direct concerns to Family Services. If a satisfactory outcome is not achieved, then the student or parent/guardian can direct the complaint to the Executive Director or their designee.
- c. c. If the concern was not resolved by a. or b. above, submit a written request to the Executive Director or their designee to schedule a meeting with the team to review the complaint/grievance.
- d. d. The Executive Director or their designee shall schedule and conduct the meeting within ten working days; make a written summary of the meeting, issues involved, and the resolution of the grievance within five working days of the meeting. A copy of this summary will be provided to the parent/guardian and retained in the student's record.
- e. e. If the resolution of the issues still does not meet with the satisfaction of all parties involved, an appeal may be made to meet with the Executive Vice President of Educational Services
- f. f. The Executive Vice President of Educational Services shall schedule and conduct the meeting within ten working days; make a written summary of the issues and the resolution of the grievance within five working days of the meeting. A copy will be provided to the parent/guardian and retained in the student's record.

C. Mandated Reporting



It is May Institute's policy that all students receiving services shall be treated with dignity, respect, and courtesy. This includes the right to be free from abuse, neglect, and any form of mistreatment.

A Mandated Reporter is any employee who provides care or oversees care. It is the legal responsibility of any employee who provides care or oversees care for a vulnerable segment of the population including disabled adults, children, and the elderly to report any allegation of abuse, neglect, or maltreatment to the appropriate state agencies.

D. Search Policy

The school has a planned and organized method of conducting a personal search of students suspected of possessing contraband that is believed to jeopardize the health and safety of themselves and/or others.

A) Emergency Search Procedure

- 1) A search of the student and his/her belongings will be conducted if:
 - a. They are suspected of having contraband on their person.
 - b. They have prior history of possessing contraband.
 - c. It is clinically indicated (e.g., suicidal ideation, depression, etc.).

2. Whenever possible, the school will seek to obtain parent/guardian consent to search their child.

- 3) Procedure for conducting the personal search:
 - a. There will be two staff present during any search.
 - b. The search will be conducted in a designated area that affords privacy (example, staff office in the residences).
 - c. Student may be requested to turn out pockets.
 - d. Shoes and socks may be requested to be removed.
 - e. Jackets and sweatshirts may be requested to be removed and pockets searched.
 - f. In the event the student refuses to comply with the above requests, staff may pat the student's pockets with flat hands and assess if there are any dangerous items that need to be removed.
 - g. Staff will be certain to respect student's private body parts and will attempt to complete search in the least restrictive manner possible.
 - h. Staff may search all bags (e.g., luggage, purses) that a student returns with. The student may or may not be present for this.
 - i. Sweep the environment (bedroom, classroom, van).
 - j. Contraband will be locked up until a plan for removal/disposal is established.

4. A manager would be notified to supervise the process.

5. Any student who is determined to be at risk for bringing contraband into the program will have such risks documented in their records. This information will be available to staff in the Student Interactional Guidelines.

6. Documentation of personal search: Documentation of the search will be recorded on an incident report and reviewed by the administrative team.



- B. Planned search protocols will be embedded into the student's behavior support plan when applicable and will receive the appropriate reviews and approvals.

E. Student Records

The school will keep complete and confidential records on each student according to the requirements of applicable regulatory agency(s). Each record is stored in a manner that allows for easy retrieval and maintained according to federal regulations as well as the program's state licensing agency(s). Please see the Notice of Privacy Practices for more detailed information.

As a parent/guardian, you have the right to inspect and review your child's record at any time during office hours (Monday through Friday, 8:00 AM to 4:00 PM). An administrative staff member will be available to answer any questions or to help clarify any information therein. You may request a copy of any of the material contained within the record at a reasonable cost for copying. You also have the right to appoint a representative to review the record. To set up an appointment please submit a request in writing to the Executive Director. If you request an amendment to your child's record, the Executive Director or her designee will respond to this request within 30 days. If the administrative staff of the program does not agree with the requested amendment to the record, you will be informed of your right to request a hearing. Both parents have full access to records unless there is a court order or other legal document which specifically revokes this right.

