May Center School
for autism and developmental disabilities

Family and Student Handbook

West Springfield- 48 Capital Drive

2024-2025

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 philosophy, policies, and procedures. We hope that it clarifies any questions you may have.

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

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

Sincerely,

Bridget Anderson, M.Ed., BCBA

Executive Director

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Family and Student Handbook

May Center School for Autism and Developmental Disabilities

The May Center for Autism and Developmental Disabilities in West Springfield, MA is currently licensed by the Massachusetts Department of Elementary and Secondary Education (DESE).

History and Philosophy

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

May Center Snapshot

Age range served: 3 – 22 years

Educational method: Applied Behavior Analysis (ABA)

Staff-student ratio: 1:1

Class size: 6 students

Average enrollment: 48

Length of program: Full-day, 12-month

School Leadership

Bridget Anderson, M.Ed., BCBA, Executive Director

Ms. Anderson has more than 15 years of experience working with children with autism and their families. She has been with May Institute since 2007 and has held numerous positions including Teacher Assistant, Family Services Coordinator, Director of Family Support Services, Director of School Operations, Interim Executive Director, and Assistant Executive Director of the May Center School in Randolph, MA. She has been the Executive Director of the May Center School in West Springfield since June of 2022. Her undergraduate degree is in Psychology from Providence College. She earned a Master's in Education, School Counseling, from Salem State University. Bridget is a Board Certified Behavior Analyst (BCBA), and is licensed by the Massachusetts Department of Elementary and Secondary Education (DESE) in School Counseling, grades 5-12. She is an active member of the Association of Behavior Analysts International (ABAI). Ms. Anderson is also a column writer for the Republican newspaper under the *May I Ask section*. She was also the recipient of the May Institute's 2020 Exceptional Service Award.

Kalli Bonin, M. Ed., Director of Education

Kalli Bonin joined the West Springfield May Center School team in 2014. She has served in a variety of roles at the May Center including Instructor, Assistant Teacher, Special Education Teacher, and Curriculum Coordinator. Ms. Bonin is an experienced professional working in the areas of assessments, curriculum planning, and Individual Education Program (IEPs) development for students with special needs. She was promoted to Director of Education in 2022. Ms. Bonin holds her bachelor's degree in Biology from Siena College. She received her Master's degree in Special Education (and teaching licensure) from Westfield State University. During her free time, Ms. Bonin enjoys volunteering for the organization of Autism on the Seas, assisting families with special needs on vacations. She received the May Institute Trustees Award in 2018.

Brittany Juban, Ph.D, BCBA-D, LABA, Clinical Director

Dr. Juban has been working with individuals with autism spectrum disorder (ASD) for more than 15 years in a variety of settings including, in-home, public and non-public school placement, clinic and center based, and an intensive in-patient hospital unit. In her role as Clinical Director, Dr. Juban collaborates with an interdisciplinary team to ensure high-quality implementation of evidence-based practices to the students served by May Center School, West Springfield, MA.

She earned her master's degree and doctorate degree in psychology with a major in behavior analysis from the University of Wisconsin-Milwaukee under the mentorship of Dr. Tiffany Kodak. Dr. Juban is a licensed applied behavior analyst and a Board Certified Behavior Analyst at the doctoral level (BCBA-D).

Dr. Juban has clinical expertise and has published per-reviewed journals in the areas of verbal behavior, skill acquisition, and treatment integrity. In addition to presenting at local and national conferences, she has been a guest reviewer for several journals, including the *Journal of Applied Behavior Analysis, Behavior Modification, and Behavior Analysis: Research and Practice.* She has also taught at the graduate level and mentored a number of behavior analysts in training.

Amanda Frye, MS, BCBA, LABA, Clinical Director

Mrs. Frye came to the May Center School in West Springfield, MA in 2016 after working in the field of Applied Behavior Analysis for seven years, providing services both in home and school settings. Mrs. Frye started off at the May Center as an instructor and was promoted to Behavior Assistant, then Behavior Specialist, and most recently Clinical Director in 2022. Mrs. Frye earned bachelor's degree in Social Work and Psychology from Rhode Island College, and her master's degree in Applied

Behavior Analysis from Bay Path University. She is a licensed applied behavior analyst and Board Certified Behavior Analyst.

