



Student & Caregiver Handbook

- Revised September 2024 -

Manville School at the Baker Center for Children and Families is a Department of Elementary and Secondary Education (DESE) approved private day school serving students with significant social/emotional, psychiatric, behavioral, neurological, and learning difficulties that impact their ability to be successful in their public-school settings. All students have an Individual Educational Program (IEP) and qualify for special education services. Manville adheres to all policies and procedures outlined in 603 CMR 28.09, "Approval of Public and Private Day and Residential Special Education School Programs," 603 CMR 18.00, "Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs," and 603 CMR 46.00 "Prevention of Physical Restraint and Requirements, If Used," as well as IDEA-2004, M.G.L. c. 71B and civil rights provisions that are pertinent to Approved Special Education School Programs.

As required by DESE, Manville School maintains and makes available to all parents/caregivers copies of the following documents:

- DESE Policies and Procedures Manual
- Manville School's Bullying Prevention and Intervention Plan
- Behavior Management Policies and Procedures, including policies regarding the use of Physical Restraint.

Questions or concerns should be addressed to David Zimmer, Senior Director of the Manville School, via the contact information below:

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PROGRAM OVERVIEW

Manville School is a therapeutic day school providing evidence-based educational, clinical, and behavioral supports for students in kindergarten through tenth grade. Students receive a comprehensive and individualized program that reflects their educational and psychosocial history/development and emphasizes cultural awareness and responsiveness as integral aspects of our work. Support is provided in a multidisciplinary environment which is adaptive to student and caregiver needs and responsive to changes in a student's experience both in and out of school. Manville School has four core values that are embedded throughout our school program:

Be Safe
Be Respectful
Be Responsible
Be Inclusive

Students and their caregivers receive comprehensive support across four primary domains: educational, clinical, behavioral, and family engagement/support. Educational instruction occurs primarily in classrooms with a high staff to student ratio that balances academic rigor with therapeutic support. Teacher practice is informed by the principles of universal design and academic content is presented with the scaffolding, modifications, and accommodations needed for all students to succeed. Clinical services at Manville School are provided to all students, determined by each student's unique profile, and are rooted in evidence-based practices. Every student has an assigned clinician who provides clinical services, collaborates with external care providers, and supports families and caregivers as needed. Manville School's behavioral support is implemented through a multi-tiered Positive Behavioral Interventions and Supports (PBIS) framework that provides comprehensive supports to meet the needs of our diverse student body. This framework is designed to be proactive and prevention-focused, emphasizing direct behavioral instruction and frequent reinforcement. Family engagement and support services are open to all Manville caregivers and provide opportunities to engage with other caregivers, access to Manville support services and assistance in connecting with local resources.

Caregivers, school districts, and other members of each student's team are involved in collective decision making that ensures the best educational experience possible. Manville School does not only emphasize academic instruction and other traditional school-based services; it instead integrates educational, clinical, and behavioral supports to develop a comprehensive model of care tailored to every student with their future success in mind.

MANVILLE SCHOOL MISSION STATEMENT

Using an evidence-based and trauma-informed approach, Manville School promotes the academic and social-emotional growth of a diverse community to empower students and caregivers to access the skills and supports needed to reach their goals.

MANVILLE SCHOOL STATEMENT OF BELONGING

The Manville School believes that all members of the community, including students, staff and caregivers, have a right to feel safe, seen, and respected. Manville believes that everyone should be treated as a valued member of the community, no matter their race, ethnicity, religion, sexuality, gender identity, ability, age, sex, or other identities. Manville encourages all community members to speak about their experiences with their identities in order to help us grow as a safe community of belonging for all.

PROGRAM DESCRIPTION

Manville School is a private day school for children, ages 5-16 years old, who experience social-emotional, behavioral, learning and/or neurological difficulties that inhibit successful school performance. Integrating a comprehensive educational program with strong clinical and behavioral services, Manville is a school where children receive services that address both their academic achievement and their social and emotional needs.

We offer a multi-disciplinary team approach to addressing the academic, social, and emotional development of each child. Our central purpose is to support our students in their efforts to attain the coping skills necessary to successfully return to their community schools and peer groups. Such an objective requires the coordinated efforts of a trained team of educators, each with expertise in their field.

School Structure

The Manville School is divided into three school units: Elementary (K-6); Middle (7-8); and High (9-10). Classrooms are staffed with a special education teacher, an assistant teacher, and a behavior specialist who work as a classroom team to provide academic, emotional, and behavioral support for students. School units are led by a leadership team consisting of an at least one Educational Coordinator, Behavioral Services Coordinator, and Clinical Coordinator. The Elementary School has an Assistant Principal that provides day-to-day oversight and leadership, as well. Each school unit is supported by specialists across a range of disciplines, as described below.

Educational Services

Manville's educational program follows the guidelines established by the Massachusetts Curriculum Frameworks and incorporates the Common Core State Standards. The classroom teachers work to provide instruction in all the basic disciplines: English/Language Arts, Mathematics, History and Social Science, Science and Technology/Engineering. A computer teacher, technology coordinator, art teacher, physical education teacher and science curriculum coordinator enrich and support educational programming. Reading and math specialists, speech-language pathologists, and occupational therapists provide support both within the classroom and/or in individual or small group settings outside of class.

Behavioral Services

Manville School's behavioral services are rooted in a Positive Behavior Interventions and Supports (PBIS) framework and incorporate elements of behavior analysis, trauma-informed care, and social-emotional learning. Staff in the behavioral services department utilize evidence-based interventions monitored through regular data collection and analysis to provide the most effective and efficient interventions to all students. Interventions are implemented across a three-tiered continuum including Tier 1 universal supports to all students, Tier 2 targeted supports to small groups of students demonstrating a particular need, and Tier 3 intensive supports for individual students. These interventions, when combined with educational and clinical supports, create a proactive environment for all students to succeed.

Clinical Services

All students receive intensive clinical supports through our team of licensed social workers, psychologists, and clinical trainees. An individualized clinical treatment plan is designed in collaboration with the student's Manville team and family/caregiver and may include a range of treatment modalities: individual psychotherapy, group therapy, family therapy, classroom consultation/push-ins, as well as psychoeducation and case management. Clinical work is strength-based and focuses on forming safe and trusting relationships, targeting skills for treatment readiness, and the delivery of evidence-based interventions such as Cognitive Behavioral Therapy (CBT) and Dialectical Behavioral Therapy (DBT). Additionally, our clinical team utilizes the Modular Approach to Therapy for Children with Anxiety, Depression, Trauma and Conduct Problems. Clinicians will also work closely with families, as the Manville School believes that family/caregiver involvement is essential for the successful treatment of children and adolescents.

Family Engagement and Support

The purpose of our Caregiver Program is to provide opportunities for family engagement and support. We believe that when caregivers are involved and engaged with the school then children do better. We also believe that caregivers are the experts on their children, and we look to partner with them to merge their knowledge with our expertise to best support their child. Our Caregiver Program focuses on providing support, connection & resources for families. We want families to feel a sense of community, involvement, and empowerment here at Manville.

ADMISSIONS PROCESS

Manville School admits students, ages 5 to 15, who have significant emotional/psychiatric, behavioral, neurological, and/or learning difficulties. We serve a diverse population of students who represent a variety of racial, ethnic, and socioeconomic groups from more than 45 cities and towns in Eastern Massachusetts. Manville School provides an integrated, multi-disciplinary approach to the academic, social, interpersonal, and emotional development of our students.

During the admissions process, prospective students and their caregiver(s) tour the school building and meet with various members of Manville's educational, clinical, behavioral teams.

The Manville School admits a student when (1) there is a match between the child's needs and the school's ability to provide the required services; and (2) there is a commitment from the caregiver(s) and district(s) to work collaboratively with the Manville School for the duration of a student's placement at our school.

Prior to a child's first day at the Manville school, the school provides caregivers with a copy of the Student/Caregiver Handbook, which outlines the school's policies and procedures, as well as the school's code of conduct, among other important information as required by law and regulations.

Admission Criteria

All students admitted to the Manville School must meet the following criteria:

- Are referred by their local public school system;
- Are eligible for special education services and have a current, signed Individual Educational Program (IEP);
- Are between the ages of 5 and 15 years;
- Present with a variety of social/emotional, behavioral, neurological, psychological and/or learning difficulties which require more intensive therapeutic interventions within a school program than their own public school system can provide;
- Have identified caregivers who are committed to ongoing communication and collaboration with the Manville School;
- Are able to provide documentation from a licensed physician of a complete physical examination of the student not more than twelve (12) months old at the time of admission, or are able to complete a physical examination within 30 days of a student starting in the program;

Contractual Obligations

- Manville School admits only students who are referred from their local public school system and have an approved IEP. The responsible school district(s) for each student pays the tuition and transportation costs in accordance with 603 CMR 28.00. Caregivers are not responsible for the cost of services incurred as a result of placement at Manville School.

Student & Caregiver Orientation

On or before a student's first day, Manville School schedules a second appointment with the child and caregiver(s). At this appointment, called the Intake Appointment, the student and caregiver(s) will have the opportunity to meet with other members of the team, see the student's classroom, review required paperwork, and meet with behavioral services staff and nursing staff. If the student and caregiver(s) have not already received a copy of the Student/ Caregiver Handbook, they will receive one at this appointment. Caregivers will receive a My Manville Team document, which lists the members of a student's team and provides contact information.

Manville provides students and caregivers with an orientation to the program as part the onboarding process:

| Students | Caregivers |
|---|---|
| <ul style="list-style-type: none"> - Students are greeted by the Clinical Coordinator for their assigned school unit on the first day; - Students review school expectations and classroom routines, including self-break and time-away procedures, with the classroom counselor; - Students check-ins periodically with the managerial trio for their assigned school unit to discuss their experience and answer any questions; - Students participate in universal screening assessments to establish baseline metrics for ongoing progress monitoring | <ul style="list-style-type: none"> - Caregivers are invited to participate in an New Caregiver Orientation meeting, held periodically throughout the school year, led by the Director of Family Engagement and Support; - The clinical case manager assigned to the student will call the caregiver for an introductory session during the student’s first week of school; - The Educational Coordinator will send an introductory email connecting the caregiver(s) with the student’s classroom team; - Caregiver(s) may be invited to complete a more formal diagnostic interview to support the treatment planning for their child; - Caregivers will be added to the school’s email list and receive access to PowerSchool, the school’s Student Information System (SIS) |

Manville staff will hold an extended classroom meeting with the members of a student’s team as part of communicating the student’s needs, preferences, services, and treatment goals.

Current and newly accepted Manville School students are eligible to attend the Manville Summer Program. A student’s IEP Team must determine that the student will benefit from attending Manville’s Summer Program in order to prevent regression in academic and/or social/emotional areas. **Attending the summer program is an integral part of our school program and students are expected to attend with exceptions only in rare circumstances.**

All new students and caregivers are given a copy of the Manville Student/ Caregiver Handbook, which includes a detailed description of the program including the program's philosophy and a comprehensive overview of the services, admissions procedures, emergency procedures, behavior management systems, procedures regarding suspension or termination of student's placement, Manville's procedures for dealing with caregiver concerns regarding behavior management, the hours and dates of operation, the IEP and Team process, the educational program including staff qualifications, adherence to MA curriculum frameworks and students' participation in MCAS testing, confidentiality of student records, health care policies and procedures, nondiscrimination procedures, and the rights of children and

families receiving services. In addition, the handbook includes detailed policies and procedures regarding student behavior, including expectations, rules, and consequences.

As part of the orientation process, caregivers are given written notification informing them that Manville maintains a Program Policies and Procedures Manual that is available to them to inspect and receive copies of, upon request.

SCHOOL HOURS & SCHEDULES

| | ARRIVAL | DISMISSAL |
|-----------|-----------|------------|
| Monday | 8:00 a.m. | 2:45 p.m. |
| Tuesday | 8:00 a.m. | 2:45 p.m. |
| Wednesday | 8:00 a.m. | 12:30 p.m. |
| Thursday | 8:00 a.m. | 2:45 p.m. |
| Friday | 8:00 a.m. | 2:45 p.m. |

Typical Daily Routine

- The school day starts and students enter the school building at 8:00 a.m. Students participate in a morning activity period and have the opportunity to eat breakfast. Students who arrive after 8:30 a.m. and request breakfast will be provided breakfast.
- Academic periods include ELA (English Language Arts), Math, Science, and Social Studies.
- Each classroom has physical education, art, and an additional elective included in their schedule weekly.
- Classroom staff, educational specialists (OT, SLP, Reading/Math Specialists, and Computer Teacher), and clinical and administrative staff eat with students in assigned spaces during lunch to work on daily living skills and social skills development.
- All students have recess time during the day, either before or after lunch. Elementary School students have an additional fidget break during the morning to allow for physical activity which helps students stay on task in the classroom. The focus of recess includes social skills development and sportsmanship. Classroom and other assigned staff accompany students to recess and facilitate social interaction.

ABSENCES, LATE ARRIVALS & EARLY DISMISSALS

Good attendance and classroom participation are vital to success at school. Students should miss class only under the most urgent circumstances. Parents/caregivers should try to make appointments at times that do not conflict with classroom responsibilities. Vacations should be planned so that students do not miss valuable classroom time. Attendance is taken daily and reported to school districts on a monthly basis.

Excused absences are defined as all or part of a day of school for one the following reasons: when a student is receiving increased treatment (inpatient hospitalization, partial program, or other specialized care), home with a doctor's note, or unable to attend class due to a funeral, religious holiday, severe weather, up to three visits to other school programs.

