



Family and Student Handbook

Randolph, Mass.

2019

Family and Student Handbook



Dear Family Members,

Welcome to the *May Center School for Autism and Developmental Disabilities*. This Family Handbook is written to help you better understand our program's philosophy, policies, and procedures.

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 speak with any member from our professional team.

Sincerely,

Bridget Anderson

Interim Executive Director



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About the May Center School for Autism and Developmental Disabilities

The May Center for Autism and Developmental Disabilities in Randolph, Mass., is currently licensed by the Massachusetts Department of Elementary and Secondary Education (DESE). The Randolph Residential Program is licensed by Department of Early Education and Care (DEEC).

The May Center School for Autism and Developmental Disabilities is a program of May Institute, a private, nonprofit organization governed by a board of trustees. Lauren Solotar, Ph.D., ABPP, President and CEO, oversees all aspects of the May Institute's operations from the corporate offices located in Randolph, Mass.

School Leadership

Bridget Anderson, M.Ed., Director of School Operations

Ms. Anderson has more than 10 years of experience working with children with autism and their families. Her experience includes providing ABA services in an intensive behavior classroom and in the home setting. Her graduate degree is a Master's in Education, School Counseling, and she is currently enrolled in a program for behavior analysis. She is licensed by the DESE in School Counseling, grades 5-12.

Jenn Iverson, M.A.T., Director of Education

Mrs. Iverson has been with May Institute for over 10 years in several educational roles. Her experience includes direct services with students, curriculum modification, development of educational programming, and statewide assessment. Her graduate degree is a master's in the Art of Teaching. She is licensed to teach Elementary

School Snapshot



Age range served:
3 – 22 years

Clinical method:
Applied Behavior
Analysis (ABA)

Educational Method:
Small group and 1:1
instruction

Staff-student ratio: 1:2

Class size: 6 – 7
students per class

Residence size: 7-10
students per house

Average enrollment:
150

Length of program:
Full-day, 12-month



grades 1-6 and is pursuing licensure in Special Education. Her areas of interest are curriculum development and best teacher practices.

Senior Clinical Staff:

Alice Shillingsburg, Ph.D., BCBA-D

Dr. Shillingsburg obtained her doctoral degree and training in clinical child psychology and behavior analysis at Auburn University. She is a licensed psychologist and board certified behavior analyst at the doctoral level. Currently, she is the Vice President of Applied Verbal Behavior at the May Institute and previously was an Associate Professor in the Department of Pediatrics, Division of Autism and Related Disorders, at Emory University School of Medicine. Dr. Shillingsburg provides supervision and training to pre-doctoral interns as part of an APA-accredited internship and has mentored numerous doctoral and master's level practicum students and post-doctoral fellows. Dr. Shillingsburg's research and clinical work focus on practical applications of the analysis of verbal behavior specifically strategies to promote language and social relatedness in children with autism. Dr. Shillingsburg's work is frequently presented at regional and national conferences and she has published numerous papers in peer-reviewed journals on various topics specifically within the study of verbal behavior and autism. In addition, she serves on the editorial boards of the *Journal of Applied Behavior Analysis* and *Focus on Autism and other Developmental Disabilities* and she is Associate Editor for *The Analysis of Verbal Behavior*.

Abbey Carreau, Ph.D., BCBA, LABA

Dr. Abbey Carreau has been a Board Certified Behavior Analyst for over a decade and has worked extensively with children with IDD, ASD, and severe problem behavior living in residential settings (first on the Staff Intensive Unit at NECC and later the Neuro-Behavioral Inpatient Unit at KKI). These experiences contributed to her current interest in applying and advancing clinical and operational best practices toward improved student outcomes, especially in the areas of quality engagement, health and safety, community involvement, and well-being. Abbey has served as a guest reviewer for a number of journals including the *Journal of Applied Behavior Analysis*, *Analysis of Gambling Behavior*, and *Education and Treatment of Children*. She has also co-authored several articles, reviews, and book chapters focusing on the improvement of behavioral interventions. Her clinical, research, and academic experiences have fostered a great understanding of, and appreciation for, ABA, and how behavioral principles may be effectively applied to reduce problem behavior, increase adaptive functioning, and ultimately provide a better quality of life for individuals and families affected by IDD and ASD. As the Residential Director, Abbey is looking forward to continuing to use a behavioral approach toward advances in staff training, clinical operations, and student programming to promote the very best outcomes for our students.



Melissa Drifke, Ph.D., BCBA-D

Dr. Drifke has been working in the field of applied behavior analysis since 2012. She received her Bachelor's degree in psychology from Marquette University, then began graduate school at University of Wisconsin- Milwaukee where she received her Master's degree and Ph.D. in psychology, specializing in applied behavior analysis under the supervision of Dr. Jeffrey Tiger. During this time, Dr. Drifke worked in an ABA research lab and provided in-home therapy for children with developmental disabilities and severe challenging behaviors. She is a recent transplant to the Boston area and joined the May Center School in June 2017. Throughout her work as a Board certified behavior analyst (BCBA), Dr. Drifke has utilized various interventions to promote functional communication and develop new skills, as well as decrease problem behavior that interferes with learning and safety, like aggression, self-injury, property destruction, and noncompliance. Her research interests include the areas of functional analyses and treatments for challenging behaviors, promoting tolerance to delays to reinforcement, behavioral skills training to teach intervention skills to staff and families, and preference for choice-making opportunities.

Robin Landa, M.S., BCBA

Robin Landa is a Clinical Director at the May Center for Autism and Developmental Disabilities. She received her Master's degree at Auburn University and is currently completing a doctoral degree in behavior analysis at Western New England University. She has experience working with children and families within specialized clinics, schools and residential placements for adolescents with autism, an early intervention preschool, general education settings, and through the Alabama Department of Human Resources. She has also worked with college students in a research training program and has taught both undergraduate and Master's level college courses. Robin's areas of research and practice include practical functional assessment and skill-based treatment for problem behavior and strategies for promoting language acquisition, classroom readiness skills, and play. She has presented her work at regional and national conferences and through papers published in peer reviewed journals. She has also served as a guest reviewer Behavior Analysis in Practice and as a guest reviewer and Editorial Assistant for the Journal of Applied Behavior Analysis.