Rachel Vieu, M.P.A., PHR, Human Resources Business Partner

In her role as Human Resources Business Partner, Mrs. Vieu manages the school's human resources responsibilities and assists with other operational needs such as auditing, inspections and quality assurance. Mrs. Vieu started with the May Institute in the Spring of 2008 working with adults in a Western Massachusetts Residential Program while finishing up her bachelor's degree at Mount Holyoke College. Mrs. Vieu has worked at the May Center School in West Springfield, MA since 2011. She holds a Professional in Human Resources certification and completed her master's degree at Westfield State University in Public Administration with a concentration in nonprofit management. Mrs. Vieu is an active member of the Northeast Human Resources Association (NEHRA).

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

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, that is, that have

empirical support that can be taught to teachers and instructors, 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 students are diagnosed with Autism or a developmental disability. They require behavioral and educational services that are individualized to meet their unique needs. Behavioral services are addressed using ABA and our educational services are provided utilizing 1:1 and small group instruction.

Our services are delivered at the school within each classroom. Staffing ratios are one-to-one. There are currently eight classrooms, with each classroom typically consisting of six students, one certified teacher, and five bachelor or associate level instructors. Students' ages range from 3-22 years old. Classrooms may have one special education teacher and one behavioral instructor, and one of these two positions is identified as the Lead in each classroom. The program is supervised by two Clinical Directors, a Director of Education, and an Executive Director. Consultation is provided by speech, occupational, and physical therapy specialists. The school operates year round, for 222 days per year, and for 6 hours each day. The classroom has both individual work space and group work space.

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 Plan (IEP). The May Center serves students with diagnoses of autism spectrum disorder, and/or other developmental disabilities, and/or characteristics of these disorders and disabilities.

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

A. Referral

Once a referral is made to the May Center School:

- Initial information is taken via the telephone and the referring party is asked to send a referral packet including a letter of interest, the student's current IEP, 3 year re-evaluations, and any other relevant reports and information.
- If a parent asks about referring a child themselves, the May Center informs them that the vast majority of referrals come from local school districts after the parents and the special education team has decided that an out of district placement is necessary. If a parent asks about private pay options we inform them of the tuition rate. If the parent is still interested in referring the child they are asked to send a referral packet.
- A referral folder is set up for each student referred.
- Once the referral packet is received it is reviewed within 5 business days.

- If the information in the referral packet indicates that the student may be appropriate for the program, but there are not current openings, a letter is sent to the referring party. The parents or district representatives are invited to visit the program, but the child will not be screened until an opening in his or her age range is available.
- If the May Center has openings in the child's age range, then within 5 business days, a screening of the student is scheduled to take place at the school for further evaluation. During this screening, the clinical and educational team will meet with the child and will obtain relevant educational, communication, social, independence, and behavioral information.
- A parent will be scheduled and provided, if one has not occurred already. In addition, we can schedule a local school district visit of our school.
- Within 10 business days, a determination of acceptance is made by the school Executive Director, Director of Education, Clinical Directors, 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:

1. A letter of acceptance is sent to the parents/guardians and the local school district and/or other funding source.
2. An intake meeting is scheduled with the student's parents/guardians, local school district, and the May Center staff.
3. An admission date will be determined jointly by the school director, parents, and local school district.
4. All required admission paperwork will be completed, including:
    - May Center School application form

- A complete physical and dental exam not more than 12 months prior to admission; if 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
- Consent forms to be signed upon admission and annually: Emergency contact information, consent for community access, Notification of Student Rights, Acknowledgement of Behavior Support, Restraint, and Discipline Policy, Consent for Photographs and Release of First Name, Acknowledgement of Video and Electronic Monitoring, Acknowledgement of Additional Consent Required for Participation in Research, Experimentation, Fund Raising, Publicity, and Observation, authorized Person to Pick-up, Visit, fieldtrips, and Phone Contact, and placement agreement.
- Medical forms to be signed upon admission and annually: Consent for emergency medical services, consent for medication administration, consent for non-prescription medication, medication policy, and May Center Medical Information Form.
- Consent forms to be signed upon admission and as needed: Notice of Privacy Practices and Family and Student Handbook Acknowledgement, Bring Your Own Device (BYOD) Policy and Acknowledgement.
- Requirements listed under Admissions in the Healthcare section.

5. 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.
6. A written contract will be completed with the sending school district per the state requirements.
7. An IEP will be written and/or amended and must be signed prior to the first day of school.
8. Orientation for parents and student will be scheduled if the team finds it helpful for the student's transition.
9. 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.