Record Retention: The student record is divided into two parts: a) student transcript: name, address, phone number of student; student's birth date; name, address, phone number of parent/guardian; progress reports; and b) temporary record: release of information; correspondence; incident reports; consents/authorization; evaluations; medical records; billing information; all material not included in the student transcript.

We will maintain the student's transcript following the student's graduation, transfer, or withdrawal from the school. The student's temporary record will be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Written notice will be provided to the student and/or the parent/guardian upon graduation, transfer, or withdrawal from the school indicating the approximate date of destruction of the temporary record and their right to receive the information in whole or in part.

F. Change of address or legal status

Please be advised that it is your responsibility to inform your child's school district if you are planning to move from the district. The school district may be responsible for all or partial payment of your child's tuition and needs to be informed of any change of status. Please let us know if you have any questions.

You are expected to notify the school if there is a change in your child's legal status and of the results of all judicial and administrative proceedings concerning your child, and for disseminating this information to appropriate personnel. This includes, but is not limited to, divorce decrees with custody and visitation guidelines and guardianship decrees.

G. Consents



The school will work with students' sending districts to ensure that parental consents as required by state regulatory agencies are signed and updated annually.

- All consents will be signed upon admission and annually thereafter. In most cases, consents will be signed at yearly IEP Team meetings or earlier if the IEP is delayed beyond the expiration of the consents.

The school will follow up two weeks after the initial consent packet with a letter requesting the return of the documents. Any further communication regarding the return of the packet will include the sending district. If the required document(s) are not received within 30 days of the follow up notification, we will work with the district to determine the best course of action.

H. English as a Second Language/Limited English Proficiency

The May Center School recognizes that our responsibility to educate students who meet the eligibility criteria is independent of each student's English proficiency. The school, in accordance with the non-discrimination policy, will not discriminate or deny admission to an otherwise eligible student, based solely on the ability of parent/guardians to speak and/or understand the English language. Each student will receive the same services and benefits as his/her peers.

- The school will work with the sending district to identify and implement support services and program modifications in accordance with state and federal laws.
- Unless the student's IEP specifies otherwise, the student will receive sheltered content instruction from a trained and qualified teacher and additional instruction in English as A Second Language by a certified ESL teacher.

I. Translation

Parent/guardians requiring notices and announcements in languages other than English are identified upon admission. In such cases, the school will work with you and the IEP Team to establish a contact person able to facilitate communication in the primary language of the home. The school will work with this contact person to assure that the parent/guardian receives all correspondence in an understandable format, including translated documents as necessary.

The program will respond promptly to parent/guardian requests to have other important school information translated on demand, either orally or in writing.

J. Behavior Support

The school encourages and reinforces appropriate student behavior. To address challenging behaviors, we assess functions of behavior, teach alternatives, and collect data to determine intervention effectiveness and monitor behavioral progress.

Students are never subjected to frightening, humiliating, embarrassing, or physically harmful situations or remarks. No student is deprived of a meal as a form of punishment. No student will have a meal delayed except due to a medical prescription. Students are not suspended or terminated as a disciplinary measure.

Instead, the approach to addressing challenging behavior typically includes these components:



- a. use of empirically validated procedures
- b. functional assessment and analysis
- c. antecedent based procedures
- d. de-escalation strategies
- e. use of positive reinforcement
- f. differential reinforcement
- g. teaching alternative appropriate behaviors
- h. response cost
- i. correction
- j. systematic desensitization to teach children to tolerate aversive sensory stimuli
- k. focus on treatment integrity implementation by staff
- l. data collection

Safeguards for students' emotional, physical, and psychological well-being include staff training, regular observation by clinical staff, and communication with parent/guardians. Emergency use of restraint (protective holds) will only be used when a student's behavior poses a threat of imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions. All staff implementing restraint will receive training in emergency intervention procedures (Safety Care). There may be instances where a student may be separated from other students in a room devoid of classroom materials and activities. All staff implementing this intervention will receive training in this procedure.