Clare Liddon, Ph.D., BCBA-D

Dr. Clare Liddon received her M.S. and Ph.D. degrees in Behavior Analysis from Florida Institute of Technology. She completed a Post-Doctoral Fellowship at the Kennedy Krieger Institute and Johns Hopkins University School of Medicine. Before coming to The May, Dr. Liddon served as an assistant professor and program coordinator for the University of North Florida's master's degree program in Applied Behavior Analysis. Clinically, Dr. Liddon has experience working in early intensive behavioral intervention (EIBI) programs for children with autism, working in home with typical children with behavioral problems, foster parents, in-school with teachers, and on a hospital unit for the assessment and treatment of severe problem behavior. She has authored peer-reviewed journal articles and presented at multiple state and national conferences. Dr. Liddon's clinical and research interests include treatment of severe behavior problems, verbal behavior, behavioral relapse, and treatment maintenance. She hopes to help perpetuate the field of behavior analysis



through shaping the skill sets of future clinicians and researchers who will continue to improve the lives of children.

Yannick Schenk, Ph.D., BCBA-D

Dr. Yannick Schenk is the Intensive Behavior Core (IBC) clinical director at the May Institute. Dr. Schenk completed his Master's and Doctorate degrees in Behavior Analysis at Western Michigan University in Kalamazoo, MI, under the mentorship of Dr. Stephanie Peterson. He also completed a post-doctoral fellowship in the Neurobehavioral Outpatient Clinic with the Kennedy Krieger Institute and Johns Hopkins School of Medicine in Baltimore, MD. Dr. Schenk is also a Board Certified Behavior Analyst at the doctoral level (BCBA-D). He has worked in a variety of settings including in-home, schools, and hospital clinics, and he has experience serving children, adolescents, and adults with autism and other developmental disabilities. His clinical experience and research interests include the assessment and treatment of severe problem behavior, staff and parent training using evidence-based methods, and clinical supervision.

Meghan Silva, Ph.D.

Dr. Silva received her doctorate degree in school psychology at the University of Massachusetts Boston. She completed her pre-doctoral internship at the Marcus Autism Center in Atlanta, GA and completed her post-doctoral training at the May Center for Autism and other Developmental Disabilities. Dr. Silva is a Clinical Director at the May Center's Randolph school, serving students ages 5 to 13. Her clinical and research work broadly focuses on promoting the skill development for children with autism and developmental disabilities with a focus on increasing the social validity of these treatments for students, parents, and staff. She has been a guest reviewer for several journals including the Journal of Applied Behavior Analysis and Behavior Analysis in Practice, co-authored papers published in peer-reviewed journals, and presented her work at both local and national conferences.



1) Program Description/Statement of Purpose

The May Center School for Autism and Developmental Disabilities demonstrates commitment to the students we serve and the quality of our services. The program provides all students with equal access to services, facilities, activities and benefits regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness (see our Notice of Non-Discrimination for more information). The May Center School does not discriminate in providing services to children or their families on the basis of race, color, religion, ancestry, national origin, age, physical or mental disability, gender, gender identity, sexual orientation, military status, veteran status, genetic information, pregnancy, marital status, socioeconomic status, homelessness, or any other category protected under applicable law. The May Center School does not discriminate in the employment of personnel on the grounds of race, color, religion, ancestry, national origin, age, physical or mental disability, gender, gender identity, sexual orientation, military status, veteran status, genetic information, pregnancy, marital status, socioeconomic status, homelessness, or any other category protected under applicable law.

Our philosophy is that all children should be educated in the least restrictive environment and have a right to an educational program that meets their needs. We believe that, as an educational provider, we have a responsibility to provide services that; meet the professional standard; are empirically supported; are able to be taught to teachers and teacher assistants; and for which progress can be observed and documented.

Our goals are: to educate students with autism and other developmental disabilities; to implement a program that uses the procedures of applied behavior analysis (ABA) while involving special educators, speech therapists, and occupational and physical therapists; and to include parents/guardians in our program and provide support via home visits.

Applied behavior analysis (ABA) methodology is the application of basic behavioral principles to facilitate the development of language and other positive skills. It incorporates the use of techniques such as positive reinforcement, task analyses, shaping, prompting and fading of prompts, and practice opportunities. It includes continuous and systematic evaluation of outcomes and effectiveness. ABA practices have been endorsed by the Surgeon General, the National Institutes of Health, and the Association for Science in Autism Research and are essential for success with this population.

Our services are delivered at the school within each classroom and at the residential homes for our residential students. Staffing ratios are one staff to two students. Each classroom of six students has one certified teacher and ABA-trained counselors and teacher assistants. The classrooms typically have both individual work space and group work space. Classrooms are grouped into Cores based on age and academic and behavioral needs. Each core is supervised by a Clinical Director, an Educational Administrator, and behavior specialists depending on the size of the Core. Consultation is provided by speech, occupational, and physical therapy specialists. Each family has an assigned Family Services Coordinator. The school operates year-round, for 235 days per year, and for 6.5 hours each day.

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Our residential homes each have a Program Coordinator, an Assistant Program Coordinator, and ABA-trained direct support professionals. Assistant Clinical Directors and Behavior Specialists each supervise the behavioral and academic needs of two residential houses under the guidance of Clinical Directors. Assistant Residential Directors each supervise the operational needs of residential houses. Residential houses are based on age, academic, and behavioral needs of students. The awake overnight ratio is one staff to four students. In the mornings, school and overnight staff work together to help students get ready for school. The residential program is open 365 days per year.

As stated, our approach to treatment is based upon the research findings in the field of ABA. As such, we do not approve the use of strategies that have not been scientifically validated to be effective. These include, but are not limited to, sensory integration and facilitated communication.



2) Admissions

It is the policy of the May Center School to accept children and adolescents with disorders of autism and/or other developmental disabilities that require individualized behavioral and educational services to meet their unique needs. Newly enrolled students must be found eligible for special education and on an Individualized Education program.

It is the policy that all students will be accepted into the program based upon meeting the admission diagnostic criteria and not influenced by race, color, religion, ancestry, national origin, age, physical or mental disability, gender identity, sexual orientation, military status, veteran status, genetic information, pregnancy, marital status, socioeconomic status, homelessness, or any other category protected under applicable law.

