MayInstitute

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Family and Student Handbook

May Center School Randolph

2024-2025

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

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

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

Our services are delivered at the school within each classroom and at the residential homes for our residential students. Staffing ratios are one staff to two students. Each classroom of six students has one certified teacher and ABA-trained teacher assistants. The classrooms typically have both

individual work space and group work space. Classrooms are grouped into Cores based on age and academic and behavioral needs. Each core is supervised by an Educational Administrator, Clinical Director, and one or two behavior specialists depending on the size of the Core. Consultation is provided by speech, occupational, and physical therapy specialists. Each family has an assigned Family Services Coordinator. The school operates year-round, for 242 days per year, and for 6.5 hours each day.

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

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

2) Admissions

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.

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

A. Referral

The admissions process begins when a referral is submitted to the May Center School. Typically, the referral source is a public school district or relevant state agency, and this source assumes fiscal and programmatic responsibility for the student's placement. Alternatively, an individual may submit a private pay referral for a child. The May Center School is not an insurance provider and cannot bill insurance companies for any part of the tuition. The May Center School's rates are set by the state of Massachusetts and can be found online at: *https://www.mass.gov/service-details/special-education-tuition-pricing-details*

A referral is considered active when it includes a referral letter/email from the referral source, a current executed IEP and clinical and diagnostic information. Ideally, the packet will also include a most recent Triennial Evaluation and other supporting assessments such as a Neuropsychological Report and/or a Psychological Evaluation. When applicable, a Behavior Support Plan (or similar) with definitions of exhibited behaviors, and any supporting behavioral assessments, incident reports, and accompanying data should be included in the referral packet. Information should be included outlining any specific medical needs in an educational and residential setting. After reviewing the referral packet, we may ask to obtain additional information from the referral source.

B. Intake Process

Our School's clinical and educational teams review the submitted materials in order to determine if the school is a possible fit for the applicant. During the review process, the team may request additional materials or ask to speak with other parties on the student's team.

If the school team determines that the May Center is a possible fit for the student, a screening at the school is required in order to determine acceptance. In some cases, additional screenings are necessary.

During the screening, the student will separate from the guardian(s) for approximately 45-60 minutes and will remain with members of our clinical and/or education team to tour the school and conduct informal assessments of the student's skills, communication abilities, and behavioral profile. We highly recommend families tour the May Center School while they are on site for their child's screening.

Following the screening and tour, we will provide a final admissions decision to the referral source within 1-5 business days. To confirm placement, both the funding source and guardian must agree to placement and complete the required admissions documentation.

3) Educational and Related Services

A. Case Management

Each student has his or her own case manager in the classroom (most often the teacher) and residential home (as appropriate). The case manager works with parents/guardians, teachers, and support staff to ensure all student needs are met.

The case manager has the following specific duties:

1. To be your primary contact person regarding your student.
2. Communicating with the house manager to ensure all relevant and up-to-date information is disseminated.
3. To maintain and revise, as necessary, an inventory of the residential student's personal belongings (e.g., clothing, toys, books, etc.).
4. To address the student specific self-care form with the guardian.

B. Development of the IEP

Individual Education Plans (IEP) are written annually for each student. Approximately one to two months prior to the date the IEP is due, teachers and clinicians begin completing informal

assessments of the student with the assistance of the Educational Administrator and Clinical Director. Every three years, a reevaluation is completed to determine eligibility for special education services. With parental consent, the Speech Pathologist, Occupational Therapist, and Physical Therapists may conduct assessments necessary for the development of appropriate objectives. These assessments may include formal testing using standardized testing appropriate for students with autism and developmental delays. The educational administrator or teacher may also conduct informal assessments such as interviews with you or other people directly involved in your child's life. After all assessments and observations are completed, the educational administrators, teachers, specialists, and BCBAs will draft their ideas for the student's IEP.

Prior to the date of the IEP meeting, the teacher will call or meet with guardians to inquire about parent concerns to be included in the IEP draft. This provides the guardians with the opportunity to suggest any objectives that he or she feels are a priority.

A draft IEP is discussed at the IEP Team meeting. The team is typically comprised of a representative from the school district, the student's parents/guardians, and the May Center School staff. The IEP is an agreement between the student's school system and the parents. At the meeting, the Team discusses the areas of the IEP, including parent concerns, vision statement, goals and objectives, and services. The goals and objectives are written in objective, measurable terms so that we can record data and determine progress toward the achievement of the objective. 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 teaching assistants should provide, and the materials to use when teaching the program. The teaching objectives then become the basis of the student's day-to-day programming.