Attendance is taken at 8:30 AM and a student is marked late if he/she/they arrive after 8:30. Chronic or repeated late arrivals will be reported to the school district(s) responsible for a student and can result in the loss of credit for students in Grades 9 and 10. Tardiness to school will be excused when it is due to transportation delay outside the student's control.

Notifying the School Regarding Student Absences

Caregivers should notify the school by 8:00 a.m. on the day that their child is absent by leaving a message on the Manville School absentee line: Call or text 508-233-2174 or email attendance@themanvilleschool.com.

If a message from a caregiver is not received prior to the start of the school day, a phone call home is made to find out why the student is not in school. Please ensure that current home and work phone numbers are on file with the school office.

Caregivers should also notify their student's transportation company to let them know of the absence.

STAFF ROLES

Administrative Team

The Manville School is lead by a team of six administrators including representatives from three main departments plus the Director, Associate Director, and the Director of Family Engagement:

- Senior Director: The Senior Director of the Manville School oversees all of Manville School's programs and services, and with the Manville leadership team, provides overall leadership and sets the vision for the school. The Senior Director is responsible for management of the school's finances, as well as operational components including front office, admissions, and food service.
- Associate Director: The Associate Director oversees Manville School's strategic long-term planning, the daily operations of the school's programming, the implementation of a consistent

mission and vision, and the development of the Manville Model. Additionally, the Associate Director supervises Managerial Trios and Manville School's Nurse Manager.

- Clinical Director: The Clinical Director is responsible for the overall effectiveness of the clinical services at the Manville School, including the use of evidence-based clinical practices. The Clinical Director is responsible for hiring, training and supervision of the clinical staff. The Clinical Director works in partnership with the Principal and Director of Behavioral Services in the implementation of an integrated approach to working with students.
- Principal: The Principal is responsible for the overall effectiveness of the educational services at the Manville School, including the hiring, training and supervision of the educational staff. The Principal is the designated Educational Director of the school and responsible for communication and collaboration with the Department of Elementary and Secondary Education. The Principal oversees curriculum, instruction, educational specialist services and IEP functions. In addition, the Principal ensures that Manville's curriculum is evidence based, accessible and allows for students to demonstrate their learning.
- Director of Behavioral Services: The Director of Behavioral Services is responsible for the overall effectiveness of the behavioral services at Manville School, including the use of evidence-based behavioral interventions. The Director of Behavioral Services hires, trains, and supervises the Behavioral Services Coordinators, BCBA's, and behavior specialists. The Director of Behavioral Services collaborates with the Principal and Clinical Director in the implementation of an integrated approach to working with students.
- Director of Family Engagement & Support: The Director of Family Engagement and Support coordinates programming and resources for Manville families, including overseeing the Caregiver Program, and consults and trains staff across disciplines in effective family engagement practices. The Director of Family Engagement and Support is a member of the clinical department but works inter-disciplinarily to support effective collaboration with caregivers across departments.

School Unit Leadership Teams (Trios)

Elementary School

The Elementary School is led by a seven-person managerial team comprised of an Assistant Principal and six departmental leads. Under the guidance of the Assistant Principal, the departmental leads are organized in two teams: (1) Universal Support Team that oversees implementation of universal student supports across all domains (academic, behavioral, social/emotional); and (2) Individual Support Team that oversees implementation of targeted student supports across all domains (academic, behavioral, social/emotional).

- Assistant Principal, Elementary School: Work as part of an interdisciplinary school leadership team with primary responsibility for the Elementary School (K-6) program at the Manville School. Under the shared supervision of the Principal and Associate Director of the Manville School, this role provides important oversight, coordination, and implementation of the Manville School's goals through effective supervision, team facilitation, recruitment, professional development, data collection, and instructional continuity across grade levels.

- Universal Educational Coordinator: The Universal Educational Coordinator supervises classroom teams in areas of curriculum and instruction, classroom organization, and classroom management. The Universal Educational Coordinator coordinates development of student IEPs in alignment with MA/CCSS curriculum frameworks and oversees MCAS testing for students. The Educational Coordinator assists with coordination of teacher professional development, completes reading and/or math diagnostic assessments for students' 3-year IEP re-evaluations used to determine continued eligibility for special education services.
- Individual Educational Coordinator: Function as part of the overall six-person elementary school management team with a special focus on individualized student supports. The Individual Educational Coordinator supervises the assessment classroom team in areas of curriculum and instruction, classroom organization, and classroom management. Together with the Universal Educational Coordinator, the Individual Educational Coordinator coordinates targeted professional development, completes reading and/or math diagnostic assessments for students' 3-year IEP re-evaluations, as needed.
- Universal Behavioral Services Coordinator: The Universal Behavioral Services Coordinator is responsible for consistent application of evidence-based behavioral practices and the supervision of Classroom Behavior Specialists for Manville Elementary School. The primary focus of the UST Behavioral Services Coordinator is to oversee the implementation of universal behavioral support and coaching of staff in their work. The UST Behavioral Coordinator will work within the established PBIS framework and regularly review data to measure progress and refer students for additional support when necessary. Primary attention will be given to increasing school readiness and self-regulation skills of Elementary School students.
- Individual Behavioral Services Coordinator: The Individual Behavioral Services Coordinator is responsible for consistent application of evidence-based behavioral practices and the supervision of Classroom Behavior Specialists for Manville Elementary School. The primary focus of the IST Behavioral Services Coordinator is to oversee the implementation of advanced tiers of support for students in need of specialized behavioral interventions. The IST Behavioral Services Coordinator will collaborate with the Universal Support Team Behavioral Services Coordinator and Elementary School BCBA to develop and implement individual or small group interventions and behavior support plans designed to strengthen students' school readiness skills
- Universal Clinical Coordinator: The Universal Support Team (UST) Clinical Coordinator is a senior clinician within the Clinical Department providing managerial and clinical supervision for staff clinicians and trainees who provide clinical services, and is a member of the management team assigned to the elementary school. The Universal Support Team (UST) Clinical Coordinator also provides clinical input and psychoeducation to inform collaborative decision-making among the management and classroom teams, and will facilitate bi-directional communication between elementary school staff and administration.
- Individual Clinical Coordinator: The Individual Support Team IST Clinical Coordinator is a senior clinician within the Clinical Department providing managerial and clinical supervision for staff clinicians and trainees who provide clinical services, and is a member of the management team assigned to the elementary school. The IST Clinical Coordinator also provides clinical input and psychoeducation to inform collaborative decision-making among the management and

classroom teams and will facilitate bi-directional communication between elementary school staff and administration. The IST Clinical Coordinator will also provide support and consultation for the Assessment, Consultation and Evaluation (ACE) classroom as part of a student's 45-Day extended evaluation placement.

Middle School & High School

The Middle School and High School each have a three-person managerial team, which oversees the academic, behavioral, and social/emotional functioning of the students within that school unit. The Management Trios actively participate in the daily operation of the school unit.

- Educational Coordinator: The primary responsibility of the Educational Coordinator is to oversee curriculum and instruction for the school unit, including the individualization and differentiation of instruction for students in the school unit. The Educational Coordinator provides weekly supervision to teachers and assistant teachers in the areas of instruction, curriculum development, classroom organization and management.
- Behavioral Services Coordinator: The Behavioral Services Coordinator functions as the leader of the implementation of behavioral interventions on each of Manville's four school units. They assist in the development of behavior support plans, facilitate conflict resolution, and communicate with caregivers regarding student behavior. Behavioral Services Coordinators supervise and deploy staff to ensure the successful functioning of the school environment and provide, model, and direct effective crisis intervention. Additionally, Behavioral Services Coordinators lead group and individual supervision for behavior specialists and classroom teams.
- Clinical Coordinator: The Clinical Coordinator is designated to oversee the social-emotional curriculum and the clinical interventions for students within a specific school unit. They provide insight into challenging behaviors that sometimes require an individualized behavioral intervention plan. They serve as the hub of clinical communication through facilitating meetings and contacting a students' primary Manville clinician/case manager in order to best meet the students' emotional needs.

Educational Department

- Assistant Principal for Specialist Services: Their responsibilities include oversight and supervision of the related services staff, including academic specialists and curriculum coordinators, occupational therapists and speech-language pathologists, as well as other administrative responsibilities.
- Special Education Teachers: Special Education Teachers are the team leader within each classroom. Their primary responsibilities include curriculum development/planning, classroom management, and IEP development/management. All teachers are certified in Moderate Disabilities for the age/grade range they are teaching.
- Assistant Teachers: Assistant Teachers support effective instruction, including delivery of accommodations and modifications, as well as, effective use of co-teaching models. Assistant Teachers have responsibility for some curriculum planning and implementation as well as

behavior management within the classroom. All have a degree in education or related field and/or are in a graduate program working toward certification as a special educator.

- Educational Specialists: Reading/math specialists, speech-language pathologists, occupational therapists, and the science curriculum coordinator provide additional related support to students both in and out of the classroom.
- Physical Education Teacher: A full time PE teacher works with students on a weekly basis. Physical education classes are important opportunities for teaching physical skills as well as participation in cooperative activities that foster social skill development.
- Art Teacher: A full time art teacher works with students in classroom groups in the art room or in their classrooms. Art serves as a means of communication and can provide a vehicle for children with emotional or learning disabilities to express their thoughts and feelings through modalities other than oral or written language.
- Educational Technology Coordinator: A full-time Educational Technology Coordinator works to make learning accessible for all students. The educational technology coordinator works with educational staff to support integration of technology within the classrooms and teaching methodologies.

Behavioral Services Department

- Behavior Specialists: Behavior Specialists are based in the classrooms and have primary responsibility for maintaining a safe, respectful, responsible, and inclusive learning environment by providing the behavioral and emotional supports necessary to complement and augment classroom structures and interventions. Behavior Specialists are responsible for collecting and recording individual student behavioral and time on learning data. They then present this data to the students' team to inform best practices for interventions and modifications that will lead to the most successful outcomes for their students.
- Board Certified Behavioral Analysts: Two school-based BCBA's aid staff in the development and implementation of behavior support plans to assist students in developing adaptive behaviors. The BCBA will conduct a Functional Behavior Assessment (FBA) when appropriate to assist in the development of behavior support plans to be used in the school milieu.

Clinical Department

- Psychologists and Social Workers: Provide a variety of evidence-based clinical services to Manville students and their families, develop, and deliver the social-emotional learning curriculum, and serve as case managers who coordinate services and communicate with outside providers and/or agencies. Psychologists also provide psychological assessment of cognitive and social-emotional functioning for 3-year re-evaluations for Special Education requalification, as well as providing testing on an as-needed basis.
- Clinical Trainees: Include pre-doctoral and advanced pre-doctoral psychology interns, and social work interns (pre-Masters). Trainees support delivery of the social-emotional learning curriculum and provide case management and psychotherapy to Manville students and their families under the direct supervision of licensed Manville clinicians.

- ANCC Board Certified in Child and Adolescent Psych/Mental Health Clinical Nurse Specialist: Provides child psychiatric services for a limited number of Manville students by monitoring their psychopharmacological needs and collaborating with school nurses on issues related to psychiatric medications.

Nursing

- School Nurses: provide medical care for students during the school day. Psychiatric school nurses administer authorized medications, ensure that immunizations are up to date, and assess and/or provide treatment of minor physical ailments during the school day. The school nurses work in collaboration with prescribing physicians to ensure that there is coordination of services and information sharing between the school and the students’ prescribing doctors.

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| SCHOOL LEADERSHIP |
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Administrative Team

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|---------------------|---|--------------|--|
| David Zimmer | Senior Director | 617-278-4140 | dzimmer@bakercenter.org |
| Derek Sosnowski | Associate Director | 617-278-4201 | dsosnowski@bakercenter.org |
| Tara Harris Pearson | Principal | 617-278-4144 | tharrispearson@bakercenter.org |
| Brody Ryan | Director of Behavioral Services | 617-278-4116 | pcarney@bakercenter.org |
| Kristina Shapiro | Clinical Director | 617-278-4270 | kshapiro@bakercenter.org |
| Ellen Sandoval | Director of Family Engagement & Support | 617-278-4251 | esandoval@bakercenter.org |

Administrative Support Team & Admissions

| | | | |
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| Beth Lee | Executive Assistant, Manager of School Operations | 617-278-4143 | blee@bakercenter.org |
| Sarah Laterza | Administrative Coordinator | 617-278-4141 | slaterza@bakercenter.org |

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|----------------|-------------------------------------|--------------|--|
| Sophie Prevost | Admissions Director & Team Chair | 617-278-4258 | sprevost@bakercenter.org |
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Management Teams

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|--------------------|--|--------------|--|
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| Ellen Sears | Universal Support Team Clinical Coordinator | 617-278-4186 | esears@bakercenter.org |
| Kelly Markle | Educational Coordinator | 617-278-4134 | kmarkle@bakercenter.org |
| Matt Losavio | Behavioral Services Coordinator | 617-278-4205 | mlosavio@bakercenter.org |
| Kimberly Paquette | Clinical Coordinator | 617-278-4135 | kpaquette@bakercenter.org |
| Amy Buckley | Educational Coordinator | 617-278-4246 | abuckley@bakercenter.org |
| John Furey | Behavioral Services Coordinator | 617-278-4232 | jfurey@bakercenter.org |

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|-----------------|----------------------|--------------|--|
| Sarah Cucchiara | Clinical Coordinator | 617-278-4208 | scucchiara@bakercenter.org |
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STAFF ACCOUNTABILITY

Manville Staff Supervision and Evaluation

All educational, behavioral, and clinical staff and interns at the Manville School receive supervision on a weekly or bi-weekly basis. Manville views supervision as a commitment we make to our staff to further their professional development.