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. We will send the referring district and the guardian a supplemental information packet. A minimum of two supplemental information packets must be completed and returned prior to a screening occurring, one copy from a familiar school staff and one from the guardian.
- 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 Senior Vice President of Applied Verbal Behavior, 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:
 - May Center School application form
 - A complete physical exam not more than 12 months prior to admission; if an emergency placement, the May Center will make provisions for a complete examination within 30 days of admission.
 - A dental exam not more than 12 months prior to admission
 - Consent forms: Acknowledgement of consent required for participation in research, authorized pick up and contact list, bring your own device acknowledgement, consent for body check, emergency medical referral form, fundraising activities, medication administration, non-prescription medications, photographs and first name release, shared management of funds, video and/or audio recording, day or residential agreement, emergency contact card, handbook acknowledgement, medical information form, notice of privacy practices, notification of individual rights, consent for aquatic activities and haircuts (residential)
- 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.
- 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.



3) Educational and Related Services

A. Case Management

Each student has his or her own case manager in the classroom and residential home (as appropriate). The case manager works with parent/guardians, teachers, and support staff to ensure that all of the student's needs are being met.

The case manager has the following specific duties:

- To be your primary contact person regarding your child.
- To assist the teacher, specialists, educational administrator, assistant clinical director, and clinical director in the preparation of the individualized education plan, as needed.
- For residential students,
 - To maintain and revise an inventory of the residential student's personal belongings (e.g., clothing, toys, books, etc.)
 - To maintain your child's room, dresser, and closets.
 - To maintain the child's hygiene needs and items.

B. Development of the IEP

Development of the Individualized Education Program (IEP) is a student focused, team process. The IEP is re-evaluated at least once a year and must address the unique needs of the student. This process typically begins one to two months prior to the expiration of the current IEP. During this time, teachers, clinicians and members of the Allied Health department (speech, occupational and physical therapy) begin to gather information about your child's current performance levels through assessment, general observations of the student, data review and interviews with you or other people directly involved in your child's life. From these assessments, the team works together to identify and develop a draft of annual goals and benchmarks that are both attainable and address targeted skills. These goals are written in objective, measurable terms so that data can be collected and determine progress towards achievement of the goal.

Parents and guardians are crucial members of a child's team. Prior to the date of the IEP meeting, the teacher will reach out to discuss ideas to be included in the IEP draft. This provides parents and guardians the opportunity to identify areas of concern and suggest any objectives he or she feels are a priority for the child. Parents and guardians may also request a copy of the draft be sent home to review prior to the meeting. This will be sent home and to the school district 2-3 days prior to the scheduled meeting.

At the IEP meeting, a draft is presented to the child's educational team. The team is typically comprised of a representative from the school district, the child's parents/guardians, and the May Center School staff. The IEP is an agreement between the student's school system and the parents/guardians. Once the IEP has been approved by the school system and the parent/guardian (the signature page has been signed), the educational administrator, clinicians, and teachers begin



writing teaching programs for each IEP goal area. These teaching programs specify the exact teaching procedure, the steps the student must follow, the level of assistance the teacher and teaching assistants should provide, and the materials to use when teaching the program. The teaching objectives then become the basis of the student's day-to-day programming.

The parent/guardian can, at any time during the student's IEP period, call a Team meeting if he or she feels the plan is not working or needs to be amended. The May Center School wants to develop a good working relationship with the parents/guardians and work on goals and objectives that are appropriate for the child and his or her family. If at any time you are not satisfied with your child's program, please discuss your concerns with your child's Teacher or an appropriate member of the School Leadership.

The IEP for each student will detail how educational services will be delivered. Services are delivered using an Applied Behavior Analysis approach in a small group or 1:1 format. All students have access to the Common Core Standards/Massachusetts Curriculum Frameworks. Modifications are made and detailed in the PLEP A and B in the IEP.

Educational services addressed in the IEP include but are not limited to:

- Access to Self-help/Daily Living Skills
- Social/Emotional Needs/Psychological Services
- Physical Education/Adapted Physical Education
- Pre-Vocational, Vocational, and Career Education
- English Language Support for ELL Students
- Transportation Services
- Modifications for supports for blind/visually impaired students
- Assistive Technology for communication
- Communication for all students
- Allied Health Services
- Parent Consultation
- Medical Services
- Accommodations describing supplementary aides (e.g. large print, textured paper, pencil grips, slanted surface)
- Healthcare Services: Nursing Services, Physician Consult (Residential), and Psychiatric Consult (Residential)

C. Data Collection and Review

An important component of each student's program at the May Center School is the collection of data to analyze his or her progress. Data are collected on skill acquisition programs, challenging behavior, and appropriate replacement behavior. These data are reviewed by clinical and educational team members regularly with classroom and school leadership staff. If, after reviewing the data, it is determined that a change needs to be made in the student's program, the proposed changes are discussed and agreed upon by the team. All skill acquisition programs and behavior support programs are formally reviewed quarterly to assess progress and determine future plans for each student. A progress report is sent to the parent/guardian and referring agency on a quarterly basis.



D. School Curriculum

Children with autism and other developmental disabilities typically require regular educational curricula to be adapted, specialized curricula to be used, and specialized instructional methodology. Children with autism benefit from a curriculum that focuses upon:

- Language and communication
- Social skills
- Academics (reading/English, math, science, history)
- Daily Living Skills (such as self-care)
- Independent and cooperative play
- Community skills
- Safety skills
- Fine motor and gross motor skills
- Reduction of challenging problem behaviors

A variety of learning activities are planned each day for the students. Attention is directed toward fostering the social, emotional, physical, and cognitive development of each student. The daily schedule varies across classrooms based on the age and ability of the students.

The schedule may include the following areas:

Skill Acquisition/IEP Programs: These programs are developed by clinicians, lead teachers and educational administrators using best teaching practices in applied behavior analysis and the individual's learning style. They are implemented in the classroom by the teacher and teaching assistants. Programs focus on the areas of social, behavior, language, academic, leisure, motor, daily living (self-care) and domestic skills. A student acquires these skills through individual or small group teaching. We closely monitored progress by frequent data collection.