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

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

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

- Access to Self-help/Daily Living Skills
- Social/Emotional Needs
- Physical Education/Adapted Physical Education
- Pre-Vocational and Vocational Education
- English Language Support for ELL Students

- Transportation Services
- Assistive Technology for communication
- Communication for all students
- Allied Health Services
- Parent Consultation
- Medical Services
- Accommodations describing supplementary aides (e.g. large print, textured paper, pencil grips, slanted surface)
- Healthcare Services: Nursing Services, and Psychiatric Consult (Residential)

C. Data Collection and Review

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

D. School Curriculum

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

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

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

The schedule may include the following areas:

Skill Acquisition/IEP Programs: The educational administrator, lead teacher, and BCBAs 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. We closely monitor progress by frequent data collection.

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 and fine and large motor skills, while learning how to use art materials correctly.

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

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

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

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

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

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

E. Support Services

Support services consist of licensed professionals in a consultative model: Speech Language Pathologists, Occupational Therapists, Physical Therapists, and Speech Language Pathologist

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

The Speech Language Pathologists and Speech Language Pathologist Assistants consult with each student's educational team to increase their receptive, expressive, and pragmatic language skills. The main goal is to increase each student'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) supports both receptive and expressive communication. The modality of communication is based upon each student'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 strategies, 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 student based on improvements and changing needs.

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

The Physical Therapist assesses 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 transportation, and running and climbing on the playground. The goal is to increase the student's 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 walk on the treadmill, play sports, ride bicycles, and participate in obstacle courses. The physical therapist consults with the educational team to promote functional physical activities throughout all environments.

F. Family Support

The Family Services Department facilitates home-school collaboration and serves as a resource to families. Family Services can support families in locating community resources for your child and family (e.g., respite, information on guardianship, transition to adulthood services). Additionally, Family Services Coordinators can consult with families in their homes or in the community to improve a student's functional communication skills, social skills, daily living skills, or to address challenging behaviors. The Family Services Coordinator will collaborate with families and school staff to develop an individualized behavior program for the home/community that is consistent with the current behavior support plan being implemented at school.

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

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

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

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

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

Where there is reasonable suspicion of child abuse. Child abuse includes, but is not limited to: physical abuse, neglect, sexual abuse, and emotional abuse. These reporting laws apply to anyone

under 18, as well as dependent adults. Reports of suspected abuse are filed with the appropriate agency. Family Service Coordinators do not investigate abuse allegations. They are, however, required to report suspicions or allegations just like any other healthcare provider.

Where there is reasonable suspicion that a student may present a danger of violence to others and there are not sufficient protective measures in place. These actions may include contacting the police or recommending hospitalization for the student.

Where there is a reasonable suspicion that the student is likely to harm him/herself when there are not sufficient protective measures in place. If the student displays behaviors that are harmful to himself/herself, we may recommend hospitalization for him/her.

4) School and Residential Expectations

A. What to Send to School for Your Child

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

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

B. Snacks/Meals

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

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

C. Clothing

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

D. Personal Possessions/Contraband

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

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

E. Mail

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

F. Phone call guidelines

The following are guidelines for students making and receiving phone calls. We strongly advise that these guidelines are followed to ensure the integrity of the school and residential clinical program and to avoid any disruption to the student's overall programming:

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 will establish a calling plan. 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. Calls can be made and received regularly at the residential programs, within reason, but may be temporarily delayed due to programming, community access, or challenging behaviors.
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 parents/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.
6) Calls or video calls may be terminated as needed, if they become disruptive to programming/daily activities or if problem behavior occurs.
7) Calls between students and guardians should be focused on student communication. Discussions with staff should be held during regular case manager updates or other scheduled communications.

G. Mobile Devices and Social Media

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

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

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

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

Students may use social media, but may not post pictures, 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 and should use it responsibly and appropriately. The program takes no responsibility for stolen, lost, or damaged cell phones, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their cell phones. Please check with your homeowner's policy regarding coverage of personal electronic devices, as many insurance policies can cover loss or damage.

Students are prohibited from:
a. Bringing a Cell Phone on premises that infects the network with anything designed to damage, alter, destroy, or provide access to unauthorized data or information.
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.

H. Birthdays/Celebrations

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

I. Attendance/Absences

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

J. Inclement Weather Closings and Delays

In the event of a snowstorm or other inclement weather, the administrative staff of the May Center School will determine if the weather presents a significant hazard for transporting students. Surrounding public school closings are also considered. If the May Center School-Randolph will be closed, have early release or late opening, an announcement will be displayed on the TV on Channel 5 or at http://www.thebostonchannel.com/index.html. This website will allow you to sign up for email or text alerts for school closings or delays.