All staff receive ongoing professional development, including the required annual trainings in accordance with MA DESE regulations. Other training courses and experiences are designed to support staff in advancing in their field and providing high-quality services to students and families.

Staff performance is reviewed annually in accordance with Baker Center policies.

Criminal Offender Record Information Checks (CORI) and Staff Fingerprinting

It is the policy of the Baker Center that each employee or volunteer, who has the potential for unsupervised contact with children, completes a criminal record check (CORI) as a condition of employment or volunteer status. This ensures that all staff have a background free of conduct that bears adversely upon their ability to provide for the safety and well-being of children. Additionally, the Department of Elementary and Secondary Education requires that all school staff who work with children be fingerprinted prior to beginning their employment. These records are confidential and are maintained on file in the Human Resources office at the Baker Center.

EDUCATIONAL PROGRAM

One of Manville’s greatest strengths is our use of engaging evidence-based academic curricula that promote active learning, social interaction, and problem solving. The content of Manville’s educational program is aligned with the Massachusetts Curriculum Frameworks which incorporates the Common Core State Standards (CCSS) for English Language Arts, Mathematics, History and Social Science, and Science, Technology, and Engineering. Manville’s curriculum is carefully adapted in order to ensure student access to the general curriculum with needed modifications in pacing and content. Manville’s curriculum invites student participation and interest and provides many opportunities for self-expression and success through its highly individualized design.

Students work in small, structured and supportive classroom settings where a teaching team (i.e., a certified special education teacher and an assistant teacher) works together to provide instruction in all academic areas. Technology is utilized throughout the curriculum as a means to ensure student access to the curriculum content as well as a tool to help students demonstrate their knowledge and

understanding. All classrooms have an interactive whiteboard (i.e., Smart Board), and all students have access to a 1:1 Chromebook for instructional purposes.

Educational Program Highlights Include:

- High academic expectations, while addressing the individual learning styles and needs of each student.
- Evidence-based curricula and teaching methodologies.
- Ongoing data-based assessment is utilized to evaluate student learning and determine the effectiveness of instructional methodologies.
- An anti-bias and anti-racist (ABAR) framework that is implemented in classrooms through ABAR rich curricula and instruction, and by using an ABAR lens to assess curriculum materials, instructional strategies, and to promote critical conversations in all content areas.
- An emphasis on curriculum content and teaching methodology that emphasizes critical thinking and problem solving.
- Integration of technology as a tool to support students in accessing information and enhancing instruction through use of interactive whiteboards, 1:1 Chromebooks for students, and access to assistive technology tools.
- Teaching that incorporates active learning and discovery through varied materials (e.g., literature, math manipulatives, technology, science kits and hands-on labs, etc.).
- Integrated teaching team and specialist services (i.e., Reading, Mathematics, Occupational Therapy, and Speech-language) to support student skill development, practice, and classroom application.

English Language Arts (ELA)

Manville's literacy program adheres to the Massachusetts ELA Curriculum Frameworks and the Common Core State Standards. ELA instruction incorporates the science of reading philosophy and methodologies and utilizes evidence-based programs. Manville's literacy program targets teaching of foundational skills including phonological and phonemic awareness to facilitate decoding and encoding, fluency, vocabulary development, oral language, and reading comprehension. Classrooms provide students with a literacy-rich environment, which includes books and materials that highlight diverse identities among the characters and authors. Manville provides instructional materials that facilitate comprehensive language and literacy opportunities. Reading Specialists provide services to students identified as having difficulty in a specific aspect of reading. This is done both in individual sessions and in their classrooms, which enables students to utilize the skills that are they are learning during individualized reading sessions within the classroom setting.

English Language Arts instruction also includes narrative and expository writing instruction. Other subject areas (e.g., history, civics, and science) also address skill development in expository writing. In all school units, students utilize structured writing programs that provide them with needed organizational tools for brainstorming and drafting, as well as revision and editing. A focus on developing executive functioning skills required for organizing and self-monitoring during the writing process is central to

writing instruction. Students begin with the basics of developing simple and complex sentences and progress to writing cohesive multi- paragraph essays and completing research projects.

Mathematics

Manville’s mathematics program is aligned with the MA Mathematics Curriculum Frameworks which incorporate the Common Core State Standards (CCSS), with a focus on conceptual, computational, and math problem-solving skills and the real-life application of those skills. Instruction emphasizes both mathematical thinking and hands-on learning. Throughout the curriculum, focus is placed on the eight CCSS mathematical practice standards. These standards are the foundation for mathematical thinking and practice for students and provide guidance that helps teachers modify instructional methodology in order to promote a more advanced mathematical understanding. These standards are a guide to creating a more complex and absorbing learning experience.

Students in grades K-2 use EnVisions Math, which combines problem-based learning with visual learning. Students learn about math by solving rich, reality-based problems. They gain a deeper, clearer understanding of math concepts with visual models and scaffolds in every lesson. Lessons encourage students to think critically about a real-world math problem, evaluate options, collaborate, and present solutions. This is followed by Visual Learning to solidify the underlying math concepts.

Students in grades 3-8 utilize VMath, an evidence-based curriculum. This curriculum is specifically designed to teach and reinforce grade-level skills with a focus on repetition towards mastery. Content is delivered using strategies proven to accelerate student learning and provides students with an opportunity to build confidence and independence. Data is utilized throughout the program to guide instruction based on student understanding of the concepts.

High School students in grades 8-10 utilize VMath, Reveal Algebra 1 from McGraw Hill, an evidence-based curriculum. Reveal Math is aligned with the Common Core standards and is designed to deepen conceptual understanding by teaching a variety of dynamic problem-solving strategies and engaging students in mathematical discourse and inquiry activities. Students gain confidence and independence by working through problems that can be solved with multiple solution paths. When necessary, all materials are modified to meet the educational needs of our students.

History and Social Studies

Manville’s History and Social Studies curriculum is aligned with the MA Curriculum Frameworks and the Common Core State Standards. Across all grade levels, curriculum instruction integrates concepts, events, ideas and people from History, Geography, Civics & Government, and Economics. Lesson content includes factual information, concept development, and decision-making as they apply to such topics as ancient civilizations, United States and World history and geography, lawmaking, and human rights. Emphasis is placed on evaluating different perspectives of history and making connections between historical and current contexts. At all grade levels, students explore these topics through texts, primary sources, literature, videos, art, and hands-on activities. All Grade 8 students take civics which

focuses on US and MA government and civic life. As a requirement of the class the students are engaged in a student-led civics project in which they identify issues of concern, research their impact, and identify how they are able to advocate for change in their communities.

Science, Technology, and Engineering

Manville's Science Department is committed to serving the needs of all students by incorporating developmentally appropriate, multi-sensory, and high-quality curriculum. The curriculum is aligned with the current MA Curriculum Frameworks. Students engage in the Science & Engineering Practices using hands-on activities that help them make connections to prior knowledge and the world around them. Manville's science students learn about the contributions of diverse peoples as they relate to advances in the field of Science, Technology, Engineering, and Math (STEM).

In grades K-8, Manville offers a General Science curriculum that includes Earth & Space, Life, and Physical Science with integrated Technology/Engineering. Elementary School has adopted Amplify Science, and in these units, students take on the role of a scientist or engineer in order to solve a real-world problem. In the Middle and High Schools, Manville incorporates a variety of curricula, among which including Generation Genius, created by a panel of experts from the National Teachers Science Association. Manville also utilizes Mystery Science by Discovery Education, Engineering is Elementary from Boston's Museum of Science, and curriculum developed by the school's Science, Technology & Engineering Curriculum Coordinator and select educational staff.

In the High School, students complete a Biology course to meet the competency determination requirement set forth by the Department of Elementary and Secondary Education for Science, Technology, and Engineering. In 2021, 92% of Biology students achieved proficiency on MCAS and met their graduation requirements. Manville also offers an Environmental Science elective for students who pass the Biology MCAS exam. This interdisciplinary course covers the interaction of living things, human impact on the environment, conservation, and technologies that can help solve environmental problems.

Manville's Middle and High Schools also cover Health topics that meet the competency determination in the Life Sciences. The school utilizes a variety of curriculum, which includes Stanford University Medicine's Prevention, Prentice-Hall, and Educahealth.

Computer Technology Program

The computer technology program at Manville is based on the Massachusetts Digital Literacy and Computer Science Frameworks. It aims to develop computer literacy skills and to incorporate technology throughout the educational process. Students have the opportunity to study units based on computing systems, digital tools, and computational thinking.

Each student has 1:1 access to a school Chromebook. Manville uses the Google Apps for Education as well as a variety of accessibility applications to promote independence and develop student skills.

Assistive Technology Services

Manville utilizes technology to maximize learning opportunities for all students by applying Universal Design for Learning principles to give all students an equal opportunity to succeed. This approach offers flexibility in the ways students access material, engage with it and show what they know. Universal Design within the classroom benefits all students and improves access for those students with specific learning needs.

Manville has an Educational Technology Coordinator whose responsibilities include working with students who have assistive technology accommodations outlined on their IEPs. This includes training staff and students on the required tools necessary to meet the accommodations. The Educational Technology Coordinator is also responsible for facilitating assistive technology implementation plans and evaluating effectiveness of tools. In addition, the role includes facilitating the use of technology within all classrooms as a means of improving instruction and providing students with multiple ways of accessing information and different methods to show what they know.

Manville is committed to providing students with multiple means of accessing curriculum within the classrooms as well as alternative means of demonstrating their understanding and learning of content. This is accomplished through the use of both low tech as well as high tech devices, i.e., computers, specific software, etc. All of our students have access to Google Classroom through which they can access curriculum and complete academic work. We also have the Google add-on *Google Read and Write*, which enables students to utilize text-to-speech (listening to text) and speech-to-text (allows a child to speak and have the text appear on the screen).

Physical Education

Manville's physical education program assists students in developing motor and coordination skills and provides opportunities to experience team play in a supportive milieu. While covering standard sports/games and activities, students also work through team building exercises and a Project Adventure unit. The goal of PE is for students to be active for 45-minutes while working on valuable social and team-based skills, and to learn health-related fitness concepts and how to apply them to a lifetime of physical activity.

Visual Arts

Manville's Visual Arts program follows both the Massachusetts State frameworks and the National Core Art Standards. The curriculum begins with projects focused on learning the elements of art, proper skills training for materials, and confidence boosting projects in the arts. As students grow as Artists, so do their choices. They may choose their projects as well as the art mediums that they use (i.e., drawing, painting, sculpture, fiber arts and mixed media). Some students receive modified choice-based projects and direct their own artwork. They use teacher support to execute their vision. Individual student needs are met through adaptable tools, hand over hand and directed drawing, and push-in Occupational Therapist support.

Occupational Therapy

Occupational therapy (OT) services at Manville support student participation in the classroom and school environment. Occupational therapy services are determined based on contextual observation and formal evaluation. Students work on specific goal areas that are outlined in their IEPs to target sensory processing, self-regulation, fine motor, gross motor, executive functioning, and life skills. Students receive direct occupational therapy services in the classroom and in the sensory motor gym. Occupational therapists also provide consultation to adapt the learning environment to meet student needs (e.g., adaptive writing tools, flexible seating, and visual supports). Sensory based tools are available to help students focus and maintain regulation in the classroom and milieu based on OT recommendations (e.g., noise cancelling headphones, weighted blankets, fidgets, and exercise balls). Students can utilize sensory equipment in the OT gym to support their regulation throughout the day. Occupational therapists provide training to other members of the interdisciplinary team and work with parents to help them understand their child's sensory, regulatory, and motor needs.

Speech-Language

Many students at Manville present with expressive, receptive, and/or pragmatic language challenges, which can impact both their academic progress and social development. Speech-language pathologists provide diagnostic testing, consultation to team members, and direct intervention with students. They work with students in a variety of settings including individually, small or large groups, as well as both in and out of the classroom.

A large portion of our students have social skill deficits and need more directed instruction to help them navigate their complex social interactions with peers and adults. Our SLPs are specifically trained in this area and provide intervention through work in dyads, social skills groups, and classroom groups. The development of social skills is integrated throughout the school program.

Reading/Math Specialist Services

Reading and Math Specialists provide additional support for identified students due to their specific learning disabilities in these areas. The specialists provide intervention services in two ways. They may provide pull-out services during which they see students individually or in small groups to remediate specific reading or math skill deficits. Specialists may also provide direct support to students through push-in services in the classroom. Often, a student may receive intervention services in both ways. Specialists also serve as math or literacy coaches for the teaching staff. At times, they will co-teach with classroom teachers and model new instructional practices and curricula. The Reading and Math Specialists continually explore current trends and access professional development opportunities in their respective fields.

Educational Field Trips

Classrooms participate in field trip experiences throughout the school year. Field trips relate to classroom curriculum or are part of the classroom behavior management system. Field trips are

thoroughly planned, and adequate supervision is provided. At a minimum, the classroom teacher, assistant teacher, and behavior specialist supervise the class on a field trip. Caregivers are informed of planned field trips in advance. Students must have a current permission form on file with the school, a current physical/immunization record and medication list (if applicable), and a completed enrollment packet in order to attend a field trip.