Circle Time/Group Instruction/Group Activities: Group activities are planned to develop and generalize social skills, motor imitation, direction following, receptive and expressive language, turn-taking, orienting to name, conversational speech, cooperative play, and cooperative work skills.

Independent Leisure: Independent leisure time focuses on developing the skill of using materials appropriately and independently.

Art Activity: Art activities enable students to develop creativity, fine and large motor skills, while learning how to use art materials correctly.

Lunch and Snacks: Focus is on the daily living skills involved in food preparation (e.g., cutting, spreading, pouring, placing napkins, and table washing.) Attention is also on use of communication skills for requesting and refusing items, as well as development of appropriate eating skills.



Daily Living Skills (Self-Care): The daily schedule allows time for each student to develop and practice self-care skills such as appropriate toileting, tooth brushing, hand and face washing, and hair combing.

Community: Activities include transportation, shopping at local stores, and volunteering with local organizations. Students work on independence with a variety of skills, communication with community members, and safe behaviors.

Library/Media Center: All students have access to the school library, which contains a variety of age and developmentally appropriate materials and technology.

Adapted Physical Education (APE): Outdoor and indoor activities are planned to help develop large motor skills and promote cooperative play and interactions. APE is part of each student's education program including individual and group activities.

Health and Human Development: Physical development, sexual education, and safety programs are provided for students. This program utilizes evidence-based methods and materials to teach students about parts of the body, puberty, boundaries, and safety. Content is presented in a manner that is geared toward individual needs, developmental level, and age. Prior to participation, you will receive notification. We invite parents to become active participants in the program by sharing with your child your knowledge and values in this area.

E. Support Services

Support services consist of licensed professionals in a consultative model: Speech Language Pathologists, Occupational Therapists, Physical Therapists, Speech Language Pathologist Assistants (SLPA), and Certified Occupational Therapist Assistant (COTA). The May Center School utilizes an active consultative model, in which classroom staff implement and reinforce recommendations made by each specialist, across the entire school day. Students do not receive one-to-one or pull-out therapy from the specialists. The specialists' role is to evaluate and identify goals for students, develop specific teaching strategies, teach staff how to implement procedures, and monitor implementation and outcomes. All members of the team collaborate to provide consultative services, evaluations, recommendations, and support.

The Speech Language Pathologist and Speech Language Pathologist Assistants consult with each student's educational team to increase their receptive, expressive, and pragmatic language skills. The main goal is to increase each child's ability to become a more effective and functional communicator in every possible environment. The Speech Department promotes a total communication approach. A Total Communication Approach (i.e., the use of multiple modalities to support communication, including, but not limited to, verbal communication, Speech Generating Devices (SGDs), Voice Output Communication Aides (VOCAs), low-tech visual supports, and manual signs) is to support both receptive and expressive communication. The modality of communication is based upon each child's expressive and receptive language abilities. This is determined through consultation, observation, and discussion with teachers and caregivers. Regular consultation is provided to teachers to ensure the most effective strategy, materials, and presentation of goals and programs are



being implemented throughout the day. The consultative model allows the speech department to make changes for each child based on improvements and changing needs.

The Occupational Therapists consult with the educational team to address difficulties in the following areas: fine and gross motor skills, visual perception, motor planning, executive functioning, self-care activities, and sensory needs. The occupational therapist evaluates the skills and abilities of the student within the natural context of his/her everyday activities. Based on the identified abilities, needs, and areas of concern, the occupational therapist will develop programs to enhance skills and promote the generalization of these skills to vocational and community-based settings. Our main goal is to promote skill acquisition and assist in functional independence in all areas of daily living. Occupational therapy services are provided on a consultative model throughout functional programs within each student's routine as well as through small group instruction. The educational and clinical team consults with the occupational therapist to provide the most functional and appropriate goals to increase improvement and generalization across all environments.

Physical Therapists assess the student's ability to maneuver throughout his or her daily environment at school. This includes walking, climbing stairs, the ability to get in and out of their transportation, and running and climbing on the playground. The goal is to increase the ability to travel around the school and increase their strength and range of motion to implement functional activities for their day-to-day living. This is carried out by creating opportunities to improve their progress such as having the students walk on the treadmill, play sports, ride bicycles, and participate in obstacle courses. The physical therapist consults with the educational team to promote functional physical activities throughout all environments.

F. Family Support

The Family Services Department facilitates home-school collaboration and serves as a resource to families. Family Services can support families in locating community resources for your child and family (e.g., respite, information on guardianship, transition to adulthood services). Additionally, Family Services Coordinators can work with families in their homes or in the community to improve a student's functional communication skills, social skills, daily living skills, or to address challenging behaviors. When appropriate, the Family Services Coordinator will collaborate with families and school staff to develop an individualized behavior program for the home/community that is consistent with the current behavior support plan being implemented at school. Parent training will occur when the resources necessary to provide this training are within the program's scope and with confirmation from the family that they will participate in the training and follow through with the procedures.

You can expect that the Family Services Coordinator will be available to set up appointments with you to get your perspective on the area of need. If you are requesting help with a specific behavior, the Family Services Coordinator will conduct baseline observations to determine the exact frequency of the problem behaviors and gain a better understanding of the context in which the behavior occurs. The length of these observations will be determined on an individual basis dependent upon the frequency, intensity, and severity of the problem behavior. Following the baseline, the Family Services Coordinator will collaborate with your child's clinical and educational team to develop a recommended intervention. Next, the Family Services Coordinator will meet with you to review the



suggested intervention, listen to your input, and talk about how the recommended intervention would fit in with your family's lifestyle.

Once a procedure is decided upon, the Family Services Coordinator will work with you to teach you the procedures and provide you with assistance. Often, there will be an ongoing data collection procedure to assess the effectiveness of the intervention.

We ask that caregivers are active participants in the programs. If we are addressing a problem behavior, we will ask you to share your knowledge of the history of the problem. We may ask you to collect data on a specific behavior at home, and we will ask for your input in developing the intervention. Finally, the Family Services Coordinator will assist you in implementing the procedures in your home/community with the goal of you being able to independently carry out the intervention.