10. Prior to intake, the program must receive current healthcare provider's orders for any medications, current diagnoses, and status of all medical conditions and any recommended protocols.
11. In order to provide the best continuity of care our team will communicate with your healthcare providers and other members of your treatment team.
12. Parents/guardians are provided with written notice that the May Center Policies and Procedures Manual is maintained on site and is available upon request. In addition, the May Center School Behavior Support Policies is maintained onsite and it is available upon request.
13. Parents/guardians are provided with written notice of The Family and Student Handbook for the May Center annually and a paper copy is available upon request. A digital copy is available on the school website.

3) Educational and Related Services

C. Case Management

Each student has his or her own case manager, a staff member who is responsible for maintaining the organization of the student's data, as well as behavioral and academic programing. The case manager works with parents, leads, behavior specialists, teachers, and support staff to ensure that all of the student's needs are being met.

The case manager has the following specific duties:

1. To assure in conjunction with the behavior specialist and teacher that all behavior management programs affecting the student, once approved, are carried out thoroughly, consistently, and correctly and that the data become part of the student's permanent record.
2. To be the primary contact person with the parent/legal guardian regarding the student.
3. To assist the teacher, behavior specialist, specialists, director of education, clinical director and director in the preparation of the individualized education plan.

4. To maintain the student's casebook and graphing all behavior change and skill acquisition data.
5. To provide home consultation visits to families as needed.

D. Development of the IEP

Individual Education Plans (IEP) are written yearly for each student at the May Center. Approximately one – two months prior to the date the IEP is due, behavior specialists, teachers, and clinicians begin completing assessments of the student with the assistance of the case manager. The speech pathologist, occupational therapist, and physical therapists may also conduct assessments necessary for the development of appropriate objectives. These assessments may include formal testing using standardized testing appropriate for children with autism and developmental delays. The educational administrator, behavior specialists, or teachers may also conduct informal assessments such as interviews with the parent/guardian or other people directly involved in the child's life. After all assessments are completed, the teacher, in conjunction with the behavior specialist, director of education, specialists, and clinicians will determine specific goals for the student and write annual objectives. These goals are always written in objective, measurable terms so that we can record data and determine progress toward the achievement of the objective.

Prior to the date of the IEP meeting, the person who provides home consultation to the family will call or meet with the parent to inquire about ideas to be included in the IEP draft. This provides the parent with the opportunity to suggest any objectives that he or she feels are a priority, as well as offer feedback about any objectives that he or she feels are inappropriate from the previous year. Parents may request a draft to be sent home 1-2 days before the IEP meeting. A copy will be sent to the school district as well.

The draft is then presented at the IEP meeting to the child's educational team. The team is typically comprised of a representative from the public school system, the child's parents, and the May Center staff. The IEP is an agreement between the student's school system and the parents. Once the IEP has been approved by the school system and the parent (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 instructors 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 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 wants to develop a good working relationship with the parents 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 our staff.

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

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

- Access to Self-help/Daily living Skills
- Social/Emotional needs/ Psychological & counseling services
- Physical Education/Adapted Physical Education
- Vocational/ Pre-vocational and career Education
- English Language support for ELL students
- Transportation services
- Modifications for visual supports for blind or visually impaired students
- Assistive technology for communication
- Communication for all students
- Allied Health Services
- Parent training & consultation
- Medical Services
- Accommodations describing supplementary aides (e.g. large print, textured paper, pencil grips, slanted surface)
- Healthcare Services: Nursing Services

Quarterly progress reports are written to assess progress made toward IEP goals and objectives. Progress reports are disseminated to parents and to sending school districts on a quarterly basis. Parents can typically expect to receive progress reports during March, June, September, and December.

E. Data Collection and Review

An important component of each student's program at the May Center is the collection of data to analyze his or her progress. Data is collected on skill acquisition programs, challenging behavior, and appropriate replacement behavior. Data is reviewed at weekly team meetings by the case manager,

support service staff, administrators, and clinicians. 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 change programs are formally reviewed quarterly to assess progress and determine future plans for each student.

F. 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
- Visual and fine motor skills
- Gross motor skills and Adaptive Physical Education
- Reduction of challenging problem behaviors

The curriculum at this program will be developed for each individual student based upon his or her current level of ability, specialized needs, and IEP. Each student will have an IEP and the IEP will contain numerous objectives.

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/IEP Programs: The educational administrator, behavior specialists, teachers, instructors, specialists, clinical director, and director develop and implement individualized education programs for each student. These 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. Progress is monitored closely by frequent data collection.