High School Life Skills Program

The Life Skills Program is a structured curriculum provided weekly to High School students. The program provides students with hands-on opportunities in order to promote increased independence in functional tasks. This curriculum, created in collaboration by the Occupational Therapy Department and High School Educational Coordinator, addresses common areas of need, such as executive functioning, money management, meal preparation, job skills (including applications and on-site work opportunities), community skills, computer safety, and preparation for transition beyond Manville. Lessons are co-taught by an Occupational Therapist and a classroom teacher. Students are grouped based on their performance on a life skills pre-test in order to match lessons to student needs.

Activities related to daily living skills

Manville supports the development of daily living skills to help our students demonstrate success beyond academics. Teachers, behavior specialists, clinical staff, and occupational therapists address issues related to the development of age-appropriate daily living skills throughout the school day, including mealtime habits and routines, dressing skills, and hygiene.

Manville develops individualized plans related to a variety of daily living skills for students who need more intensive direction. These may include plans that address skill development and independence related to daily hygiene, teeth brushing, toileting, etc. These home/school plans are always developed in conjunction with parents/caregivers with the goal of carrying over from school to home and home to school. Many of these plans are developed in conjunction with a student's OT or BCBA.

BEHAVIORAL PROGRAM

Philosophy of Behavior Management

As a specialized, private day school, Manville School believes that for students to grow and learn, they need to be provided with a safe, respectful, responsible and inclusive school environment. Manville's approach to behavior management is rooted in the principles of behavior analysis and implemented through a PBIS framework. For any successful learning and growth to occur, there must be clear and consistent expectations for all students and staff, and the school community must have a culture that promotes our core values.

Positive growth and change are accomplished most successfully within a consistent and predictable environment. Therefore, Manville has a set of clearly defined policies, procedures and behavior management routines that reflect our high standards. Manville staff will provide students with explicit

instruction on how to be safe, respectful, responsible and inclusive during all portions of their day. Staff will have a focus on reinforcement rather than punishment and will utilize proactive measures to lessen the likelihood of behaviors of concern. Students will consistently be provided with coaching and modeling of alternative behaviors to replace any behavior of concern.

Positive Behavioral Interventions and Supports (PBIS)

In order to create a therapeutic school environment, Manville School implements a framework for teaching and responding to behavior known as Positive Behavior Interventions and Supports (PBIS). The focus of PBIS is to develop durable practices and systems that allow staff to act in a proactive manner and prevent, to the best of their ability, behaviors of concern from occurring. PBIS relies upon the consistent use of a continuum of responses to recognize appropriate behavior, a continuum of responses to respond to behaviors of concern, and the use of data for decision making. The PBIS framework is implemented in a three-tiered model that allows for interventions to meet students at their level of need.

- Tier 1 consists of universal supports for all students that include school-wide expectations, the direct and frequent teaching of appropriate behavior, the use of a school-wide level system, consistent reinforcement of appropriate behavior, and other strategies.
- Tier 2 supports are targeted interventions designed to meet the needs of small groups of students requiring additional coaching and support.
- Tier 3 supports are highly individualized interventions that are designed for students exhibiting persistent behaviors of concern.

Within the PBIS framework, there are four important elements that support the development of a therapeutic environment: practices, systems, outcomes, and data.

- Practices are the strategies used directly in work with students, such as defining and teaching behaviors.
- Systems are the supports put in place for staff to work effectively with students.
- Outcomes are the goals that all staff share in their work with students.
- Data are the foundation for assessing the work that is done and for measuring progress.

Behavior Specialists

Behavior Specialists are based within the classroom and function proactively to support students within the instructional learning environment. They are available throughout the day to help students address and resolve behavioral and/or social-emotional issues. Students are able to talk with behavior specialists about concerns that may interfere with their ability to concentrate on their schoolwork or to interact successfully with peers. Behavior Specialists at Manville work closely with both educational and clinical staff to foster students' social and emotional development.

Responsibilities include active problem solving, facilitation of conflict resolution, crisis intervention (including the use of physical restraint), processing critical events during the school day, as well as implementing behavior support plans in collaboration with Manville's school-based BCBA's.

Use of Time Away and Counseling Offices

Manville staff work to provide the necessary structures and supports needed for all students to be successful in class or during other activities throughout their day. However, given our students' complex and varied needs, there are times when they are unable to participate in class or an activity due to a behavior that is disruptive or unsafe to the learning environment. When this occurs, Manville uses a continuum of interventions to provide the necessary support to help students regain behavioral and emotional control and return to the learning environment.

When a behavior of concern is observed by staff, the least restrictive intervention possible will be utilized to support students to regulate. Prompting, collaborative problem solving, and coaching will all be used in an attempt to prevent more restrictive interventions from becoming necessary. When working with students who are dysregulated, staff will also ensure that they have gained a student's full attention when providing behavioral coaching and will deliver support in a way that accounts for their processing speed, general cognitive profile, and other factors.

In instances when these interventions are not successful, students may be asked to take a brief time-out. The purpose of this is to facilitate calming and utilize behavior analytic principles to shape students' behavior while also teaching replacement skills. These time-outs are limited to no more than five minutes and always conclude with the practice of a coping skill or replacement behavior.

If a student is not able to regulate with this intervention, they may be directed to a counseling office to process with staff and practice skills in a distraction-free environment. Students are continuously monitored while using a counseling office and staff remain inside or outside of the room monitoring and supporting student behavior. Additionally, these offices are used to provide containment and safety when students engage in externalizing behaviors that may present an imminent risk of harm to self or others. Staff provide the same level of monitoring during these times and work to help students calm and return to the learning environment as soon as possible.

It is the responsibility of the Behavioral Services Coordinators to monitor the activity in the counseling offices and determine the need for additional assistance to support the student's de-escalation. The goal of these interventions is to help students develop coping strategies and learn how to express their needs in more pro-social and adaptive ways.

Training in Behavior Management

Training in Manville School's behavior management philosophy and practices occurs for all staff prior to the start of the school year and is ongoing for behavior specialists throughout the year. The training covers issues relating to behavior analysis, active supervision, positive reinforcement, motivating

students to stay on task, the use of incentive plans, and clinical issues related to behavior. The clinical aspect of the training is of high importance because to the extent that staff understand what drives a behavior, they can tailor appropriate interventions. The training also covers the clinical rationale for use of time out, procedures for implementation, the use of coping strategies, and follow-up procedures.

BCBA Services

Manville School has two BCBAs (Board Certified Behavior Analyst) to support school staff in the development and implementation of behavior support plans, as well as to support caregivers in handling their child's behavioral difficulties at home and/or in the community. Home-based services are limited in scope and last no longer than eight-weeks. These services are meant to support caregivers with behavioral concerns that can be sufficiently addressed through consultation. If a need for on-going, long-term support is needed, Manville's BCBAs provide recommendations for caregivers to pursue outside agencies that specialize in home-based behavioral supports.

The primary goal of these services is to decrease behaviors of concern and teach alternative/replacement behaviors. BCBAs work carefully to broaden the scope of behavior analytic principles to incorporate other disciplines and philosophies in alignment with Manville's interdisciplinary approach.

CLINICAL PROGRAM

Treatment Approach

A Manville clinician serves as the case manager for each Manville student. Case managers coordinate the treatment planning for their students, involving a multidisciplinary team assigned to each student. The Manville team consists of staff, from various disciplines, who are working with the student and their parents/caregivers. Each team member contributes a unique perspective regarding the student's educational, behavioral, social and/or emotional functioning. The case manager also facilitates communication between Manville staff and any outside providers working with the child and family. Clinicians are either licensed social workers, psychologists or are graduate students in mental health programs completing their graduate training experience at Manville. All graduate student clinicians are intensively supervised by a licensed social worker or psychologist with significant experience working with children struggling with learning, emotional and behavioral difficulties.

Clinical Services

Individualized service planning is the cornerstone of Manville's clinical service delivery to children and families. The clinician, in collaboration with the child's family, Manville team, and external providers, formulates specific clinical objectives and long-term goals. Each child's clinical program may include some combination of individual work, family work, or group therapy. The type, duration, and frequency of services will be determined by a child's team and is re-evaluated regularly. In terms of clinicians' individual work with students, based on assessments of need, clinicians will meet with students for regularly scheduled psychotherapy sessions to address difficulties with emotional processing, self-regulation and self-expression, as well as issues pertaining to social development, identity formation,

and general behavioral control. Manville clinicians are trained in evidence-based practices that are modified or adapted to fit the learning needs of our students.

Manville's group therapy services are offered based on student need and readiness for group interactions. Topics that might be covered in group therapy include social skills and communication effectiveness, assertiveness and self-advocacy, anger management, and coping and problem-solving skills. Within the group context, children are taught to manage themselves and meet their social needs, while learning to consider others and develop skills for creating and maintaining relationships.

Caregiver Services

Manville caregivers may meet with their Manville clinician on an individual basis and/or may participate as a whole family. Services include parent support and psycho-education, as well as psychotherapy. The mode of service delivery, as well as the frequency, is determined on a case-by-case basis, although some form of regular parent/caregiver/caregiver involvement is expected. In general, clinicians strive to create a collaborative relationship with the child's adult caretakers, assist in maximizing the child's success within the home, and facilitate overall treatment progress through consultation and collaboration with outside providers.

Treatment Planning Meetings

The Manville staff takes a team approach to working with a child. A student's clinician, teachers, milieu counselors, specialists, and supervisory staff meet regularly to discuss his/her/their IEP and progress towards identified goals. Team members evaluate a student's functioning in school and their relationships with peers and staff, and construct behavior intervention plans to maximize the student's ability to successfully navigate their school routines. Special attention is given to each student's cultural context in order to ensure that we are providing culturally responsive care. We work together to understand the intersection of all identities and how these impact students in school, and specifically in our school. All staff who work with a student and/or their family is updated as to relevant information that may impact a student's functioning in school.

Manville Caregiver Conferences

Manville considers parents/caregivers to be important members of their child's Manville treatment team. That is why we look for caregivers to be involved in treatment planning for their child. One of the most important ways that we accomplish this is to invite caregivers to participate in an annual progress review meeting with the rest of the student's Manville team. These meetings take place once a year during the treatment planning meeting timeslot on Wednesdays between 2:00 and 3:30 (accommodations regarding start times and date can likely be made with advanced notice). At this meeting the student's team evaluates progress in the areas of: social/emotional development, academics, behavioral issues, peer relations, etc. Meeting participants identify and discuss issues and propose strategies for facilitating student development. School districts, educational advocates, or other outside agencies do not participate in these meetings.

Referral for Psychiatric Medication Services

The decision to refer a child for a psychiatric evaluation is made by the Manville team and the child's parents. Caregivers who are interested in pursuing such an evaluation may request that a referral be made to the Manville psychiatric service.

A limited number of Manville students are seen by Manville's Advanced Clinical Nurse Specialist (ACNS) who will evaluate students and can prescribe medication, if warranted. Families requesting this service for their child are placed on a waiting list and will be contacted when an opening on the case load occurs. It is extremely important that services with an outside provider are not terminated before a treatment relationship with our ACNS has begun.

Mental Health Emergencies

Students' behavioral crises receive immediate de-escalation and safety management intervention by Manville's staff, trained in procedures for maintaining student safety. When any member of a student's team becomes concerned that the student is in severe acute distress, presenting a significant risk of hurting oneself or another person, and when the child proves unresponsive to de-escalation and redirection procedures, the child's clinician or their supervisor are immediately contacted, as well as the Clinical Director and/or Program Director. Following an assessment of the student's status, the Clinical Director or Program Director determines whether the child needs to be referred for a psychiatric evaluation in a hospital emergency room. Caregivers are notified and made aware of the situation and are involved in the process as early as possible. The Manville clinician assists with facilitating the process of the student being evaluated at the Emergency Room, and, if the student is admitted to a higher level of care, follows up with hospital staff to assist with the student's progress while in the hospital. A Manville staff member familiar to the student (typically their clinician), will accompany the child to the hospital, wait for caregivers to arrive, and inform hospital staff of the circumstances of the precipitating event(s) that led to the emergency room referral.

Social Emotional Learning (SEL)

Manville School utilizes another important approach to the academic, behavioral, and clinical development of our students known as Social-Emotional Learning (SEL). SEL is an instructional process through which our students learn to: manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

This year, our school is using a new Social Emotional Learning (SEL) program called Choose To Be Nice. The new curriculum includes learning activities that align with the core competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL), including self-management, self-awareness, responsible decision making, relationship skills, and social awareness.

A simple but powerful message, Choose To Be Nice is dedicated to encouraging and inspiring kindness. The goal is to improve the way people interact with each other by reminding them that they have a choice about how to "be" in the world.

The Choose To Be Nice School Program focuses on nine different values or character traits including respect, kindness, acceptance, teamwork, honesty, responsibility, friendship, patience, and courage. We will concentrate on several values each month that align with our school-wide expectations (Be Respectful, Be Responsible, Be Safe, and Be Inclusive). Our clinicians and classroom team staff will be using activities, books, discussion questions, and more to support learning through daily morning meetings and weekly clinical groups. We will also be sending home Choose To Be Nice At Home Activity Books for each value. The books feature short activities that you can do with your child to help reinforce what we are learning in class (Please note the Choose To Be Nice At Home Activity Books are not considered formal homework).

Therapy Dog

From time to time, Manville welcomes a therapy dog as part of the school community. Students may be in contact with a certified therapy dog at different times throughout the school year, under the supervision of the owner. Any and all therapy dogs will be up to date on required vaccinations and certifications via Dog B.O.N.E.S, a nonprofit organization that trains and certifies therapy dogs in Massachusetts.