A home consultation is provided at caregiver request or when there is an identified need agreed upon by the caregivers and the program. The frequency and duration of visits will be determined on an individual basis, and if additional resources would be more appropriate, the Family Services Coordinator will work with the family to obtain these resources. Consultation can occur on-site at the program, at the family's home if located within an hour from the program, or via phone conference.

Please be aware that the majority of the information shared with Family Services staff will only be shared with staff that work at May Institute. Further, we will only release information to others (e.g., doctors) with signed consent. However, there are specific limits to confidentiality. All healthcare providers are required by law to report the following:

- Where there is reasonable suspicion of child abuse. Child abuse includes, but is not limited to: physical abuse, neglect, sexual abuse, and emotional abuse. These reporting laws apply to anyone under 18, as well as dependent adults. Reports of suspected abuse are filed with the appropriate agency. Family Service Coordinators do not investigate abuse allegations. They are, however, required to report suspicions or allegations just like any other healthcare provider.
- Where there is reasonable suspicion that a student may present a danger of violence to others and there are not sufficient protective measures in place. These actions may include contacting the police or recommending hospitalization for the student.
- Where there is a reasonable suspicion that the student is likely to harm him/herself when there are not sufficient protective measures in place. If the student displays behaviors that are harmful to himself/herself, we may recommend hospitalization for him/her.



4) School and Residential Expectations

A. What to Send to School for Your Child

For our day students, please send a bag labeled with your child's name containing TWO changes of clothing for unexpected events. Please label each individual piece of clothing with your child's initials. This clothing will be stored in your child's cubby until needed. If you provide shorts as a change of clothing, be sure to exchange these for long pants when the weather gets cooler. If your child's clothing becomes unsanitary due to toileting accidents and no change of clothing is available, you will have to pick up your child or bring a change of clothing immediately.

If your child is involved in a toilet training program, please provide enough changes of pants, underwear, and socks. Please replace the soiled clothing the next day so that the training program may continue.

B. Snacks/Meals

Lunch is provided to all students by the Randolph Public Schools. You may request gluten-free and lactose-free lunches if there is a diagnosed allergy. Day students may bring lunch in from home. Please note, we are a **peanut-free school**. The residential programs follow a dinner menu prepared by a nutritionist.

Please use the tips from the www.chooseMyPlate.gov program below to ensure your child brings nutritious snacks or lunch to school.

C. Clothing

Please help your child select and dress in weather and age-appropriate clothing. Boots, hats, coats/sweaters, and mittens are essential when weather is rainy, snowy, and/or cold. The May Center School is not responsible for lost or stolen items. All items that enter the school including clothing, backpacks, and lunchboxes must be labeled.

Guardians of residential students are required to provide an adequate wardrobe for the student. All belongings must be labeled with the student first and last initial using either permanent laundry marker or sewn-in labels, prior to the belongings entering the residential program.

The guardian should review the clothing at least seasonally, exchanging one set of seasonal clothes for another, and provide season clothing in good condition. The condition includes the quality, size, and seasonal appropriateness of the belongings. At a minimum, this review should occur in May and October every year. The guardian can complete the consent form if they would like the case manager to review the student belongings seasonally and either donate, discard, or pick up within two weeks.



D. Personal Possessions/Contraband

Personal belongings that are important to students should remain at home as there is no guarantee for the safety of these special items at school or at the residential program. We are unable to provide reimbursement or replacement of lost or broken items. Please discuss with your child's team before sending in any personal items with your child.

Also, please do not allow children to bring real or toy weapons (e.g. guns, knives, swords, explosives, or darts) to school. In addition, contraband such as lighters, matches, or any other item that could pose a threat to students or staff is prohibited. You will be required to pick up your child if these items are brought to school and schedule a team meeting within three school days. We will follow the suspension policy as indicated in section 5L.

E. Mail

There are no limits established, within reason, regarding the amount of mail or packages a student can receive from a family member. Students are allowed to receive and send mail. We ask that parent/guardians avoid sending students items that may cause potential harm to the student or others in the environment or would be considered contraband as described in section D above.

F. Phone call guidelines

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 school and residential clinical program and to avoid any disruption to the student'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 with the student. In the event the frequency of calls should cause a disruption to the program or family, the school may suggest that a calling plan be established. The school will notify the parent/guardian to get their input before doing so.
- Students are not allowed to make phone calls during the school day unless an urgent matter or emergency warrants such. Calls can be made and received regularly at the residential programs, but may be temporarily delayed due to programming or challenging behaviors.
- Students are not allowed to use cell phones, pagers, etc., during instructional or vocational time unless indicated in the IEP.
- We ask that parent/guardians avoid calling students at the school unless there is an emergency or urgent matter that warrants such.
- These guidelines also apply to video calls using Skype or FaceTime. Extra consideration for video calls is necessary to ensure other students' privacy. Video calls must be made in an area where other students are not inadvertently captured on the video.



G. Mobile Devices and Social Media

Students who are in possession of cell phones must adhere to the Bring Your Own Device Policy (BYOD) and have a signed copy on file.

Students may not use their cell phone during instructional time unless otherwise given permission by the teacher. Each teacher has the discretion to allow and regulate the use of cell phones in the classroom and on specific projects.

Approved cell phones must ALWAYS be in silent mode while on school campus, unless otherwise allowed by a teacher. Headphones may be used with teacher permission. Students are not authorized to use headphones with their cell phones during lunch or between classes.

To ensure confidentiality, you or child must obtain consent before taking photos or recording others at school or at the residence.

Students may use social media but may not post pictures or take video. Students will be held accountable for any negative postings, pictures, or video. Students are advised to exercise responsibility online. Devices should not transmit, publish, or display information that could create a hostile or offensive environment or be construed as discrimination or harassment on account of race, color, religion, ancestry, national origin, age, physical or mental disability, gender, gender identity, sexual orientation, military status, veteran status, genetic information, pregnancy, marital status, socioeconomic status, homelessness, or any other category protected under applicable law. Students may not use cell phones to “bully” or to post derogatory statements about students, faculty, or staff via text message or Social Media.

Mobile devices and phones may not be used to assist any student on assignments, quizzes, or tests without teacher approval.

A student who has a phone confiscated may not use another student’s cell phone.