Classroom Routines: Includes practice in greeting, name identification, removing coat, and placing belongings in the appropriate location.

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 (i.e., 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.

Gross Motor (Recreation) and Adaptive 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.

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.

Vocational: Pre-vocational skills and vocational skills are taught within the school and at community work locations. Staff provide support during employment opportunities.

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

Health and Human Development: physical development, sexual education, and safety program 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.

G. Family Support Services and Home Consultation

We offer up to two, 90-minute home consultations per month designed both to address behavior problems in the home and to help the parent generalize and improve the student's skills. If the parents live within an hour's drive, they receive up to two 90-minute visits each month. If the parent lives over an hour away they receive a monthly 3-hour visit. Home visits occur after school hours. Although we understand that many parents work outside the home, we ask that parents make arrangements to be available for home visits to begin by no later than 3:30 PM so that our staff may leave by 5:00 PM. The clinical directors in conjunction with classroom staff provide the home consultation for approximately the first 1-2 months and then the consultation is taken over by one of the classroom staff members.

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. In order for home consultation to be effective, we must have objective data upon which to base our recommendations. Consequently, we require parents to collect data on problem behaviors. If a parent is unable to collect data, we will re-teach the parent or revise the data collection system. If the parent does not collect data, consultation may not be provided to address the area of concern.

Please be aware that the majority of the information shared during home consultations 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.

H. Support Services

Allied health services consist of licensed professionals in a consultative model: Speech Language Pathologists, Occupational Therapists, Physical therapists. The specialist therapists, along with classroom staff and clinical and educational staff will assess all students' communication, OT, and PT needs on an individual basis. IEP goals and objectives are developed with consultation from the therapists. Active consultation is provided to classroom staff. During consultation, the therapist observes the staff work with the student, reviews data, teaches the staff to implement teaching strategies, provides corrective feedback to staff, and may directly work with the student in order to revise or probe techniques. In this way, the child's needs are addressed throughout the day, generalization is more probable, and robust changes and improvements are more likely to occur. Students do not receive one-to-one or pull-out therapy from the therapists at the May Center.

The role of the therapist is to evaluate and develop goals for the student, 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. Teachers and behavior specialists write up progress notes on a quarterly basis and the therapist monitors progress throughout the course of the student's IEP.

We provide up to one hour of speech-language-communication consultation and one half-hour of occupational therapy consultation for each full week of school. We provide up to one half hour of PT consultation per week, for those students who have specialized mobility, transfer, and/or adaptive equipment needs. Specialists write consultation notes based on the agreed upon services outlined in the student's IEP, and the consultation notes are available to guardians upon request.

The Speech Language Pathologist consults 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 Therapist consults 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.

4) School Expectations

A. Clothing

Please help your child select and dress in weather and age appropriate clothing. We try to keep your child from getting messy, but accidents can happen. Boots, hats, coats/sweaters and mittens are a must when weather is rainy, snowy and/or cool! Remember to label these items, too. The May Center is not responsible for lost or stolen items.

Please send a bag labeled with your child's name containing at least 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. The May Center cannot provide students with spare clothing if their clothing becomes soiled at anytime. Students cannot be transported home in soiled clothing. Below is a list of clothing items to send in. Please send more if your child has a history of soiling clothing frequently.

Clothing List:

- 2-3 pairs of underwear and/or one extra package of diapers/pull-ups
- 2-3 pairs of socks
- 2-3 shirts (short or long depending on season)
- 2-3 pairs of pants (short or long depending on season)
- 1 pair of shoes

The May Center is not responsible for lost or stolen items. It is important that all items that enter the school, including clothing, backpacks, and lunchboxes are well labeled with your child's first and last initial with sewn in tags or permanent laundry marker.

Please replace any soiled clothing that is sent home the next day. The May Center is not responsible for notifying parents when students use the last of their spare clothing. Parents are required to bring extra clothing to the school if the child runs out unexpectantly.