In summary, the Behavior Support Policies and Procedures used within May Institute have two main purposes: (1) To maximize the growth and development of each student in order to help that person live in the least restrictive environment possible, and (2) To protect the student, all persons who come in contact with the student, and the student's environment from undue risk. The Behavior Support Policies and Procedures describe in detail the guidelines for developing behavior support plans, the procedures that are approved for implementation, and define the process of treatment review, approval, and clinical oversight. The Human Rights Committee reviews data related to emergency protective holds as well as any restrictions related to a student's clinical needs if applicable.

K. Discipline Policy

The disciplinary policy of the May Center School for Autism and Developmental Disabilities emphasizes encouragement and reinforcement of the appropriate behavior of individual students. We make an effort to help students understand why certain behaviors are not considered acceptable and offer suggestions for more desirable behaviors. We never use physical punishment, nor subject students to frightening, humiliating, embarrassing, or physically harmful situations or remarks.

We treat undesirable behavior in several ways. A verbal reprimand such as "no" may be used. A student's attention may be re-directed toward another activity. Inappropriate behavior also may be ignored, if it can be done safely. Sometimes a "sit and watch" procedure may be used to correct behavior that is undesirable (i.e., the student is removed to the edge of an area or activity for a short period of time, usually no longer than a few minutes). A "sitting out" procedure is used for more severe behaviors such as aggression and destruction of materials. The student is removed from the area and brought to a part of the classroom that is away from the ongoing activities and other students.



If problem behavior persists, we may use other disciplinary procedures. For example, a student may be asked to practice the desired behavior several times contingent upon the undesired behavior (e.g., practice walking without running in the classroom). In the case of destruction or disruptive behavior (e.g., throwing objects), the student may be required to reinstate the environment to its original condition (e.g., pick up the item thrown and return it) and correct other aspects of the environment (e.g., pick up all other work materials or toys as well). Another frequently used strategy for seriously disruptive behavior is to require that the student complete a simple task following the disruptive behavior. For example, each time the student is aggressive; he/she must sit at a table and complete a simple sorting task.

Regardless of the disciplinary strategy used, student behaviors are clearly defined and the strategies are consistently applied and evaluated. All teachers, aides, and support staff receive extensive training and are continually supervised. All program staff must strictly adhere to this disciplinary policy.

L. Suspension

Suspension from school is not used as a method of discipline. Students are entitled to an appropriate education, designed to address their individual and specific needs. This includes the right to behavioral interventions that allow the student to remain in the teaching environment, despite the nature of the student's behavioral problems. Removal of a student from the school via suspension, however brief, denies the student of this right, and thus is prohibited by the school. In the event of an emergency situation that would mandate going against this policy, the school would implement the following suspension procedure, in accordance with state and federal guidelines.

- If a student is to be suspended, we will immediately notify you and the sending district or human service agency responsible for the placement. Prior to suspension, the school, the student's parents, and student's sending district will meet and discuss all possible modifications to the student's program in an attempt to prevent the suspension. Within 24 hours, the school will send a written statement explaining the reasons for suspension to you and the sending district.
- No student will be suspended and sent home unless a responsible adult is available to receive the student.
- Once the student has been suspended for three consecutive school days or five non-consecutive school days in a school year, the school, the student's parents, and student's sending district will meet and discuss all possible modifications within the student's program in an attempt to prevent a more lengthy suspension from the school. This may include:
 - a. developing or reviewing a functional behavioral assessment of the student's behavior and/or
 - b. developing or modifying a behavior intervention plan.

Sending a student home early as a result of behavior or violation of school policies, or an in-school suspension of a student not receiving instruction from licensed teachers or teaching assistants supervised by a licensed teacher is considered a suspension.

M. Anti-Bullying Policy

The May Center School utilizes the state of Massachusetts definition of bullying as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a target that causes the following: physical or emotional harm to the



target or damage to target's property, places the target in fear of harm to him or herself or of damage to property, creates a hostile environment at the school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of the school.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or other involved parties orally or in writing. Protection is extended to students bullied by a member of school staff. School staff includes but is not limited to educators, administrators, school nurses, and consultants. Bus drivers/monitors are employees of the sending school districts and do not receive training by the May Institute. If instances of bullying were witnessed involving bus staff, transportation and the sending school district would be notified.