Lost, Stolen, or Damaged Devices:

Each user is responsible for his/her own cell phone and should use it responsibly and appropriately. The program takes no responsibility for stolen, lost, or damaged cell phones, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their cell phones. Please check with your homeowner’s policy regarding coverage of personal electronic devices, as many insurance policies can cover loss or damage.

Students are prohibited from:

- Bringing a Cell Phone on premises that infects the network with anything designed to damage, alter, destroy, or provide access to unauthorized data or information.
- Processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies.

*See the BYOD policy and acknowledgement for more information.



H. Birthdays/Celebrations

Please coordinate any special celebrations with the classroom lead teacher and/or the residence's Program Coordinator. Please inform the lead teacher and/or program coordinator in advance of any items you may be sending in to school.

I. Attendance/Absences

We are required to report five consecutive absences to the district. In order to make progress at school, students should have consistent attendance. Please contact your child's team for support if your child is having difficulty transitioning to school.

J. Inclement Weather Closings and Delays

In the event of a snowstorm or other inclement weather, the administrative staff of the May Center School will determine if the weather presents a significant hazard for transporting students. Surrounding public school closings are also considered. If the May Center School-Randolph will be closed, have early release or late opening, an announcement will be displayed at <http://www.thebostonchannel.com/index.html>. This website will allow you to sign up for email or text alerts for the school closing.

The announcement will specifically indicate that the 'May Center-Randolph' is closed, opening late, or dismissing early. In addition, if your local district is closed, but the May Center School-Randolph is not, please contact your district's transportation office for information on buses or alternate transportation.

The May Center School in Randolph will continue residential operations regardless of the weather conditions. Specific staffing assignments for these days are determined in advance and staff are made aware of their shift assignments.

Families will have the opportunity to provide the school with three numbers and email addresses to add to a call service. The call service will notify the contacts of snow day information.

K. Field Trips

We encourage off-grounds activities for your child as a means of educating him or her about the community. Students leave the May Center School only on supervised and previously approved trips. Staff members will ensure each student is dressed appropriately for the weather and the planned outing. If a student does not have appropriate clothing or footwear, the staff will discuss exclusion of the student with an administrator.

Students participate in a variety of recreational/leisure activities. Farms, zoos, and museums are a few of our regular seasonal activities for designated classrooms. These trips are all well supervised, previously arranged, and approved by a member of the School Leadership team. Permissions slips will be sent home prior to any field trip.



L. Emergency Preparedness

Fire drills, disaster drills, and evacuation practices are conducted to ensure that all students and staff are familiar with the emergency procedures. In the event of an evacuation to an alternate site, parent/guardians will be notified. If parent/guardian pick up is required at the evacuation location, staff will call with the location:

JFK School at 20 Hurley Drive, Randolph MA

Randolph Community Middle School at 225 High St, Randolph MA

May Center School-Randolph, 41 Pacella Park Drive, Randolph, MA 02368

M. Vacation, Holiday, School Hours

Students attend school Monday through Friday, 235 days per year. School begins at 8:30 AM and ends at 3:00 PM. For specific vacations and holidays, please refer to the annual school calendar. The 8:00 AM - 8:30 AM time is used for classroom meetings, weekly parent contacts, and preparing the classroom and student's schedules for the day. Please do not drop your child off before 8:30 AM. If you are picking up your child at the end of the school day and are running late, please call the school front office, 781-437-1300. The calendar is available online and printed upon request.



5) Parent/Guardians Involvement and Guidelines

A. Ways to Communicate with the School

The May Center School has certain guidelines regarding telephone calls to staff and students. These guidelines ensure that adequate staff-to-student ratios are maintained and that activities are not disrupted. Please note:

- Phone calls to administrative staff should be made between 8:00 AM and 4:00 PM.
- Classroom teachers are generally available for phone calls from 8:00 AM to 8:30 PM and from 3:30 PM to 4:00 PM.
- Regular contact between you and the lead teacher and, for residential students, the case manager is encouraged. A home/school communication log is created for each day student to foster this communication. A classroom staff member will provide a weekly parent/guardian contact at a mutually agreeable time each week. For residential students, a residential case manager will provide a weekly parent contact as well. *Please see Daily Communication under Parent Involvement.*
- If staff members are unable to connect with you, they will leave a message if possible. Detailed messages cannot be left due to confidentiality policies.
- In case of an emergency, please call the main office or refer to your team contact sheet to reach your child's administrative team directly.
- Email is available using our secure email system.

B. Daily Communication

On a daily basis, school staff members complete a daily communication sheet outlining your child's activities for the day and summarizing his or her behavior. The teachers and teacher assistants will also include information regarding changes within the classroom, upcoming events, and general school news. The communication sheet/notebook is sent home each day for children in the day program, generally in his or her bookbag. We ask that you read the notes daily, write a brief summary of your child's activities at home for the night, following morning, and/or weekend, and return the sheet/book in the morning. Caregivers are also welcome to ask questions and provide any pertinent information they deem necessary on the daily communication sheets. These notes provide the teacher and teacher assistants with helpful information about your child's daily routines.

C. Parent Group – Parent Advisory Council (PAC)

We ask families to participate on the school's PAC. The group meets quarterly during the year to provide support to one another and, when needed, to make recommendations, and organize school events for staff, students, and/or families. The group typically organizes annual events such as family community gatherings, staff appreciation activities, and fundraisers. Money that is raised by the PAC is used to buy items for the school, fund activities for the students at the school, and fund staff appreciation activities. Members often communicate in between meetings via email. If you



would like to be included on the PAC emails, please talk to your Family Services Coordinator. The meetings and email forum are open to all families.

D. Participation in IEP Process

Parent/guardians are active members in the IEP process, participate in the preparation for the annual IEP, and attend the IEP meeting in accordance with Massachusetts Regulations. Preparation includes, but is not limited to, reviewing proposed objectives and services.

E. Conflict of Interest

It is the policy of the May Center School that employees cannot accept gifts from students or their families valued in excess of \$25.00.

There are instances in which families who receive services from the May Center School request that May Center School employees provide respite care services for their family members privately. Respite care services refer to short-term, temporary care provided to people with disabilities so their families can take a break from the daily routine of caregiving. It does not include in-home services that are provided by May Institute as part of an ongoing regular program in which your child is separately enrolled.