Therapy dogs provide many benefits. They help children learn compassion, empathy, responsibility, respect, and self-discipline. Therapy dogs offer comfort and non-judgmental love. Studies have proven that even a short amount of time with a dog can decrease levels of anxiety and increase emotional security.

Students and caregivers must sign a permission form, included in the annual enrollment packet, prior to being allowed to interact with the therapy dog. If you have any questions or concerns, please contact the school.

CAREGIVER PROGRAM

Manville School considers caregivers as key partners in planning and supporting a child's educational and clinical treatment. Caregivers work collaboratively with teachers, behavior specialists, and clinicians to promote the healthy growth and development of their child. In addition to their individual work with staff, caregivers are invited and encouraged to participate in the Caregiver Program in the following ways:

Caregiver Orientation

Once a student has been accepted at Manville, the Director of Family Engagement and Support reaches out to the family to support their transition to Manville. Part of that support is an invitation to attend a group for New Caregivers. This provides an opportunity for families to ask questions as well as connect with other families who have recently joined the Manville community. Manville Administrators may join the group as well as an opportunity to meet new families.

Caregiver Connection Group

The Caregiver Connection group meets on a weekly basis. This is a safe space for Manville caregivers to connect with each other and provide and receive support for issues and challenges related to parenting a child with special needs. It is an open group and participants can attend whenever they are available. When the group is in person, dinner and childcare are provided to enable caretakers to participate in these meetings.

Focus Groups

Once a month, the Caregiver Connection group has a focus meeting, often with a guest speaker on a specific topic that parents have requested. Recent topics have been: understanding medications, psychological testing, PBIS 101, getting service with DMH, and others.

Topic Groups

When there is a specific need, we will form a group around different topics. For example, a group about transition (a safe space for caregivers to share their hopes, dreams & concerns about the future and provide and receive support from other caregivers) or around families formed through adoption.

Family Events

Family Events provide an opportunity for Manville families to connect outside of school. All family members are invited to join in such activities as bowling, trampoline jumping, and going to a baseball game at Fenway Park. Although organized by the Manville Caregiver Program, caregivers are required to accompany and supervise their children.

Parent Advisory Council (PAC)

The Parent Advisory Council (PAC) is an important group for caregivers. At PAC you will meet with the Director and other members of the leadership team, hear updates on school operations, and share your thoughts and ideas to make Manville better. Meetings focus on a range of topics, from school climate and culture to student data and ways to enrich the school experience for everyone. Each year we seek a large and active group to join PAC. We want to hear the perspective of caregivers and always strive for diverse representation on PAC.

Supports and Resources

Part of the purpose of the Caregiver Program is to assist families in finding supports and resources. The Manville Weekly Bulletin (emailed to families on Fridays) provides information about upcoming events and groups as well as community resources and events. In addition, the program supports families in finding camps for the summer when Manville is not in session and can assist families in applying for Department of Mental Health (DMH) services or finding other resources needed at home (after-school programs, social groups, activities, etc.). The Caregiver Program also manages our Holiday Angels program which offers support to families around the winter holidays. The Manville Parent Partner (a parent of a former Manville student) assists the Director of Family Engagement and Support with supporting families and finding resources.

AFFINITY GROUPS

Gender Sexuality Alliance

A Gender Sexuality Alliance Group (GSA) is a group for students who consider themselves to be part of the LGBTQ+ community, and for those who feel they are allies to this community. These groups are run in many schools for students and can have many purposes:

1. The group can act as a safe space for these students where they can feel comfortable expressing who they are and just feel seen by others.
2. The group can act as an advocacy group to try to improve the diversity climate within the school or within a larger community; and/or
3. The group can act as a place for students to ask questions and seek out answers from a trusted source.

The focus of the Manville GSA will be to allow students to play a role in deciding which of the above formats they would like to see occur for those who are involved. Our goal is for students in this community to feel supported and welcomed for who they are and to allow space for students to ask questions in a positive environment.

The group is offered monthly and is open to students who identify as part of the LGBTQ+ community or those who feel they are allies to this community. The group is facilitated by staff with educational and clinical roles at the Manville School. Parent permission is not required for participation in GSA.

Black, Indigenous, or Person of Color Affinity Group (BIPOC)

The Black, Indigenous, or Person of Color (BIPOC) Affinity Group is a group for students in our community who identify as Black, Indigenous, or a Person of Color. This group is currently offered for our Middle and High School communities.

- The group can act as a safe space for these students where they can feel comfortable expressing who they are and just to feel seen by others.
- The group can act as an advocacy group to try to improve the diversity climate within the school or within a larger community; and/or
- The group can act as a place for students to ask questions and seek out answers from a trusted source.
- The group can act as a place for students to connect with peers and staff of shared racial identities.

The focus of the BIPOC Affinity Group will be to allow students to play a role in deciding which of the above formats they would like to see occur for those who are involved. Our goal is for students in this community to feel supported and have opportunities for connection, joy, support, and inspiration. This group is student-centered, meaning students will have opportunities to suggest and share what they want and need from the affinity group. The group is offered weekly and is optional for students who identify as Black, Indigenous, or a Person of Color. The group is facilitated by staff of color with

educational, behavioral, and clinical roles at the Manville School. Parent permissions is not required for participation in BIPOC.

INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

All Manville School students are referred by their local school district and have an IEP which approves them for a private day school placement. The IEP outlines the goals and objectives that are to be addressed, as well as related services required for meeting these goals (i.e., OT, SLP, Reading or Math specialist services, etc.). All IEPs are reviewed annually, or more frequently as needed or requested.

Collaboration with School Districts

Manville School's Assistant Principal is responsible for maintaining ongoing communication and coordination with referring school systems and works closely with the special education administrator in each district responsible for out-of-district placements. In addition, the Assistant Principal coordinates IEP team meetings with each district; oversees the IEP process at Manville including the coordination of all paperwork for the IEP team meetings and quarterly progress reports; works with districts and caregivers to arrange intake meetings with prospective students and family; and maintains ongoing communication with districts regarding status of students.

IEP Team Meeting

Annually, Manville students have an IEP Team meeting, either as an annual review or as a three-year re-evaluation, scheduled with the referring school system and the student's caregivers. An Individualized Educational Program (IEP), which outlines measurable annual goals and delineates specific objectives to be addressed in critical academic, behavioral, and/or social/emotional areas, is developed by the child's team, including Manville staff, caregivers, and district representatives. Educational staff, specialists (Reading, Math, OT, Speech-Language, Assistive Technology), and clinicians present brief reports that document progress and highlight areas to be addressed. At the meeting, the referring school system and the student's caregivers play a critical role. Areas of caregiver concern, as well as their vision for their child's future are included in the IEP. Caregivers contribute their perspective regarding their child's social/emotional and academic needs. *Beginning in Fall 2023, all students will be invited to join at the beginning of the meeting to offer their input on their vision as the driving factor for developing the IEP.* The representative from the referring school district is an active participant on the team and is responsible for relaying the recommendations of the team regarding a student's future placement at Manville to the referring school system. Since 2020, due to COVID restrictions, parents/caregivers are given the option of having the Team meeting via zoom or in person at the Baker Center building on Parker Hill Ave.

Quarterly Progress Reports

A student's progress is monitored regularly through quarterly progress reports. Progress reports contain comments regarding the student's progress toward reaching the annual goals listed on the IEP. Quarterly Reports will be sent out at the end of November, February, April and June. The report notes if the student's achievement is sufficient to allow them to reach the goal within the year.

Transition Planning for Students

Transition from Manville is a topic about which many caregivers have questions. Transition planning is a process that involves collaboration between all members of a student's Manville team, caregivers, and the referring school system. By working together, the best plans for when, where and how students will be educated after leaving Manville can be developed. All students will need to leave Manville at the end of their 10th grade year. However, students may transition at other times as well. This is a very individualized decision, and it varies from student to student.

Discussion regarding transition to less restrictive school settings is ongoing and should be addressed at the annual IEP meeting as well as at any parent conferences. If you are thinking about your child making a transition from Manville, the best person to contact is your child's clinician/case manager. They will direct you to other staff who can help you, and they will notify key team members internally (e.g., Principal, Public School Liaison, Educational Coordinator, Director of Family Engagement and Support, Transition Coordinator, etc.).

Collaboration between caregivers, the referring school system, and Manville is critical to ensuring a successful transition. A student's social emotional, behavioral, adaptive, and learning needs must be considered in identifying the best program. During a team discussion in an IEP meeting, the specific needs of the student and then the type of program where the student will be most successful are discussed, clarified and outlined.

Post-Secondary Transition Planning

When a student turns 14 years of age, Massachusetts law requires that the IEP Team begin planning for the student's transition from school to post high school life. At this time, a Transition Planning Form is included in the IEP. In collaboration with the family/caregivers, the student and Manville team members must consider the student's preferences and interests and include goals which help them work towards achieving those goals.

Least Restrictive Environment (LRE)

The goal for all Manville students is to attend school in the least restrictive environment that allows them to access the general curriculum and meets their social-emotional, behavioral, and learning needs. Evaluating the effectiveness of the Manville program for each student is an ongoing process carried on by a student's Manville team in conjunction with caregivers and the referring school system.

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)

State and federal laws require all students in Massachusetts to participate in MCAS, the state's testing program. All Manville students take MCAS at grade levels corresponding to their chronological age, either with standard or nonstandard accommodations specified on their IEP. The accommodations a student will use to participate in MCAS are determined at the student's annual IEP meeting. The majority of our students take MCAS electronically. If a student requires a paper version that must be

included as a test accommodation for that student. It is the responsibility of the Manville team to clarify and demonstrate why a student may qualify for any nonstandard accommodations during MCAS testing.

Currently, students in the following grades are assessed in these specific areas:

| Grade Level | Subjects Assessed |
|-------------|--|
| Grade 3 | <ul style="list-style-type: none"> ▪ Reading ▪ Mathematics |
| Grade 4 | <ul style="list-style-type: none"> ▪ English/Language Arts ▪ Mathematics |
| Grade 5 | <ul style="list-style-type: none"> ▪ English/Language Arts ▪ Mathematics ▪ Science, Technology, & Engineering |
| Grade 6 | <ul style="list-style-type: none"> ▪ English/Language Arts ▪ Mathematics |
| Grade 7 | <ul style="list-style-type: none"> ▪ English/Language Arts ▪ Mathematics |
| Grade 8 | <ul style="list-style-type: none"> ▪ English/Language Arts ▪ Mathematics ▪ Science, Technology, & Engineering |
| Grade 9 | <ul style="list-style-type: none"> ▪ Biology |
| Grade 10 | <ul style="list-style-type: none"> ▪ English/Language Arts ▪ Mathematics |

A minimal number of our students may be eligible to participate in the MCAS Alternate Assessment, based on their learning profile. The MCAS Alternate Assessment is a portfolio of student work that demonstrates the student’s understanding of specific standards outlined in the Massachusetts Curriculum Frameworks/CCSS in specific content areas. Similarly, each year we have a small number of students, designated as English Language Learners, who participate in required ACCESS testing.

STUDENT EDUCATIONAL RECORDS

Maintenance of Confidentiality and Accessibility of Records

Each student’s educational record is maintained in the Manville School office. Educational records include IEP information, all permission forms, and evaluation reports from 3-year re-evaluations, incident reports, and other items as required by state regulations. Manville School staff, including interns and trainees, may have access to student record.

The records are kept in a locked file cabinet in the school office; the office staff, the principal, and/or associate director are responsible for giving staff access to a student's file. Anyone who examines a student's file must sign the Log of Access found in each student's file.

- The record is considered to be the property of the school and staff are legally, professionally and ethically responsible for the accuracy, accessibility and privacy of the record.
- Caregivers have a right to see their student's educational file. All requests by caregivers to review their student's educational record must be made in writing to the Director of the Manville School.

Requests for Manville School to Release Information

Caregivers must sign an *Authorization of Release of Information Form* each time a request for information is made by other professionals, agencies, schools, courts, etc. All requests and release of information forms, once processed, will be kept in the student's file as a historical record.

Manville School may only release records generated by school staff (e.g., incident reports, evaluations completed by Manville employees, IEP Progress Reports). Records generated by the school district or any third party (e.g. privately obtained neuropsychological evaluation) cannot be released by Manville and should be requested from the district directly, or from the provider.

Manville School staff can have ongoing communication with outside providers at the request of caregivers, but there must be a Release of Information Form, signed by the caregiver, to give permission for each individual outside provider.

Destruction of Student Records

Student records are maintained in accordance with 603 CMR 23.00, including the preservation of records generated by Manville School for seven (7) years, and transcripts for any applicable students for sixty (60) years, following a student's discharge from the program. Students and caregivers may request in writing copies of retained records within the retention periods outlined. Acknowledgement of this handbook is intended to satisfy the requirements of 603 CMR 23.00 for notification.

SCHOOL CLOSURE POLICY - INCLEMENT WEATHER

The decision to close school due to inclement weather is made either the morning of or the evening preceding a storm forecast. Because students and staff travel from over 30 different communities, Manville's decision regarding school closure is based on weather conditions in Boston as well as in the surrounding communities.

School closure will be posted on <https://www.cbsnews.com/boston/> as soon as a decision is made. In addition, we use a robo-call system that will notify community members of a change or cancellation. The robo-call system, One Call Now, is equipped to send an email, an automated phone call, and a text message to the contact numbers and email addresses you have provided to the Manville School office.