A school staff member is required to report immediately to the designated Administrator any instance of bullying or retaliation. Reports made by students, parents/guardians, or other individuals may be made anonymously to ensure the protection of individuals involved during an investigation. The May Center School will train employees on the reporting procedure and have available incident report forms. Anonymous reports will also be referred to the Administrator for processing. Retaliation against a person who reports bullying, provides information during an investigation of bullying or witnesses bullying is also prohibited.

School Leadership will investigate reports of bullying from current and/or former students immediately. Upon determining that bullying or retaliation has occurred the Executive Director will notify the following: parent/guardian, the sending school district and, when applicable, local law enforcement. Any students involved in an instance of bullying will be subject to disciplinary action, which will be individualized to the student's understanding/needs and the seriousness of the bullying behavior.

The anti-bullying curriculum will be reviewed with all students, staff, and parents on a yearly basis. For more information on the anti-bullying policy and curriculum or for information on resources, please contact School Leadership. The policy is on our Website. The May Center School has adopted the Model for Bullying Prevention and Intervention Plan as developed by the Department for Elementary and Secondary Education required under M.G.L. c. 71, § 37O.

N. Anti-Hazing Policy

Hazing will not be tolerated at the May Center School for brain injury and neurobehavioral disorders.

Hazing is defined as any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Any students involved in an instance of hazing will be subject to disciplinary action, which will be individualized to the student's understanding/needs and the seriousness of the hazing behavior.



The anti-hazing policy will be reviewed upon admission and each year thereafter. The anti-hazing policy will also be reviewed with all student groups and organizations. For more information on the anti-hazing policy or available resources, please contact Family Services.

O. Notice of Non-Discrimination

May Institute does not discriminate on the basis of race, color, religion, ancestry, national origin, age, physical or mental disability, sex/gender, gender identity, sexual orientation, military status, veteran status, genetic information, pregnancy, pregnancy related conditions, marital status, socioeconomic status, homelessness, or any other category protected under applicable law in treatment or employment at the Institute, admission or access to the Institute, or any other aspect of the educational programs and activities that the Institute operates. The Institute is required by Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act of 1975 (Age Act), and their respective implementing regulations at 34 C.F.R. Parts 100, 104, 106 and 110, not to discriminate on the basis of race, color, or national origin (Title VI); disability (Section 504); sex (Title IX); or age (Age Act). Inquiries concerning the application of each of these statutes and their implementing regulations to the Institute may be referred to the U.S. Department of Education, Office for Civil Rights, at (617) 289-0111 or 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, or to Terese Brennan - Compliance Officer, at 1-888-664-9870 or Compliance@mayinstitute.org or May Institute 14 Pacella Park Drive, Randolph, MA 02368.

Resources for students or families experiencing homelessness, for more information contact:

- Massachusetts: Sarah Slautterback, State Coordinator - Education of Homeless Children & Youth Program, MA Department of Elementary and Secondary Education, 75 Pleasant Street, Malden MA 02148, Phone: (781) 338- 6300, Fax: (781) 338- 3399, Email: sslautterback@doe.mass.edu
- California: Leanne Wheeler, Coordinated School Health & Safety Office - Coordinated Student Support Division, California Department of Education, 1430 N. Street, 6th Floor, Suite 6208 Sacramento, CA 95814, Phone: (916) 319- 0383, Fax: (916) 319- 0123, Email: lwheeler@cde.ca.gov

P. Transitions and Discharges

Each student will receive the most effective and least restrictive treatment based on his/her specific needs. Similar and consistent services will be provided when planning transitions to other settings. However, there are certain situations that may necessitate a plan for an emergency discharge/termination. Notifications will be made according to state regulations. For New York students, see policy and procedure 1.31, referencing the removal or transfer of New York State students.

The following are reasons for discharges or transfers: Successful completion of the program; your child needs additional services not provided by the current program; your child presents a clear and present threat to the health and safety of him/ herself or others; you or the district requests the discharge/transfer; or your child exceeds the age limit of the program. Your child will be involved in this decision to the extent possible.