May Center Randolph staff interested in being a visiting resource to May Center Randolph students, either as a volunteer, paid respite or PCA, or DCF visiting resource, should work directly with the student's guardian(s). These services are provided independent of the May Institute. It is the responsibility of the guardian and the employee to develop and establish the terms of the services including schedule, compensation, and other conditions of work. Visits should take place off May Institute property and pick up and drop off location should be at the child's program rather than in the community to avoid disruptions. The program manager should be made aware, with at least 24 hours' notice, of any visitor.

Employees may not be a visiting resource to individuals they work with as part of their day-to-day job responsibilities at May Institute. Day-to-day in the school setting is defined as being assigned to the Core in which the student is assigned. Day-to-day in the residential setting is defined as being assigned to the group home either as a direct care staff or relief staff once a week or more often. Parents or families interested in obtaining respite from staff previously directly involved in their child's education can seek this respite after a six-month waiting period from the time the school based relationship ends.

Employees must inform their direct supervisor and make a request to provide private services to the individual served by May Institute. The supervisor will determine if a conflict exists (e.g., if the provision of such services will conflict with the employee's job duties, if the relationship would create a conflict situation within the program, etc.). If a conflict exists, the employee may not provide the private services. If the employee's request is approved, the employee may provide the services.



If the services are approved, the student's guardian and the employee must sign a waiver acknowledging that the employee providing these services is not performing work as a May Institute staff member, but in an independent capacity. If either the guardian or the employee refuses to sign the waiver, the employee may not provide the services. Services should not begin until both waivers are signed and the visitor log and authorized pick up and contact list have been updated.

Any visitor, respite, or PCA services provided in accordance with this procedure are the sole responsibility of the student's guardian and the employee with whom they contract. May Institute does not assume any liability or responsibility in connection with this independent arrangement.

If a student's guardian requests an employee to provide approved visitor, respite, or PCA services during an employee's scheduled working day/hours, the employee must request vacation time from May Institute to provide these services. May Institute reserves the right to deny vacation time requests in accordance with programmatic and organizational needs.

Professional Ethical and Compliance Code for Behavior Analysts which is effective January 1, 2016, states behavior analysts do not accept any gifts from or give any gifts to clients because this constitutes a multiple relationship.

F. Visiting Policy

The following procedure should be followed for visits and other communications from family, friends, and other parties. Many visitors will be unfamiliar to the staff members, who have strict instructions to prevent strangers from access to the students. Following this procedure will ensure that staff members have been given permission to grant the appropriate access to the students.

- You are requested to inform the Family Services Coordinator, lead teacher, Educational Administrator, residential Program Coordinator or Assistant Program Coordinator, or designee in advance of your visit.
- Visiting hours during the school day are from 9:00 AM - 2:00 PM, Monday through Friday. Additionally, we require that if one person is to visit, the length of the visit be up to two hours. If two visitors are present, the visit should be up to one hour. If three or more visitors are present, the recommendation is the visit take place off grounds. These practices are in place to be as least disruptive to the other students in the classroom. We request 24 hours' notice for any visits.
- Visiting hours at the residential program are 4:00 PM - 7:00 PM, Monday through Friday and 10:00 AM - 7:00 PM on Saturday and Sunday. We recommend that, if possible, the visits take place in the community (e.g. restaurant, mall, playground) to provide our students with further access to the community. These practices are also in place to be as least disruptive to the other students in the program. We request 24 hours' notice for any visits.
- The May Center School is not authorized to allow any individual, other than the legal guardian and representatives from funding agencies, to visit a student without prior consent from the legal guardian. If you would like to have a friend or relative visit your child, you will need to contact the May Center School, authorizing the visitor. When a visitor has obtained authorization to visit a student and take the student off ground, it is understood that



the visitor must adhere to our policy and procedures regarding off-grounds trips. We reserve the right to recommend against a trip off grounds if the student's behavior immediately prior to the proposed trip presents a clinical concern based on the opinion of the student's clinical and educational team. This may include episodes of aggression, self-injury, destruction of property, and/or other significant behavior.

- On the day of the visit, the parent/visitor should first report to the main office or community-based group home. If the purpose of the visit is to pick up the student for an off-grounds visit, the parent/visitor is asked to travel to the house/class and stay for no longer than it takes to pick up the student. This prevents disruption of the house/class routine and ensures other students' privacy. If the purpose of the visit is to observe the student in the classroom or house, the visitor is escorted to the appropriate classroom or house. For observations, the visitor should adhere to the schedule as written, when possible. This will assist staff in working with the students, as well as the parents, with a minimal amount of disruption. Parents/visitors who visit with a child on-site should discuss with staff members and the clinical and educational team prior to the visits the level of assistance or space they would like during the visit. Otherwise, the staff member will continue with the child's typical routines. All visitors should remain together during the visit and stay with the child.
- If the parent/visitor plans to take the student off grounds during the visit, the office should be notified of (a.) destination and (b.) approximate time of return. If it is during a mealtime, the parent/visitor should provide the child a meal or communicate with the team prior to leaving that a meal will be needed when the child returns.
- While we will ensure all visitors to the school or residential houses are escorted to the appropriate locations within the buildings, we are unable to provide supervision of visits for noncustodial parents. Our staff will be available during visits to provide support as needed to the student.

6) 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:

- Considerate, respectful, and qualified staff members
- Be involved in their own care and treatment
- Be fully informed before changes to their treatment
- Have any restrictions imposed removed as soon as possible
- Privacy and confidentiality
- Access their personal information
- Be free from abuse, mistreatment, ridicule, humiliation, and exploitation



- Cultural, spiritual, and religious choice
- Move towards independence
- Express their concerns/grievances

B. Grievance Policy

The school will promptly address any formal complaint follow-up and review as part of quality assurance and improvement. When a parent/guardian or student has a grievance 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, the following procedure is to be applied:

- Written or oral request shall be made to the Director or their designee to schedule a meeting with the team to review the complaint within 10 business days.
- The Director or their designee shall make a written summary of the meeting, issues involved, and the resolution of the grievance within five business days of the meeting. A copy of this summary will be provided to the parent/guardian and placed in the student's file.
- 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.
- The Executive Vice President of Educational Services will conduct a meeting; and make a written summary of the issues and the resolution of the grievance within five business days of the meeting. A copy will be 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. In cases where a May Institute program provided primary medical or psychiatric care for a student, these medical records must be retained for a period of 30 years from the date of discharge or last treatment; otherwise the medical documentation will be considered part of the temporary record. Written notice will be provided to the student and the parent/guardian indicating the approximate date of destruction of the temporary record.