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

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

K. Field Trips

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

Students participate in a variety of recreational/leisure activities including farms, zoos, parks, and museums. Students also have opportunities to practice life skills including shopping and dining out. These trips are all well supervised, previously arranged, and approved by a member of the School Leadership team. Permissions slips will be sent home prior to any field trip.

L. Emergency Preparedness

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

John F. Kennedy Middle School
Address: 20 Hurley Drive Randolph, MA 02368
Phone Number: (781) 961 - 6211

Randolph Community Middle School
Address: 225 High Street Randolph, MA 02368
Phone Number:(781) 961 - 6243

May Center School for Brain Injury and Neurobehavioral Disorders
Address: 1 Commerce Way, Norwood, MA 02062
Phone Number: (508) 588 – 8800

Hospital: Beth Israel / Milton Hospital
Address: 199 Reedsdale Road Milton, MA 02186
Phone Number: (617) 696 - 4600

Hospital: South Shore Hospital
Address: 55 Fogg Road South Weymouth, MA 02190
Phone Number: (617) 624 - 8000

M. Video Monitoring

Cameras with video recording capability are placed in common areas, classrooms, hallways and on the grounds of the school and residences for the purposes of safety and may record activities while on the May Institute's premises. Video recordings from these cameras may be viewed and used by the May Institute for security or training purposes.

N. Vacation, Holiday, School Hours

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

5) Parent/Guardians Involvement and Guidelines

A. Ways to Communicate with the School

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

1. Phone calls to administrative staff should be made between 8:00 AM and 4:00 PM, Monday - Friday.

2. Classroom teachers are generally available for phone calls from 8:00 AM to 8:30 AM and from 3:30 PM to 4:00 PM, Monday - Friday.

3. Regular contact between you and the lead teacher and, for residential students, the case manager is encouraged. A home/school communication log is created for each day student to foster this communication. A classroom staff member will provide a weekly parent/guardian contact at a mutually agreeable time each week. For residential students, a residential case manager will provide a weekly parent contact as well. Please see Daily Communication under Parent Involvement.

4. If staff members are unable to connect with you, they will leave a message if possible. Detailed messages cannot be left due to confidentiality policies.

5. In case of an emergency, please call the main office or refer to your team contact sheet to reach your child's administrative team directly.

6. Email is available using our secure email system.

B. Daily Communication

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

C. Parent Group – Parent Advisory Council (PAC)

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

D. Participation in IEP Process

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

E. Conflict of Interest

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

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

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.

F. Visiting Policy

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

1. You are requested to inform the Family Services Coordinator, lead teacher, Educational Administrator, residential Program Manager or Assistant Program Coordinator, or designee at least 24 hours in advance of your visit.
2. Visiting hours during the school day are from 10:00 AM - 2:00 PM, Monday through Friday.
3. Visiting hours at the residential program are 4:00 PM - 8:00 PM, Monday through Friday and 9:00 AM - 8:00 PM on Saturday and Sunday. We recommend that, if possible, the visits take place in the community (e.g. restaurant, mall, playground) to provide our students with further access to the community. 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 home. These practices are also in place to be as least disruptive to the other students in the program.
4. 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.
5. On the day of the visit, the parent/visitor should first report to the main office or community-based group home. If the purpose of the visit is to pick up the student for an off-grounds visit, the parent/visitor is asked to travel to the house/class and stay for no longer than it takes to pick up the student. This prevents disruption of the house/class routine and ensures other students' privacy. If the purpose of the visit is to observe the student in the classroom or house, the visitor is escorted to the appropriate classroom or house. For observations, the visitor should adhere to the schedule as written, when possible. This will assist staff in working with the students, as well as the parents, with a minimal

amount of disruption. Parents/visitors who visit with a child on-site should discuss with staff members and the clinical and educational team prior to the visits the level of assistance or space they would like during the visit.

6. If the parent/visitor plans to take the student off grounds during the visit, a member of the student's team 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. Staff are not able to attend or assist with off-site parent/visitor visits.
7. While we will ensure all visitors to the school or residential houses are escorted to the appropriate locations within the buildings, we are unable to provide supervision of visits for noncustodial parents. Our staff will be available during visits to provide support as needed for the student.