Should we decided to close school or modify the schedule due to weather, you will receive notification by phone call (displayed on caller ID as One Call Now or an 877 number) and email (displayed sender of Ashley Abbott). If you wish to also receive this information via text message, you must opt-in by texting Alert to 22300. Standard message rates through your cellular service provider will apply if you choose this option.

If school is closed in a student’s home district, many transportation companies will not transport students. If Manville is in session, caregivers may choose to transport their student to school in the morning and home in the afternoon. Similarly, if local conditions appear unsafe by caregiver judgement, caregivers can choose to keep their student home from school, even if Manville is in session.

At times, due to weather conditions, transportation companies or school systems request an early pick-up for a student because of travel conditions. In such cases, caregivers or emergency contacts will be contacted prior to a student being sent home. However, Manville must send students home on their scheduled vans, even if a caregiver isn’t contacted. Again, please ensure that all contact information is current with the school to ensure the school is able to reach a caregiver or emergency contact in such a situation.

TRANSPORTATION POLICY

Manville School staff may not transport students in their personal vehicles at any time. If a situation arises in which a student needs to be transported and their transportation company is not able to accommodate them, Manville staff will immediately inform caregivers to determine a plan for transporting the student home. This may include a caregiver or emergency contact picking up the student at school, the student being transported via a Manville school van (staff permitting) or transporting the student via a public taxi or similar ride share service, with permission from the caregiver.

- The Manville School currently has two school vans that seat 7 passengers: 5 students and 2 adults.
- All program staff who drive students receive training in transportation safety and the individual needs of the students they transport.
- All program staff members who will be driving students must submit a copy of their Driver’s License to the main office staff, who will maintain a record of all approved drivers.
- Each van is equipped with a First Aid Kit. Manville staff carry personal cell phones in case of an emergency.
- All staff must agree to follow all driving laws and the rules of the road (i.e., no excessive speed, etc.).
- Each child must wear a seatbelt and no driving can occur until all seatbelts are fastened. Staff will assign seats and students are expected to sit where assigned. Additional staff going on the trip will sit in the back of the van where children can be observed at all times.

- The Baker Center's Facilities Department is responsible for routine maintenance of the vehicles to ensure safety, securing annual car safety inspections, and ensuring that MA vehicle registration is current.

Student Transportation

Transportation to and from school is part of each student's IEP and is arranged by the referring public school system. Manville School staff will monitor the arrival and departure times for students. If there are concerns regarding a student's transportation, please contact the school as well as the transportation company as soon as possible. Manville staff will work to mediate difficulties that occur on the vans among students and coordinating behavior supports for the rides to or from school.

Caregivers should obtain the phone number of the van transportation company as well as the name of the transportation dispatcher at the company. Please contact the company if a student will not be coming to school on a particular day or if the student is being picked up early from school.

Guidelines Regarding Communication with Transportation Companies

Parents should directly contact transportation companies about issues related to:

- Pick-up times/locations
- Change in schedule
- Absences
- Concerns about driver/monitor
- Van routes

If you have a concern regarding your student's transportation/transportation company, it is important to contact the company directly. If there is no resolution or the issue persists, caregivers should contact the school district. In addition, if there are any behavior issues on the van that are not being adequately addressed by the van staff or by any plans/seating arrangements put into place, caregivers should also contact their district liaison.

Manville provides support to the van drivers and monitors regarding behavioral issues on the van or seating arrangements which may be beneficial for students.

STUDENT POLICIES AND PROCEDURES

Notifying the School Regarding Student Absences

- Caregivers should notify the school by 8:00 a.m. on the day that their child is absent by leaving a message on the Manville School absentee line: Call or text 508-233-2174 or email attendance@themanvilleschool.com.
 - Caregivers should also notify their student's transportation company to let them know of the absence.
- Teachers take attendance each morning.

- If a message from a caregiver is not received prior to the start of the school day, a phone call home is made to find out why the student is not in school. Please ensure that current home and work phone numbers are on file with the school office.
- All absences are recorded, and a record of student attendance (excused and/or unexcused absences) is sent to the referring school system on a monthly basis.

Notifying the School Regarding Early Dismissal or Late Arrival

- Caregivers should notify the school as soon as possible if your child will arrive late or will be dismissed early.
 - Caregivers should also notify their student's transportation company to let them know of a late arrival/early dismissal that impacts van transportation.
- When picking up a student early, please park in the visitor lot and check in with the receptionist in the lobby. They will call up to the classroom and a staff member will bring your student to the lobby.
- If someone else is picking up your child, caregivers should provide written notification stating that the individual has your permission to take the child out of school. The individual will be required to show ID upon pick up.

Homework Policy

The Manville School homework program is designed to:

- help students build academic independence and a sense of responsibility,
- reinforce academic skills where necessary, and
- increase students' accountability for completion of schoolwork.

Homework is assigned according to a student's developmental and academic level. Students in the lower elementary grades are not assigned homework. As students move through the elementary grades, they are incentivized to complete an individualized reading log assignment four nights per week. Students in the middle grades complete both a reading log assignment and a math assignment four nights per week. In high school grades, students are assigned two nights of homework for each core subject per week. Homework is assigned at a student's independent work level to provide skill practice and avoid frustration.

If a student has difficulty with homework, the teacher should be informed, and adjustments can be made. Similarly, if there are any questions about homework assignments, caregivers should contact their child's teacher.

Grade Policy

All Middle School and High School students receive quarterly report cards with grades for their core academic classes (ELA, Math, Science, Civics/History). Grades are based on classwork and homework, participation, and assessments. All assignments, assessments, and expectations for work completion are individualized to meet student needs. Students completing less than 60% of graded assignments will

receive an incomplete for the quarter. Parents are made aware in advance of the end of the quarter if their student is falling behind in their work expectations.

For students in grades 9 and 10, Manville provides an official transcript to the referring school district and to the next school placement. The subjects and grades achieved are counted toward high school graduation requirements.

Student Dress Code

Manville School strives to maintain a safe school environment that is inclusive of all identities and sensitive to our students who are struggling with various challenges. To achieve this balance, we recognize that clothing choice is a personal decision and involves a combination of taste, trends, and may be influenced by cultural and religious beliefs, disability, and/or gender identity. While the primary responsibility for a student's compliance with our dress code rests with their caregiver(s), students are expected to adhere to the dress code during school hours and on any school-related trips.

At a minimum, the clothing requirements are:

- (a) Students must wear clothing including both a shirt with shorts, pants or a skirt, or the equivalent (i.e., dresses, leggings, etc.) and shoes
- (b) Shirts and dresses must have fabric in the front and under the arms.
- (c) Clothing must cover undergarments (waistbands and straps excluded) and should not be see through.
- (d) Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff, and allow the student to fully participate in the learning environment.
- (e) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, recess, and other activities as scheduled.

We consider clothing and accessories, including hats, jewelry, and shoes, that contain text or depict images of violence, illegal substances, nudity or sexual acts, or hateful language/ messages to be inappropriate for Manville. Students not meeting these guidelines will be spoken to respectfully and privately and will be offered appropriate attire to wear for the remainder of the day. Students will be asked not to wear the offending clothing again at school. Continued difficulties around these expectations would result in the student's caregiver being notified and asked to meet with school staff.

Appropriate Dress for the Weather and Recess

Students have recess outside, weather permitting, each day after or before lunch. In the event of bad weather (rain, severe cold, etc.), recess will take place indoors. Staff will make this decision in consultation with the school coordinator and nurse. Typically, classrooms offer a range of indoor recess activities for students.

Many of our students have sensory issues which impact their comfort wearing specific types of clothing. We take that into consideration when determining if a student is dressed appropriately for any weather situation. For example, some of our students wear shorts, even in winter due to their sensory issues; in consultation with the nurse, staff will determine if that child may go outside in extreme weather situations, i.e., extreme cold or snow.

Personal Electronic Devices

Students are not permitted to use personal electronic devices during the school day, which may include, but is not limited to, computers, tablets, and video game devices. Personal electronic devices may be used for van rides but must be put in a student's backpack or given to an adult to hold during the school day. Students are not permitted to wear headphones associated with their device once inside the building, even if their device is turned off. Devices will be returned to the student at the end of the day for the ride home. If a student abuses this privilege, however, they will be subject to some form of consequence related to the behavior. Students are not permitted to connect their electronic devices to the wireless network, and Manville is not responsible if these items are damaged, lost or stolen.

See Acceptable Use Policy for more about personal electronic devices and those issued by the school for educational purposes.

Cell Phones

While many students have cell phones which they use to communicate with caregivers, students are not allowed to use cell phones during the school day. We have found that while cell phones can be very useful in some circumstances, the use of cell phones during the school day is often very distracting for students and creates interruptions in the classrooms. Our request is that students only bring cell phones to school when absolutely necessary. Moreover, we understand that it is not logistically feasible to ask all students to turn their cell phones each day.

Our policy, therefore, is that **all students will be required to have their phones away and on silent while at school.** If a student needs to contact a parent/caregiver, they can ask one of their classroom staff who will either assist the student in making the call if it is warranted or they will have the student make the call with an adult later. If a student asks to use their phone for any other task (as a calculator, to show a picture, etc.) they should first get permission from a member of the Managerial Trio assigned to their floor. If staff are made aware of a student using their phone during the day, then students will be subject to a consequence that connects to the behavior. This could range from a simple check-in and redirection to a student being directed to hand over their cell phone for the remainder of the day.

Continued violation of this policy could lead to additional consequences, including caregiver and/or district involvement, periodic or daily searches, and possible disciplinary action up to and including suspension.

Valuables

Students are strongly discouraged from bringing valuable items to school. This includes: jewelry, expensive watches, large amounts of money and/or other valuable items. Caregivers will be notified if a student is found with such items. Any student who brings valuables to school does so at their own risk. Manville will not be responsible for any missing or damaged items.

Other Personal Items

Other personal items, including toys, can present problems by distracting students from their work, in addition to creating interpersonal conflicts between students. We strongly discourage students from bringing personal items to school and will make exceptions only in situations where students need the comfort of a transitional item to successfully enter school in the morning or safely dismiss in the afternoon.

Personal items are not allowed to be use during the school day. Students may either put the item in their locker or give it to a teacher for safe keeping. Manville is not responsible for any lost, damaged, or stolen items.

Trading, buying, and selling of any personal items is not permitted in school. If a child brings something home which they say has been traded, please inform the child's classroom team. Manville staff will also notify caregivers if a child is trading personal items.

Use of Safe, Respectful, Responsible, and Inclusive Language

Students and staff within the Manville community deserve to be treated in a respectful manner. Teasing and disrespectful language interferes with students' learning and disrupts the development of a safe and respectful school community. Students are not permitted to use unexpected language at school. If students are disrespectful in their use of language, their behavior will be clearly labeled by staff and the student will be redirected. If this language continues, the student will be directed to take a time out and then process the behavior with staff (i.e., reflection activity, exploration of repair work, etc.) after the completion of the timeout and before returning to their learning environment.

Verbal and Physical Threats

Verbal and/or physical threats (verbal or physical intimidation, threatening gestures, etc.) are not acceptable at Manville. Students are expected to make every effort to settle differences in a responsible and safe manner. Manville staff support and facilitate the students' problem-solving efforts.

If a student uses threatening language or is physically threatening, the behavior will be clearly labeled and the student will be asked to go to a counseling office. The student is expected to problem-solve with staff, which may include meeting with other students or staff members, and then develop a plan to successfully return to the Manville community.

Continued verbal and physical threats may result in:

- A meeting with a school administrator and/or
- Notification of caregivers and/or
- Suspension from school

Damage to School Property or Personal Property of Others

Manville students are expected to treat school property or personal property of others in an expected manner. This includes, but is not limited to, school supplies, equipment, furniture, computers and other electronic devices, etc. as well as the property of others.

If a student destroys school or another's personal property, then there will be an expectation to participate in some form of repair to the community or the individual that was impacted. Depending on the nature of the incident, the student may receive an in-school or an out-of-school suspension. The student's parent/caregiver will be notified when such an incident occurs.

School staff, in collaboration with the student and the child's parent/caregiver, will determine the form of repair. Repair work might include such tasks as: clean up, letters of responsibility or apology, making or sharing something with the student's classroom or larger school community and/or repayment of the cost of the item. Repayment can be in the form of community service (amount determined by cost of item) or in the form of a monetary payment from the student. Financial circumstances of the family will be considered in determining which option will be utilized. We encourage parents to ensure that the student uses their own money to repay the cost.

Theft of School or Personal Property

Students and staff are responsible for the safekeeping of any items brought into school. If an item of value is found to be missing, the student or staff person should immediately report this to a staff member. Staff will then do a brief investigation in an attempt to locate the missing item; if this uncovers any indication of suspected involvement of other students or staff, an official investigation will begin by contacting the Director of Behavioral Services or their designee, any persons involved will be interviewed and may be subject to being searched in accordance with Manville School's search policy.

If it is determined that a student has been involved in the theft of an item at school, parents will be notified, and that student will be subject to such consequences as,

- meeting with their school coordinator or an administrator, with or without their parents, depending on the circumstances,
- having their parents come in for a meeting with the student, other involved parties, and a school administrator,
- community repair work/repayment,
- eyes-on supervision for a specified amount of time, and/or
- in or out of school suspension.

Horseplay or Play-fighting

Manville recognizes that many of our students struggle to develop relationships with peers and adults. We are aware that many students' efforts to connect with others can be awkward, and unintentionally intrusive. However, every effort is made to promote a school community where the personal space of others is respected. Students are expected to keep their hands to themselves.