Student Dress Code

Appropriate dress is necessary for a healthy, safe and conducive learning environment. Nothing that detracts from that is allowed. Students that violate the dress code will be required to change or have appropriate clothes brought to them while they remain in the main office. ***The school will make considerations for religious traditions with respect to dress.***

Prohibited Attire

1. Provocative and revealing clothing, clothing with a negative message, and clothes that promote drugs, alcohol, or violence are not permitted.
2. Clothing that insults, demeans, or harasses any person on the basis of race, religion, gender, physical or mental disability, or sexual orientation.
3. Hats, hoods, and other head coverings as well as sunglasses may not be worn inside the building.
4. Cutoffs, thin strapped tank tops, halter-tops, tube tops, or any garment that reveals the midriff or cleavage are not allowed.
5. Transparent blouses and shirts are not permitted.
6. Bare feet, flip flops, and open toed shoes.
7. Steel-toed shoes
8. Exposure of undergarments
9. Shorts or skirts shorter than 3-4 inches above the knee cap are not allowed.
10. Students should not wear expensive jewelry/items to school.

Appropriate Attire

1. Shirts should be long enough to touch the top of the pants/shorts when arms are raised above head.
2. Clothing covers appropriate parts of the body.
3. Closed toe shoes with a back or back strap.
4. Tank tops must have at least a 2 inch thick strap
5. Students should wear comfortable footwear, good for walking, riding bikes, gym class, outdoors, and basic mobility.
6. During winter months, winter hats and gloves should be brought to school in the event there is a community outing planned.

B. Snacks/Meals

Parents must provide lunches for their child at the May Center School unless the student qualifies for free lunch. If a student qualifies for a free lunch or breakfast, the May Center School will work with the student's sending district to provide such services. The parent will need to contact the sending district to see if their child qualifies for these services.

The May Center School is a **Peanut and Tree Nut Free Facility**. This means that peanut and tree nut products and foods that may have come into contact with peanuts and tree nuts are not allowed inside the school. The safety and well - being of our students and staff is our top priority and we appreciate

your help in providing a safe learning environment.

Below is a guide to the school expectations for a Peanut and Tree Nut Free Facility:

- Please do not send in any products with peanuts or tree nuts to school for snacks or in lunches. This also includes foods that were processed in a facility that could have been in contact with peanuts or tree nuts. Products sent in with these ingredients will not be allowed in the building.
- We do not do any classroom projects that involve peanut butter (like bird feeders) or peanut shells (art projects). Please do not send any of these projects into the classroom with your child.
- Please do not send in homemade baked goods or snacks for special occasions and parties. Prepackaged foods labeled without peanuts and tree nuts and not manufactured in a facility with peanuts and tree nuts are allowed.
- All employees have received training from our school nurse on allergy related safety protocols to educate and help prevent injuries.
- We have signs posted to remind everyone about the policy.

If throughout the course of the year you have any questions or concerns about food-allergy-related issues, please do not hesitate to contact your child's classroom supervisor, our administrative team, or school nurse.

Snacks: We do not have planned snack periods. However, if the team decides a snack time is beneficial for the student one can be sent from home or will be provided.

Lunch: The May Center provides plastic utensils and paper goods for students as needed. Lunches sent in from home must include the following:

- Food sent in from home should be easy to prepare for your child to consume.
- All foods must be cut up and sent to school if your child is unable to independently cut their food. The May Center staff do not have utensils appropriate for cutting solid foods.
- If your child's lunch requires microwaving parents must send the items in a microwavable safe dish.
- The May Center has water available for all students. If your child prefers to drink something other than water please be sure to send it in from home.
- Labels on all containers expected to be returned. The May Center is not responsible for cleaning containers before sending them home.
- Please only send one lunch in at a time. The May Center is unable to store food for students overnight.

- Please use the tips from the www.choosemyplate.gov program link to ensure your child brings nutritious snacks and lunches to the school.

Lunches are never delayed or denied as a form of a punishment. On rare occasions, a student's meal may be delayed beyond its scheduled time as the result of the following circumstances:

1. A condition of physical illness which prevents normal eating.
2. The student refuses the meal. In this case, staff will continue to offer the meal to the student for the entire duration of the dining period.
3. The student engages in behavior which is incompatible with eating (e.g., severe aggressive, destructive, or disruptive behavior at the start of a scheduled meal or during a meal). In such cases, the meal will be offered as soon as the student's incompatible behaviors are absent.

C. 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. 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. The May Center is not responsible for lost or stolen items.

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.

D. Mobile Devices, Social Media and Mail

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 to avoid any disruption to the student's overall programming:

1) 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.

2) Students are not allowed to make phone calls during the school day unless an urgent matter or emergency warrants such.
3) Students are not allowed to use cell phones, pagers, etc., during instructional or vocational time unless indicated in the IEP.
4) We ask that parent/guardians avoid calling students at the school unless there is an emergency or urgent matter that warrants such.
5) 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.