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:

- use of empirically validated procedures
- functional assessment and analysis
- antecedent based procedures
- de-escalation strategies
- use of positive reinforcement
- differential reinforcement
- teaching alternative appropriate behaviors
- response cost



- correction
- systematic desensitization to teach children to tolerate aversive sensory stimuli
- focus on treatment integrity implementation by staff
- 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).

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.

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.



In rare instances, a student may be separated from other students in a room devoid of classroom materials and activities. This procedure will not be used without written consent of the students' and the approval of the May Center School's Human Rights Committee.

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. If procedures different from those described above are warranted, they must be approved by the Director or Program Coordinator, the students' parents, and the Human Rights Committee of the May Center School.

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 polices, 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. The May Center School in Woburn does not employ cafeteria workers, custodians, athletic coaches, or extracurricular activity advisors. 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 Autism and Developmental Disabilities in Randolph, Mass.

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. A copy of the discharge summary is provided to the family. All documentation that is forwarded will be done with the signed consent of the student or family. 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 two weeks prior to admission for nursing staff to review:

- 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.
- 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 untestable completed within the last 12 months.



- 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.
- The results of lead screening completed for children under 5yrs of age.
- 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:

- The student's name
- The name and signature of the licensed prescriber and contact number
- The name of medication
- The dosage of medication including the strength and or concentration
- The frequency and time of medication administration
- The date of the order and the discontinuation date
- 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:

- The parent/guardian's signature and emergency phone number
- A list of all medications the student is currently receiving
- 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:

- 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: 781-437-1300**

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 trained staff will administer first aid. All direct teaching staff are trained in basic first aid and CPR techniques. 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.



7) Residential Program:

The May Center School will continue residential operations regardless of the weather conditions. Specific staffing assignments for these days are determined in advance and staff are made aware of their shift assignments.

A. Visitation:

Please refer to the visitation policy in section 5 F.

B. Parent/Guardian Contacts:

Weekly parent contacts will be arranged with your child's residential case manager. Contacts can be done via phone or email, giving you the chance to coordinate with your child's case manager the most effective mode of communication. This enables the case manager to have all pertinent information ready for you at the time of the call or email. The purpose of these contacts is to inform you of your child's weekly activities and your child's progress on programs. We encourage you to ask questions about your child's programs or behaviors at the residence during these scheduled appointments. If questions arise about the residential program that can wait until the weekly contact, please hold the questions for that time.

If a question needs to be answered immediately, please contact the Program Coordinator or Assistant Program Coordinator at the house. You may also speak with the Program Coordinator or Assistant Program Coordinator if you feel your question was not addressed to your satisfaction by the residential case manager.

C. Home Visits:

Home visits with family are important in assessing the student's progress toward the goal of returning home permanently, or to assist in generalizing the student's skills to a less structured setting. It should be stressed that home visits are not limited to public school vacation periods. We encourage and recommend weekend home visits and other additional contact for most students. Please contact your child's case manager or the program coordinator to confirm arrangements. It is your responsibility to arrange for transportation. If utilizing public school transportation, please confirm arrangements with the transportation company at least two weeks in advance.

D. Weekend Residential Family Support Line:

The Residential Family Support Line is available to families of residential students on weekends, typically Fridays at 3:00 PM through Mondays at 8:00 AM. The line is available during vacation weeks after 4:00 PM. Families should call the Residential Family Support Line to discuss behavioral challenges during a visit with their child, requiring over-the-phone support or when there is a significant concern needing immediate attention. For general questions or concerns, please continue



to call or email the appropriate team member during program hours. All phone calls to the Residential Family Support Line will be answered by a voicemail. Any message left on this confidential voicemail will be returned as soon as possible, typically within fifteen minutes. Please keep in mind the administrator who takes the call may not be on your child's immediate team. They may need to gather more information before calling in order to provide you with the appropriate support. If you do not receive a call back within 30 minutes, call the Residential Family Support Line again and leave a second message. Reserve overnight calls to over-the-phone support during a behavioral crisis with your child. Please contact your Family Services Coordinator for more information.

E. Student Belongings:

If your child is a residential student, you are required to provide an adequate wardrobe for him or her. Linens and toiletries are typically provided by the May Center School. It is extremely important that all belongings and clothing are well labeled with your child's first and last initial with sewn-in tags or permanent laundry marker. Please review clothing at least seasonally, exchanging one set of seasonal clothes for another, and return appropriate seasonal items in good condition. Suggested clothing lists are below.

Clothing List (Winter)

- 10 Underwear/10 socks, 5 bras
- 8 shirts (4 long sleeve)
- 4 long pants
- 4 sweatshirts/sweaters
- 2 pairs sneakers, 1 pair boots, 1 pair slippers
- 1 heavy coat
- 2 pairs of gloves/mittens, 1 hat
- 4 set of pajamas

Clothing List (Summer)

- 10 underwear/10 socks, 5 bras
- 8 short-sleeve shirts (2 long sleeve)
- 2 sweaters/sweatshirts
- 4 pairs of shorts
- 2 pairs of sneakers, 1 pair flip flips/sandals
- 4 sets of pajamas
- 1 lightweight coat
- 2 sets of comforters, 2 sets of sheets
- 1 throw blanket
- 1 bathing suit, 1 pair swim shoes



* For any student who is not toilet trained, please send only 3-5 more than the specified number of these items unless otherwise requested.

Please send no more than the suggested amounts of items due to limited space, unless otherwise requested. Guardians should review the clothing regularly and at least seasonally to ensure the clothing is in good condition, seasonally appropriate, fits well and does not exceed the amount suggested. Having excess clothing throughout the year increases the chances items will be lost. Please indicate your preference for maintaining the seasonal clothing review or having the assigned case manager complete the season review on the Residential Student Belongings document.

Any "special" personal belongings that are important to your child may be included; however, please understand that there is no guarantee for the safety of these special items.