Horseplay or play fighting is not permitted in school. If students engage in these types of behaviors, they will be redirected and will work with staff to develop other more appropriate means of interacting with peers.

Any physical acting-out that puts another person at risk is taken very seriously. This includes fighting or assaulting a peer or staff person. Assault includes throwing dangerous objects towards others, hitting/punching, biting, scratching, kicking, etc.

Fighting

Physical assault on a peer or a staff person is taken very seriously, particularly if the assault is seen as purposeful. If a student is involved in a physical altercation with a peer, then that student and their peer(s) will be sent to a counseling office. The student(s) will be expected to remain in the counseling office until they have discussed the situation, taken responsibility for their actions, problem-solved more appropriate ways of dealing with differences and made a plan to safely return to the classroom. This plan will include demonstration of the ability to follow adult directions and appear emotionally and/or behaviorally regulated enough to be able to re-enter the classroom. This determination will be made by the Behavioral Services Coordinator and the behavior specialist working with the student. All regulations regarding time-out of class will be followed.

Further consequences may be warranted, including:

- Meeting with a school administrator
- Notification of parent/caregiver, and when warranted the referring school system ETL
- Some form of repair work and/or demonstration of the ability to interact with the other student in an expected manner
- In-school suspension
- Out of school suspension

If a pattern of aggressive, threatening and/or assaultive behavior continues, despite the support and problem-solving efforts of the Manville team and the student's family, the student risks additional school suspension. In the event that a student has been suspended for three consecutive school days or for five non-consecutive school days in a school year, the school, parents, and referring public school ETL will meet to discuss possible program modifications in an attempt to prevent more suspensions.

In the event that a student engages in continued physically aggressive behavior that is a danger to themselves and/or others, the decision could be made to terminate the child from the Manville program.

Such a decision would not be reached until all other efforts had been exhausted, and only after Manville had consulted with the student's parent/ caregiver and their referring school system.

Prohibited Items

Prohibited items may include any kind of weapon, pornography, incendiaries (including matches and lighters), lasers, drugs and alcohol, etc. School staff will confiscate and secure these items, and caregivers will be notified. Possession of such items may also result in disciplinary action, as determined by the school administration.

Smoking and Vaping

In compliance with the Laws of the Commonwealth, there is no smoking or vaping on school property or during any off-campus activity. If students are found with cigarettes or vapes, or accessories of either, they will be confiscated and not be returned to the student.

Substance Use Prevention and Intervention Policy

No alcohol or other drugs are to be carried, used, distributed, or sold at Manville School or at any school sponsored activities.

If a student is observed to be in possession of drug paraphernalia, and/or involved in the distribution of alcohol and/or other drugs (including prescription medications), or suspected of being in possession, found to have used alcohol and/or other drugs before or during the school day or at a school-sponsored event, or is suspected of being under the influence, it may result in any or all of the following interventions:

- Physical assessment by the school nurse using screening checklist for suspected substance use which includes determination of need for immediate medical treatment or additional evaluation
- Student and student's belongings searched by Manville administrative staff or designee
- School administration, student's clinician and parent/caregiver notified
- If necessary, arrangement of the student's safe transportation home for the remainder of the day
- Notification of LEA
- Re-entry meeting prior to student being allowed to return to classes
- Contract to be signed by student, agreeing to recommendations from re-entry meeting
- Reconvening of the Team/LEA (manifestation determination meeting)
- Requirement of a student's screening for drug use, to be arranged by a parent or caregiver
- Notification of police
- 3-5 day suspension and/or termination of placement

Any student who is known to be abusing alcohol or other drugs may be required to have a substance abuse evaluation. The student may also be required to participate in an extended substance abuse program or in individual-group focused outpatient substance abuse therapy.

Casual talk glorifying drugs, alcohol, or violence will be interrupted by staff and may result in further administrative action. For any students who are suspended or spend time outside of school related to a substance abuse issue they must follow criteria set forth in re-entry meeting.

Use of Weapons

The Manville School must always maintain a safe environment for students and staff. A student who uses any object (e.g. scissors, rock, chair, classroom materials etc.) in a dangerous, threatening or intimidating manner will receive serious consequences. These consequences may include:

- Meeting with the school coordinator and/or school administrator
- In-school suspension
- Out-of-school suspension

Weapons or objects that can be used to hurt, threaten, and/or intimidate another person at school or on a van transporting students have no place in our school community. A student who brings or is suspected of bringing a weapon to school, or on the school bus, or who conceals a weapon at school or on the school bus will be immediately sent to a school administrator. The student will be asked to turn over the weapon immediately and will be searched if necessary. Caregivers will be notified, and a school suspension may follow. Before a student returns to the school community, their parent/caregiver will be asked to attend a meeting with a school administrator and their child, and a safety plan must be made. Notification to DESE and the referring school system will be made through the submission of a Form 2 Incident Report, when necessary.

Any student in possession of, or using a firearm, will be immediately suspended from the Manville program and face potential emergency termination proceedings, as described in the Massachusetts special education regulations.

Bullying and Cyber-bullying Incidents (in and out of school)

Manville School expects that all members of the school community will treat each other in a civil manner and with respect for differences and diversity. We believe that a positive, safe, and civil school environment is necessary for students to learn and achieve. Bullying disrupts a student's ability to learn and compromises a school's ability to educate its students in a safe environment. Therefore, Manville School prohibits any form of bullying, including physical, verbal bullying, intimidation, cyber bullying, and/or retaliation. All incidents of alleged bullying, including cyber-bullying, and any form of retaliation will be investigated by the principal, Director of Behavioral Services or their delegate to determine the validity of the claim and to ensure the safety of all students. Parents of students involved in such incidents will be informed of the situation and the results of our investigation. When sharing information with parents we must at all times maintain all student confidentiality requirements.

See our comprehensive Bullying Prevention and Intervention policy at the end of this document.

Student Search Policy

This policy establishes the procedure that Manville will follow to ensure a safe learning environment. These procedures are also established to ensure that each individual student has a reasonable right to privacy when attending school.

Any student who is under reasonable suspicion of having a weapon, drugs, alcohol, stolen objects or other contraband and or has made threats to bring in such items may be subject to a search. The student will be brought to an administrator's office or another private space with their belongings. The student will be informed of the suspicion. All searches will be performed in the presence of at least two staff members.

During the search, the student will be asked to empty all pockets and hand all bags and coats to the administrator. Bags, coats, hats, the contents of the student's pockets and external clothing areas including shoes and socks, if necessary, will be examined.

If a student refuses a search then the caregiver will be notified, and the student may be sent home. A student will not be able to return to the Manville community until they have met with a school administrator. A caregiver will be asked to attend the meeting to make a plan for the student's successful return to the school community.

In order to protect the safety of the environment, Manville School reserves the right to involve the local police authorities in such situations, at its discretion.

Manville School reserves the right to search and examine the contents of any student's locker or desk under specific circumstances involving missing items, or suspicion of having contraband. The school coordinator along with another staff person will search the contents and report to school administration if illegal or stolen items are found.

Physical Intervention Policy

At Manville School, physical intervention will only be used when non-physical interventions have not been effective, and the student poses a threat of imminent, serious physical harm to self and others. Manville believes that the need for physical management can frequently be prevented by engaging in de-escalation procedures, treating students with respect and dignity, and by giving them the opportunity to make safe choices.

All Manville staff members are trained annually in crisis intervention/prevention and physical restraint by a Crisis Prevention Institute (CPI) certified instructor. This training emphasizes de-escalation of crisis situations and the prevention of physical restraint. Physical restraint is used when there is a serious

safety issue and is utilized as a last resort, only if and when all other behavior management strategies have been unsuccessful. All caregivers are made aware of Manville's restraint policy at intake and annually in the beginning of each school year.

Alternatives to Physical intervention

Manville School utilizes a proactive approach to managing students' behavioral difficulties. Manville classrooms are staffed with three adults, including two teaching staff and one behavior specialist to provide the needed support and intervention that students require to maintain emotional and behavioral regulation.

This is accomplished through the use of a variety of techniques, including but not limited to:

- Non-verbal and visually mediated techniques
- Incorporating sensory strategies into the regulation of emotions and behavior
- Time-aways and/or self-breaks
- Use of positive behavioral supports
- Student, staff, and family collaboration
- Individual Behavior Support Plans
- Functional Behavior Assessment
- Data-informed decision making
- Clinical, evidence-based strategies for regulation of emotions and behavior

Physical Restraint

Physical restraint is defined as the use of bodily force to limit a student's freedom of movement. Physical restraint is considered an emergency procedure of last resort, used only when the student's behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Brief physical contact to promote safety is not considered a restraint. DESE's Question and Answer Guide to Implementation of 603 CMR 46.00, The Regulations for the Prevention of Physical Restraint and Requirements if Used, July 31, 2015, states that "brief physical contact to promote safety refers to measures taken by school personnel consisting of physical contact with a student for a short period of time solely to prevent imminent harm to a student, for example, physically redirecting a student about to wander on to a busy road, grabbing a student who is about to fall, breaking up a fight between students."

Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student's property damage, disruption of school order, or refusal to comply with rules/directions.

During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color, and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation and will use

only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses physical distress, staff will release the restraint and seek medical assistance immediately. For any student to be restrained for longer than twenty (20) minutes, staff must obtain approval from a school administrator. This approval must be based on the student's continued agitation justifying the need for continued restraint.

Physical Management Report

A Physical Management Report is completed following any physical restraint that occurs. For other significant incidents not requiring physical management, staff will complete an Incident Report detailing the events.

- A Physical Management Report is generated by staff involved for every occasion in which physical restraint is utilized.
- The Physical Management Report is submitted no later than 3 working days after the incident.
- For all restraints that occur, caregivers are notified by phone or their preferred method of communication on the day of the incident. If school staff are unable to reach a caregiver by phone, an email will be sent to outline the details of the incident requiring physical management. A follow-up phone call can be made to address any concerns or clarify any questions the caregiver may have.
- Incident reports are printed out and sent to the caregiver and the referring school district.

Any Physical Management Report that details a restraint lasting longer than 20 minutes will be marked as such.

When deemed necessary by the Director of Behavioral Services, staff will meet to debrief a restraint at a scheduled time. This provides an opportunity to discuss what led up to the need for physical intervention and to brainstorm other strategies that could be employed in future similar situations to prevent physical management from occurring. For all incidents of physical management, there is a "debriefing" session with the student to discuss their feelings and the events that led up to the restraint and to determine types of alternate strategies that a student could utilize to make safer choices and/or de-escalate when presented with a similar situation in the future.

If there appears to be a developing pattern of behavior that leads to multiple and/or frequent physical restraints, Manville staff will meet internally to discuss strategies that could better support the student in managing their behavior, as well as identifying key stressors that may be impacting the student's ability to safely access their school community. The student's caregiver will be informed of the school's observations and concerns. A functional behavioral assessment may be completed to collect data

regarding antecedents and consequences of the behavior to assist in determining the function of the behavior and in the development of a behavior support plan.

Reporting a Restraint Involving Injury (to student or staff)

If a restraint results in an injury to a student or staff, the following protocol is followed:

- Caregivers are notified verbally within 24 hours; if not available by phone, Manville staff will notify the caregivers via email.
- A copy of the written Physical Management Report is sent to caregivers, referring school system, and DESE, postmarked no later than three school working days of the administration of the restraint.
- A copy of the Record of Physical Restraints for the 30-day period prior to the date of the physical restraint must be sent to the DESE.
- A completed Form 2 Incident Report as well as a copy of the Manville Physical Management Report is uploaded into the DESE Web Based Monitoring System (WBMS) within three days of the incident.

Investigation of Complaints Regarding Physical Restraint and/or Parental or Student Concerns Regarding Management of Behavioral Difficulties

Manville is committed to ensuring that all incidents or concerns regarding the educational, behavioral, and/or clinical program are responded to and addressed fully and promptly. Any caregiver has the right to raise concerns, request additional information or clarification, and/or request an investigation of any incident that seems troubling to them regarding the care and/or treatment of their student. Caregivers should notify the case manager and/or a Manville administrator immediately if they have a concern. A meeting with appropriate administrative and school staff will be initiated by Manville administrators to discuss these concerns.

Within two school days, Manville will conduct a fact-finding investigation process. The School Director and/or the Director of Behavioral Services will lead this investigation. Findings are reviewed by the Administrative Team, who determine what action, if any, will be taken, by whom and when. All of this information will be shared with the caregiver, referring school system, and/or DESE where appropriate, including the outcome of any action plans.

In the event that a student is still upset about a restraint or behavioral consequence, they can speak with the Behavioral Services Coordinator of the specific school who will then investigate the intervention and/or consequence immediately. The Coordinator will report the results of this investigation to the Milieu Director, who will determine the appropriateness regarding the event or consequence. If the Director of Behavioral Services was involved in the event, another member of the Administrative Team will review this material. The coordinator or the student's case manager will inform caregivers of the situation and will discuss the student's feelings regarding the behavioral consequence and/or restraint. The staff will meet with the student on the following school day to present these findings and any action steps or plans that will be implemented regarding the complaint.