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.

Students may use social media, but may not post pictures, take video, or use facetime. 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 or device and should use it responsibly and appropriately. The program takes no responsibility for stolen, lost, or damaged devices, 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:

a) Bringing a Cell Phone or device on premises that infects the network with anything designed to damage, alter, destroy, or provide access to unauthorized data or information.
b) 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.

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.

E. Birthdays/Celebrations

Parents are welcome to bring special treats for the student's birthday or other special celebration. We ask that you adhere to the Peanut Free Policy and only send in items that are packaged with an ingredient label. Please coordinate any celebrations with the classroom Lead and make sure they are aware of items you will be sending in advance.

F. Attendance/Absences

Parents and guardians are asked to notify the school by 7:30am if their child will be absent or late so that the May Center can plan staff schedules accordingly. Parents and guardians are welcome to leave a message in our general mailbox before or after school hours. If a student has a planned absence, please provide as much notice as possible to school staff.

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.

Late Arrivals

Students arriving later than 8:45am must come to the front desk, **accompanied by a parent or guardian**. The parent or guardian must sign in the student. The classroom will be called at this time and the student will be escorted to their classroom.

Early Dismissal

Parents or guardians should notify staff in advance for student early dismissals. Please call ahead if prior arrangements have not been made. Parents or guardians must pick up students at the front desk. The sign out log must be signed prior to leaving the school.

Drop Off/Pick Up

Students are dropped off/picked up at the front of the building upon arrival and dismissal times. Parents can either use the car and bus line OR park in a visitor parking spot in the main parking lot.

Car and Bus Line

If a parent chooses to use the pick up/drop off lane they are to pull into the bus line. Staff will walk students to their parents' vehicle. We ask that parents do not engage in long conversations with staff to ensure we maintain a smooth transition for all students in the bus and car line.

Visitor Parking

Parents that choose to park in a visitor spot in the main lot must walk their child to the front sidewalk area to meet staff for safety reasons.

G. 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 will be closed, have early release or late opening, an announcement will be displayed on the TV on News 22 (wwlp.com) and Western Mass News (www.westernmassnews.com). These websites will allow you to sign up for

email or text alerts for the school closing. In addition, notifications will also be sent through the One Call system and parents are more than welcome to call the school (we post on our voicemail).

The announcement will specifically indicate that the 'May Center School is closed, opening late, or dismissing early. In addition, if your local district is closed, but the May Center School is not, please contact your district's transportation office for information on bus transportation. If your school district has cancelled school, but the May Center has not, your school district will not provide transportation. In these cases, parents can bring their children to the May Center at their own risk. Please call to let us know if you will be transporting your student to school on these days. Please stay tuned to your local television or radio stations if an early dismissal is probable. If the May Center is dismissed early, but your school district is not, your student will still be dismissed early and you must be available to receive him or her.

H. Field Trips

Field trips are occasionally planned by classroom teachers. These trips are an important part of a child's learning experience. A written consent form must be present in each child's folder before a child will be permitted to accompany the class on any trip. Field trips will be taken on foot in the local community. If a trip does require alternative transportation, the school van or staffs' vehicles will be used. Many such trips constitute a reward for good behavior and provide an excellent opportunity for the student to learn to function appropriately in a community setting. Community trips generally occur in a 1:1 or small group format with the exception of special, recreational activities. Prior to taking a student off grounds, the staff member must obtain approval from administrative staff, and sign out in the appropriate off-grounds log (e.g. automobile or walk).

I. Emergency Preparedness

Fire drills, disaster drills, and evacuation practices are conducted to ensure that all the children 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:

1111 Elm Street, West Springfield, MA 01089

50 Holyoke Street, Holyoke, MA – Holyoke Mall 01040

J. Vacation, Holiday, School Hours

Students attend school Monday through Friday, 222 days per year. School begins at 8:30 AM and ends at 2:30 PM. For specific vacations and holidays, please refer to the annual school calendar. Half days are from 8:30am to 12pm. The 8:00-8:30 time is used for classroom meetings and the staff members prepare the classroom and children's schedules for the day. Please do not drop your child off before 8:30. If you are picking up your child at the end of the school day and are running late please call the school. The calendar is sent home annually and printed upon request.

5) Parent/Guardians Involvement and Guidelines

A. Ways to Communicate with the School

The May Center 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.