6) Residential Program

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

A. Home Visits

1. You are requested to inform the Family Services Coordinator, lead teacher, Educational Administrator, residential Program Manager or Assistant Program Coordinator, or designee at least one week in advance of your visit.
2. For overnight home visits, your primary nurse should also be notified a week in advance, if possible, so that medications can be prepared, if applicable.
3. Please also refer to the visitation policy in section 5 F.

B. Parent/Guardian Contacts

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

with the Program Manager or Assistant Program Coordinator if you feel your question was not addressed to your satisfaction by the residential case manager.

C. Weekend Residential Family Support Line

The Residential Family Support Line is available to families of residential students on weekends, typically Fridays at 3:00PM through Mondays at 8:00AM. Families should call the Residential Family Support Line to discuss behavioral challenges during a visit with their child, requiring over-the-phone support or when there is a significant concern needing immediate attention. For general questions or concerns, please continue to call or email the appropriate team member during program hours. All phone calls to the Residential Family Support Line will be answered by voicemail. Any message left on this confidential voicemail will be returned as soon as possible, typically within fifteen minutes. Please keep in mind the administrator who takes the call may not be on your child's immediate team. They may need to gather more information before calling in order to provide you with the appropriate support. If you do not receive a call back within 30 minutes, call the Residential Family Support Line again and leave a second message. Reserve overnight calls to over-the-phone support during a behavioral crisis with your child. Please contact your Family Services Coordinator for more information.

D. Student Belongings

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

Clothing List (Winter)
10 pairs of underwear *
10 shirts
5 long-sleeved shirts
10 pairs long pants *
4 sweaters / sweatshirts
2 pairs sneakers / casual shoes
1 pair boots
1 pair slippers (optional)
1 heavy coat
1 lightweight coat
1 bathrobe (optional)
2 pairs gloves/mittens
1 hat
3 pairs pajamas *

Clothing List (Summer)
10 pairs of underwear *
10 short-sleeved shirts
10 pairs shorts*
3 pairs long pants*
10 pairs socks
2 sweaters / sweatshirts
2 pairs sneakers / casual shoes
1 pair slippers (optional)
1 lightweight coat
3 pairs pajamas*
1 bathrobe (optional)
1 bathing suit

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

Please send no more than the suggested amounts of items due to limited space, unless otherwise requested. Please change the clothing seasonally as having excess clothing throughout the year increases the chances items will be lost.

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

7) 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 [insert program specific contact(s) here]. If a satisfactory outcome is not achieved, then the student or parent/guardian can direct the complaint to the Executive Director or their designee.

    c. 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 Sr. Vice President of Educational Services

f. The Sr. 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 their 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 is 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 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 their 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. Serving English Learners (EL)

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 their 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 (or instruction through a different research-based English learner program) 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 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. Schools with Human Rights Committees reviews any restrictions related to a student's clinical needs.

K. Discipline Policy

The disciplinary policy of the May Center School 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; they 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 lengthier suspension from the school. This may include:

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

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

M. Anti-Bullying Policy

The May Center School utilizes the state of Massachusetts definition of bullying as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a target that causes the following: physical or emotional harm to the target or damage to target's property, places the target in fear of harm to themselves 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 (insert school name).

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 May Institute, admission or access to May Institute, or any other aspect of the educational programs and activities that May Institute operates. May 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 their specific needs. Classroom and residential transitions within May Center Randolph are common and necessary to maintain appropriate peer groups and supports as students age and develop through our program. Notifications to families will occur in advance of classroom or residential program transitions. 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 themselves or others; you or the district requests the discharge/transfer; or your child exceeds the age limit of the program. Your child will be involved in this decision to the extent possible.

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

Q. Healthcare

Nursing

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

Admissions

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

1) The results of a physical and dental examination or statement of health from a healthcare provider completed within the last 12 months. In cases of an emergency placement, the May Center in cooperation with the parent/guardian and/or funding source will make provisions for a complete examination within 30 days of admission. The student must have an annual physical while attending the school.
2) Up to date medical history, including past illnesses, surgery, hospitalizations, injuries, allergies, evaluations, diagnostic testing (e.g., EEGs, MRIs, CAT scans), laboratory tests, and other pertinent information. This history should include 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 5 years 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 the 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 the 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 F 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: [Add in school specific number]**

If your child comes to school with any of these signs of illness, they will be sent home. Generally, if a child is well enough to attend school, they 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 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 schools are peanut and/or tree nut free based on the needs of the students. Individual classrooms may have additional allergen restrictions.
[If applicable, insert specific food(s) prohibited from school due to student allergens].

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 them 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.