We will inform the district, funding source, and you about the reasons for the transfer, discharge, or referral and possible alternatives in a timely manner. A meeting will occur with the district, funding source, and you to discuss the current treatment plan, progress, and discharge options. Discharge discussions may include representatives from the funding agency and the new provider. Discharge plans will identify the student's post-discharge needs. A written discharge summary will be completed. This documentation will include the reason for the transfer, relevant physical, psychological, behavioral, and social information, a list of medication and transportation needs as applicable, a summary of the care provided, including progress towards goals, and a list of current providers and referrals. Upon graduation, transfer, or withdrawal from the school a copy of the discharge summary will be provided to the family as well as written notice indicating the approximate date of destruction of the temporary record and their right to receive the information in whole or in part.

Responsibility for the student's safety will be established during the time of transfer within or outside the agency.

Q. Healthcare

Nursing

The May Center School Nursing Department works to promote and maintain health for all students in our care. The Nursing Department provides a central set of policies and procedures covering the routine provisions of healthcare.

Admissions

The May Center School will set healthcare requirements to be met prior to admission and request documentation provided to support these requirements. The following documentation is required prior to admissions and should be received at least 5 days prior to admission for nursing staff to review:

1. The results of a physical and dental examination or statement of health from a healthcare provider completed within the last 12 months. In cases of an emergency placement, the May Center in cooperation with the parent/guardian and/or funding source will make provisions for a complete examination within 30 days of admission. The student must have an annual physical while attending the school.
2. Up to date medical history, including past illnesses, surgery, hospitalizations, injuries, allergies, evaluations, diagnostic testing (e.g., EEGs, MRIs, CAT scans), laboratory tests, and other pertinent information. This history should include an ophthalmology and audio evaluation. Vision and hearing testing or documentation from a healthcare provider that the child is un-testable completed within the last 12 months.
3. An immunization record signed by a physician. This should include tuberculosis (TB) testing within one month of admission. Statement of low risk from healthcare provider or clear chest x-ray will also be accepted.
4. The results of lead screening completed for children under 5yrs of age.
5. Medical and/or dental insurance information and forms including the Medicaid card, if applicable. Insurance information should be included on emergency contact card. A copy of insurance card can be attached to emergency contact card as available.



Medications

The May Center School Nursing Department requires current physician's orders for any medications or treatments to be administered. The orders must meet all applicable regulatory, state, and federal laws governing the administration of medicine. For students who are taking medications, the program must have in accordance with standard medical practice, a medication order from a licensed prescriber that will contain:

1. The student's name
2. The name and signature of the licensed prescriber and contact number
3. The name of medication
4. The dosage of medication including the strength and or concentration
5. The frequency and time of medication administration
6. The date of the order and the discontinuation date
7. Specific directions for administering and side effects of medications if pertinent

The Nursing staff will ensure there is written authorization by the parent/guardian which contains:

1. The parent/guardian's signature and emergency phone number
2. A list of all medications the student is currently receiving
3. Approval to have May Center School staff administer the medication

Medication reviews will be conducted by the prescribing healthcare provider evaluating each medication desired effect, side effects, lab monitoring, and any contradictions of use as needed according to orders.

Body Checks

The May Center School for Autism and Developmental Disabilities reserves the right to conduct body checks on students attending our Day or Residential program. We conduct body checks for several reasons; one common reason is to prevent or identify an injury or illness. Students considered being at risk for undetected illness or injury include: nonverbal students with a history of non-reporting or unreliable reporting of injury or skin lesions; self-injurious or aggressive students; or students who require the use of physical management. Body checks will be conducted on either a set or intermittent schedule and may be requested by a member of the clinical team or guardian.

- Body checks should be conducted by the same sex and familiar staff whenever possible.
- All newly reported marks/bruises should be detailed in an incident report, completed by the staff member who conducted the check.
- As often as possible, staff members will conduct body checks during naturally occurring times, and in an unobtrusive manner, during showering, toileting, or dressing.