1. Phone calls to administrative staff should be made between 8:00 a.m. and 3:30 p.m.

2. Teachers and instructors are generally available for phone calls from 8:00 to 8:30 a.m. and from 2:30 to 3:30 p.m.

3. Regular contact between the parent and behavior specialist, teacher and instructors is required. A home/school notebook is created for each child to foster this communication. *Please see Daily Communication under Parent Involvement.*

4. If staff miss a call or are unable to connect with you, he/she will leave a message if possible and will attempt to contact you again within 48 hours.

5. In case of an emergency, please leave a message with the administrative staff or on the main voicemail box and a staff member will respond as soon as possible. The voicemail system is monitored by administrative and support staff.

6. Email provides an easy communication method for many staff members and the administrative team. If you do have access to email and have specific questions, please feel free to use this convenient forum for communication. Staff will attempt to respond to all emails within 24-48 hours. Emails with student PHI will be sent through our secure email system.

B. Daily Communication and Homework

Daily communication sheets are the primary and preferred method of communicating with the May Center Staff. On a daily basis school staff complete a daily communication sheet outlining your child's activities for the day and summarizing his or her behavior. The instructors will also include information regarding changes within the classroom, upcoming events, and general school news. The communication sheet/notebook is sent home with the student, generally in his or her book bag. We ask that you read the notes daily, write a brief summary of the child's activities at home for the night and/or weekend, and return the sheet/book in the morning. Parents are also welcome to ask questions and provide any pertinent information they deem necessary on the daily communication sheets. These notes provide the behavior specialists, teachers, and instructors with information about the student's daily routines when often the student does not have the skills to provide that information themselves.

When appropriate and after parents receive adequate training, they will be asked to complete homework with their child in order to better generalize the skills their child is learning at school. This homework is an important component of the child's education and May Center staff provide support to any parent who believes that they need extra help to complete the homework with their child. Homework may be related to the child increasing or decreasing a variety of behaviors and skills. Data from the child's homework should be sent to school daily. If you are unable to complete an assignment with your child, please write a note and let us know if you need clearer instructions or other support.

C. Parent Group – Parent Advisory Committee (PAC)

Families are asked to participate on the school's PAC. The group meets frequently during the year to provide support to one another, to make recommendations, and organize school events for staff, students, and/or families. Events the group typically organizes on an annual basis are family community gatherings, staff appreciation activities and fund raisers. Money that is raised by the parent group is used to buy items for the school, fund activities for the children at the school, and fund staff appreciation activities.

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. Parent Counseling and Training

These services are addressed through home consultation visits. Each student is assigned a home consultant who keeps the parents/guardians informed of significant events, as well as makes sure that the family is kept regularly informed about their child's performance.

F. 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.

It is a May Center School policy that, due to a conflict of interest, staff members are unable to provide respite care to students on their caseload. 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.

Respite care services are provided independently of the May Center School. It is the responsibility of the family and employee to develop and establish the terms of the respite care services, including scheduling, compensation, and other conditions of the work. Staff will be unable to discuss or arrange respite during scheduled working hours, with the exception of their scheduled break.
Questions regarding conflict of interest should be directed to a supervisor and corporate policies will be made available upon request. If respite services are approved, the family and employee must sign a waiver acknowledging that the employee providing respite services is not performing work as a May Center School staff member, but in an independent capacity.

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.

G. 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.

1) You are requested to inform the classroom staff, Educational Administrator, or designee in advance of your visit.
2) 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 school.
3) 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.
4) On the day of the visit, the parent/visitor should first report to the main office. 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 class and stay for no longer than it takes to pick up the student. This prevents disruption of the class routine and ensures other students' privacy. If the purpose of the visit is to observe the student in the classroom, the visitor is escorted to the appropriate classroom. 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.
5) 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.
6) While we will ensure all visitors to the school 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:

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

B. Grievance Policy

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

    a. The program encourages an open-door policy and strives to address concerns as they occur. All complaints will be directed to supervisory employees to assist in resolving the issues. If a satisfactory outcome is not achieved, then the individual with the complaint can have the complaint reviewed by an employee with higher authority.

    b. Students and parents/guardians should direct concerns first to the Program Coordinator, the Senior Teacher or the Behavior Analyst. If a satisfactory outcome is not achieved, then the student or parent/guardian can direct the complaint to the Executive Director.

c. If the concern was not resolved by a. or b. above, submit a written request to the Executive Director or their designee to schedule a meeting with the team to review the complaint/grievance.