Medical exams (Physical & Dental)

Each child who is enrolled at the May Center School must have on file documentation from a licensed physician a complete physical examination. We also require results of a dental exam. Each child must receive a physical and dental examination annually so that records and changes to any plans can be



updated accordingly. The May Center School is required to notify and work with the district to determine the best course of action if the physical examination is not updated yearly. In between annual exams, it is imperative that you inform us of any changes to medication or allergies. We appreciate notification regarding any medical problems and require that emergency medical forms are kept up to date. Please communicate with your child's team if you are having difficulty with meeting these requirements. Staff support for appointments will be considered for residential students on an individual basis and based on the clinical needs of the child.

Documentation of vaccines and immunizations must also be in your child's record, along with the results of a lead screening and TB screening. Residential students will be provided with information about Meningococcal Disease and Vaccination and Waiver for Students at Residential Schools. Proof of vaccination within the last five years or a signed copy of the waiver must be submitted for the student's record. We also recommend hepatitis screening. Most infants born after Jan.1, 1992 are being given the hepatitis B vaccine.

Illness in school

To protect your child's health and to prevent the spread of disease among other students, you should take your child out of school or keep them home until they are symptom-free for 24 hours. If a day student comes to school with or develops symptoms of significant illness, you will be notified and expected to make prompt arrangements to take your child home. Residential students will remain at or be returned to the residence. Symptoms include:

- Fever at or above 100 orally.
- Signs of a developing cold (ex., runny nose, cough, difficulty breathing)
- Any diarrhea, vomiting, or upset stomach
- Any undiagnosed rash or skin irritation
- Any unusual or unexplained loss of appetite, fatigue, irritability, emotional upset, etc.
- Eyes that are red or have discharge

Diseases that require exclusion include but not limited to the following:

- COVID-19
- Chicken pox
- Impetigo
- Head Lice
- Conjunctivitis/pink eye
- Pinworms
- Scabies
- Strep Throat
- Fifth Disease
- Influenza
- Measles
- Pertussis/whooping cough
- Mumps
- Vaccine preventable diseases require exclusion and notification to the Board of Health
-



***** PLEASE NOTIFY THE SCHOOL OFFICE WHEN YOUR CHILD WILL NOT BE ATTENDING: 508-588-8800**

If your child comes to school with any of these signs of illness, he or she will be sent home. Generally, if a child is well enough to attend school, he/she will be expected to participate in all activities of the day including outdoor time. If a decision is made to send the child home due to illness, you will receive a call. Please make an effort to pick up your child promptly.

Allergies

The May Center School will ensure the safety of all students with allergies. All students will need to provide a written documentation by a licensed physician of student allergies. Documentation must include allergy and any medical management required. As part of the admissions process, parent/guardians, students, and referral sources are requested to communicate any allergies in writing.

Staff members are trained to reduce the chance of allergy-related injury. The May Center School is a peanut-free program, and the residential houses are peanut-free based on the current needs of the students living there.

Emergencies

The May Center School will provide policies and procedures to guide the management of medical emergencies.

If an accident or sudden illness occurs, the basic first aid and CPR trained staff will administer first aid. In case of severe emergencies, 911 emergency responses will be contacted. The teacher, nurse, or director will notify you or other accountable persons concerning any accident or medical emergency and assist in safely transferring the care of your child. For this reason, it is important that we have the name of your child's physician and your authorization to call him/her if you cannot be reached. It is also critical that you provide the name of at least two relatives, friends, or neighbors (who have previously agreed to care for your child) who may be called when you cannot be reached. An emergency contact sheet with this information **MUST** be filled out on or before the first day of school.

May Center School's Policies and Procedures are available upon request.

R. Video Monitoring

May Institute may utilize video monitoring and recording systems without audio in certain programs for security, safety and/or training, as well as other business purposes and as permitted by applicable law. Cameras shall not be placed in locations where there is a reasonable expectation of privacy. May Institute may display notice of such video monitoring and recording systems when appropriate and/or required by applicable law. Guardians should contact the May Center school/program if you have any questions.