d. The Executive Director or their designee shall schedule and conduct the meeting within ten working days; make a written summary of the meeting, issues involved, and the resolution of the grievance within five working days of the meeting. A copy of this summary will be provided to the parent/guardian and retained in the student's record.

e. If the resolution of the issues still does not meet with the satisfaction of all parties involved, an appeal may be made to meet with the Executive Vice President of Educational Services

f. The Executive Vice President of Educational Services shall schedule and conduct the meeting within ten working days; make a written summary of the issues and the resolution of the grievance within five working days of the meeting. A copy will be provided to the parent/guardian and retained in the student's record.

C. Mandated reporting

It is May Institute's policy that all students receiving services shall be treated with dignity, respect, and courtesy. This includes the right to be free from abuse, neglect, and any form of mistreatment. A Mandated Reporter is any employee who provides care or oversees care. It is the legal responsibility of any employee who provides care or oversees care for a vulnerable segment of the population including disabled adults, children, and the elderly to report any allegation of abuse, neglect, or maltreatment to the appropriate state agencies.

D. Search Policy

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

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

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

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

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

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

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

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

E. Student Records

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

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

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

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

F. Change of address or legal status

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

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

G. Consents

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

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

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

H. English as a Second Language/Limited English Proficiency

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

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

I. Translation

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

J. Behavior Support

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

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

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

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

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

In summary, the Behavior Support Policies and Procedures used within May Institute have two main purposes: (1) To maximize the growth and development of each student in order to help that person live in the least restrictive environment possible, and (2) To protect the student, all persons who come in contact with the student, and the student's environment from undue risk. The Behavior Support Policies and Procedures describe in detail the guidelines for developing behavior support plans, the procedures that are approved for implementation, and define the process of

treatment review, approval, and clinical oversight. The Human Rights Committee reviews data related to emergency protective holds as well as any restrictions related to a student's clinical needs if applicable.

K. Discipline Policy

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

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

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

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

L. Suspension

Suspension from school is not used as a method of discipline. Students are entitled to an appropriate education, designed to address their individual and specific needs. This includes the

right to behavioral interventions that allow the student to remain in the teaching environment, despite the nature of the student's behavioral problems. Removal of a student from the school via suspension, however brief, denies the student of this right, and thus is prohibited by the school. In the event of an emergency situation that would mandate going against this policy, the school would implement the following suspension procedure, in accordance with state and federal guidelines.

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

  a) developing or reviewing a functional behavioral assessment of the student's behavior and/or
  b) developing or modifying a behavior intervention plan.

  Sending a student home early as a result of behavior or violation of school 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. 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.

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

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

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

O. Notice of Non-Discrimination

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

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

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

P. Transitions and Discharges

Each student will receive the most effective and least restrictive treatment based on his/her specific needs. Similar and consistent services will be provided when planning transitions to other settings.

However, there are certain situations that may necessitate a plan for an emergency discharge/termination. Notifications will be made according to state regulations. For New York students, see policy and procedure 1.31, referencing the removal or transfer of New York State students.

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

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

Q. Healthcare

Nursing

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

Admissions

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

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

Medications

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

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

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

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

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

Body Checks

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

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

Medical exams (Physical & Dental)

Each child who is enrolled at the May Center School must have on file documentation from a licensed physician a complete physical examination. We also require results of a dental exam. Each child must receive a physical and dental examination annually so that records and changes to any plans can be updated accordingly. The May Center School is required to notify and work with the district to determine the best course of action if the physical examination is not updated yearly. In between annual exams, it is imperative that you inform us of any changes to medication or allergies. We appreciate notification regarding any medical problems and require that emergency medical forms are kept up to date. Please communicate with your child's team if you are having difficulty with meeting these requirements. Staff support for appointments will be considered for residential students on an individual basis and based on the clinical needs of the child.

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

Illness in school

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

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

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

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

***** PLEASE NOTIFY THE SCHOOL OFFICE WHEN YOUR CHILD WILL NOT BE ATTENDING: 413-785-5462**

If your child comes to school with any of these signs of illness, he or she will be sent home. Generally, if a child is well enough to attend school, he/she will be expected to participate in all

activities of the day including outdoor time. If a decision is made to send the child home due to illness, you will receive a call. Please make an effort to pick up your child promptly.

Allergies

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

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

Emergencies

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

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

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

R. Video Monitoring

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