Student Suspension Policy

Manville School works to support each student and to prevent situations that may lead to an in-school or out of school suspension for a student. As a specialized school setting, there are multiple alternatives to suspension. Manville students are suspended only for serious and extreme misbehaviors. These behaviors may include but are not limited to: physical aggression or threats; hateful language/actions; assaultive behavior, including fights; intentional destruction of property; a pattern of verbal abuse, threats, or vulgar language; repeated incidents of vulgar or sexualized behavior and/or sexual harassment; contraband, drug/alcohol, or weapons infractions; and displaying a continued pattern of refusal to conform to school policies and procedures.

1. Purpose & Scope

In accordance with 603 CMR 53.00, Massachusetts Department of Elementary and Secondary Education's student discipline regulations, Manville School's suspension policy is intended to: (a) limit the use of long-term suspension as a consequence for student misconduct; (b) to promote engagement of a student's parents/caregivers in discussion of the student's misconduct, and options for responding to it; (c) to assure that every student who is suspended, regardless of the reason for suspension, has the opportunity to receive educational services to make academic progress during the period of suspension; and (d) to keep schools safe and supportive for all students while ensuring fair and effective disciplinary practices.

2. Alternatives to Suspension

In every case of student misconduct for which suspension may be imposed, an administrator or other person acting as a designee at a student meeting or hearing shall first consider ways to re-engage the student in learning and shall not use suspension from school as a consequence until alternative remedies have been tried, and documented, except as follows: (a) where said decision-maker documents specific reasons why alternative remedies are unsuitable or counterproductive; or (b) where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm to another person while in school.

Alternative remedies at Manville may include, but are not limited to, the use of Positive Behavior Interventions and Supports, loss of privileges, in-school suspension, behavior monitoring, community service in school, and restorative work facilitated by a student's Clinician.

3. Criteria and Procedures

Definitions

A *disciplinary offense* means any alleged or determined disciplinary infraction by a student, except for: (a) possession of a dangerous weapon; (b) possession of a controlled substance; (c) assault on a member of the educational staff; or (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if an administrator determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½. A disciplinary offense, as defined, is subject to the provisions of M.G.L. c. 71, § 37H¾ and 603 CMR 53.00.

Suspension means short-term suspension and/or long-term suspension unless otherwise stated.

An *in-school suspension* is defined as the removal of a student from regular classroom activities, but not from the school premises, for no more than ten consecutive school days, or no more than ten school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed on in-school suspension for more than ten days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes.

A *short-term suspension* means the removal of a student from the school premises and regular classroom activities for ten consecutive school days or less.

Considerations for Out-of-School Suspension

The determination to utilize an out-of-school suspension for students will be carefully considered and deliberately decided. Efforts will be made to utilize alternative strategies when possible and to maintain a student's presence in school. Out-of-school suspension will be considered in response to the following behaviors:

- Possession of a dangerous weapon
- Possession and/or use of alcohol, tobacco, and other prohibited substances
- Using racial, ethnic, homophobic slurs, or other discriminatory language in a persistent and/or abusive manner
- Committing acts of harassment related to actual or perceived membership in a protected class (e.g., race, color, age, disability, sex/gender identity, religion, sexual orientation)
- Imminent threat of harm to other students, staff members, school environment
- Bullying/cyberbullying
- Other serious behavior that presents an imminent threat to, or materially disrupts, the school environment and/or members of the school community

Additionally, when deemed necessary to maintain a safe and productive learning environment for all students, out-of-school suspension may be applied in response to behaviors not listed above.

Process for Determining In-School Suspension at Manville

The combination of the Director of Behavioral Services, Behavioral Services Coordinator, and a student's Clinician will consult on any decisions regarding in-school suspension. If a member of this group is not available to participate in the initial discussion, a determination will be made by participating members.

Process for Determining Out-Of School Suspension at Manville

The Director of Behavioral Services has final decision-making authority regarding out of school suspensions and shall make decisions, whenever possible and timely, in consultation with other members of the school administration.

4. Educational Opportunities During a Suspension

When a determination is made to place a student on an in- or out-of-school suspension, educational opportunities will be provided to allow for continued academic progress. While the same instructional supports may not be accessible due to a student's level of dysregulation, academic tasks will be modified to support learning. Other learning opportunities such as clinical sessions, speech and language appointments, and other related services also provide opportunities for a student's education to continue for the duration of a suspension.

For in-school suspensions, classrooms will have folders prepared to provide independent work for students to complete. The student's Clinician and either the Behavioral Services Coordinator or Director of Behavioral Services will collaborate and determine if the student is presenting with a level of regulation and safety necessary to participate in their related service appointments for that particular day.

5. Caregiver Notification and Rights

The Director of Behavioral Services has final decision-making authority regarding out-of-school suspensions and shall make decisions, whenever possible and timely, in consultation with other members of the school administration. The Director of Behavioral Services and Behavioral Services Coordinator will coordinate communication to parents/caregivers, and inform them of the decision and rationale the day the incident occurs.

If the student's caregiver decides to appeal the decision, they must request a Principal's Hearing (outlined below), during which the student and caregiver(s) will meet with the Director of Behavioral Services, and/or other members of the school administration or student's team, to review the disciplinary offense. Conversely, if there is no appeal, a re-entry meeting (in-person encouraged) is coordinated for the morning of the student's return to school. The following members would be asked to attend the re-entry meeting: parents/caregivers, Clinician, student (as appropriate), Director of Behavioral Services, other members of the student's team, and/or other administrators. Additionally, a formal report will be completed by the Behavioral Services Coordinator and Director of Behavioral Services. The report will then be sent out via mail to parents/caregivers.

Emergency Termination Policy

Our policy for emergency termination of a student's Manville School placement is in accordance with all special education regulations detailed in Education Laws and Regulations 603 CMR 28.09 (12)(b).

Manville is committed to working with all its students and their families. However, in circumstances where a student presents a chronic and/or excessive pattern of dangerous or unsafe behavior, Manville may make the determination that the program is not appropriate for the student and initiate an

emergency termination from the program. In such circumstances, Manville staff would have already been communicating their level of concern to caregivers and the referring school system(s).

When such a decision is made, Manville will immediately inform the student's caregivers and the referring school system. Manville will not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student. Manville staff will work with the referring school system to implement a plan that ensures the safety of the student and the school community. In all cases of emergency termination, Manville will immediately notify the Department of Elementary and Secondary Education (DESE).

At the request of the public school district, Manville will delay termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency Team Meeting, or to conduct other appropriate planning discussions prior to the student's termination from the program. In some instances, and with the mutual agreement of the Manville School and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.

Communication Policy

Manville staff are committed to maintaining open and productive lines of communication with caregivers. Opportunities for information gathering, consultation, and dialogue are scheduled throughout the academic year. Caregivers are encouraged to avail themselves of these opportunities.

Caregivers are encouraged to speak directly with the professional staff working with their child regarding any questions or concerns they may have pertaining to the student's educational, clinical and/or behavioral program at the Manville School. In addition, students have a clinical case manager who oversees functions as the primary point of contact for caregivers. Caregivers and students are encouraged to discuss any issues or concerns with the clinical case manager who will bring the concern to the child's Manville team and the appropriate supervisory or administrative personnel.

When communicating with staff, caregivers will treat staff with respect and dignity, fostering a positive and productive environment for everyone involved, as outlined below:

1. **Respectful Communication:** Caregivers agree to communicate with staff in a respectful and professional manner, refraining from any verbal or written communication that is offensive, discriminatory, or abusive.
2. **Non-Discrimination and Equal Treatment:** Caregivers will not discriminate against staff based on factors such as race, gender, religion, sexual orientation, or disability. All staff members will be treated fairly and equally.
3. **Harassment and Bullying:** Caregivers will not engage in any form of harassment, bullying or intimidation towards staff members. This includes but is not limited to verbal, physical, or online harassment.

4. **Constructive Feedback:** Caregivers may provide feedback to staff in a constructive and respectful manner. Any concerns or criticisms will be communicated with the intention of helping staff improve, rather than belittling or demoralizing them.
5. **Conflict Resolution:** Caregivers and staff will engage in open and respectful communication to resolve conflicts.
6. **Compliance with Policies:** Caregivers will adhere to all applicable policies and procedures related to conduct, communication, and respectful behavior.
7. **Consequences of Violations:** Caregivers understand that failure to adhere to these terms may result in consequences such as restriction of access to staff, school or residential program, termination of services and placement or legal actions if behavior violates laws or regulations.

In addition, the school may terminate its contract with the school district(s) and discharge the student when it has been determined by the school, in its sole discretion, that the student's caregiver(s) or other person with legal responsibility for the student has engaged in harassment, discrimination, bullying, threats to physical health or safety, or other inappropriate conduct, whether verbal, written, or physical, directed toward teachers, staff, or administration and that creates a reasonable fear of harm, a hostile environment, and/or materially and substantially disrupts the education or work or the orderly operation of the School.

Communicating with the School

If caregivers have questions concerning the school program in general or a specific question regarding their child, please contact the child's case manager/clinician. The case manager/clinician will either be able to answer the questions or direct the question to the appropriate staff personnel to address the concerns. If there is an urgent situation where immediate contact with school personnel is required, please call the school office (617-278-4141 or 617-278-4143), and the school office staff will help direct your call.

Concerns Pertaining to Educational Services

Concerns related to a student's curriculum, learning standards, instructional methodology, etc., should initially be addressed to the classroom teacher and the Educational Coordinator for the classroom. The school principal can also become involved in these discussions.

Classroom teachers and behavior specialists are available to answer questions or discuss issues but are not as readily available during the school day when students are in class. Caregivers can leave a message on the classroom voicemail or send an email to the team, and a member of the classroom team will be in touch as soon as possible. Email is also often the best option for contacting reading/math specialists, occupational therapists and/or speech-language pathologists.

Concerns Pertaining to Behavioral Services

Concerns regarding the manner in which a child's behavior is being dealt with in the school milieu should be reported to the student's Behavioral Services Coordinator for a child's unit of the school. In

addition, the Director of Behavioral Services is available to discuss these types of concerns. A meeting can be arranged with appropriate staff to further discuss and attempt to clarify and resolve the issue.

Concerns Pertaining to Clinical Services

Issues related to individual, or group therapy should be addressed with a student's clinical case manager and/or their supervisor. Additionally, the Clinical Director can become involved in these discussions.

If a caregiver continues to feel that their concern is not resolved, they can meet with the Manville School Director to further address the concern.

Communication with Referring School District

Manville maintains ongoing communication with a student's referring school system and will inform the ETL when an issue is not able to be easily resolved by school staff. Caregivers are also encouraged to discuss concerns with the ETL from their public school. A TEAM meeting may be called if resolution of the situation cannot be agreed upon.

Translation Services

Communication with caregivers is a critical component of the Manville School program. Manville School will provide document translation services for progress reports, evaluation reports completed by Manville staff, and regular school communication by Manville for caregivers of enrolled students who speak a primary language other than English. In addition, Manville will coordinate in-person interpretation services for any non-IEP school meetings as will be required from time to time to successfully engage caregiver(s) in the education and treatment of their student(s). Manville School will rely on the school districts to provide in-person interpretation services for admissions appointments and IEP Team meetings (e.g., annual reviews, re-evaluations, progress meetings, reconvenes, etc.) and IEP document translation.

Student's Legal Status

Student information and permission forms, including a face sheet, are sent annually to caregivers to complete prior to the beginning of the school year. The face sheet includes information regarding the student's legal status (i.e., name of primary and custodial caregiver, etc.). Manville requests that caregivers inform us of any changes or updated information regarding the student's legal status and the results of all judicial and administrative proceedings concerning the student.

Such information will be disseminated by the student's clinical case manager to the appropriate Manville staff, as required by the Department of Elementary and Secondary Education regulations. A copy of the form will be kept in the student's educational file.

Investigation of Complaints/Issues

Manville has a genuine commitment to ensure that all concerns and/or complaints regarding the quality of our educational, behavioral and/or clinical program are responded to and addressed fully and

promptly. Any parent or caregiver has the right to raise concerns, request additional information or clarification, or request an investigation of any incident that seems troubling to them regarding the care and/or treatment of their child. Parents /caregivers should notify their clinical case manager and/or a Manville School administrator immediately if they have a concern.

One of the administrative staff will respond to parent(s)/caregiver(s) who bring a concern within 48 hours. Manville managers or administrators will then undertake a fact-finding investigation process. Findings are then reviewed by the Administrative Team, who determine what action, if any, will be taken, by whom and when. All of this information will be shared with the parent, including the outcome of any action plans.

Parental Response to Investigations/Findings

If a parent continues to feel that their concern, in any area, is not resolved, they can request a meeting with the Manville School Director to further address the concern.

Timeline for Responding to Caregiver(s) Concerns

Manville is committed to working with caregivers to resolve concerns regarding a child's educational, clinical and/or behavioral programming within the school. The concerns will be addressed directly with caregiver(s) within 48 hours of when the parent called or brought the concern to the attention of the appropriate school personnel.

Manville School Anti-Bias Policy

Policy Statement

Manville has adopted a multi-disciplinary (i.e., educational, behavioral, clinical) and multi-tiered policy and practices for preventing and responding to racism and bias in our community. Manville School will engage in robust prevention and education on identity, intersectionality, racism and bias, through use of an evidence-informed Social Emotional Learning curriculum, Anti-Bias/Anti-Racism curriculum and resources, opportunities for classroom critical conversations, celebrating identities and diversity, introduction of social justice curriculum standards, affinity groups, among other things.

As a framework for categorizing instances of bias in our community, we have adopted the Anti-Defamation League's Pyramid of Hate.* The Pyramid of Hate "is organized in escalating levels of attitudes and behavior that grow in complexity from bottom to top," the ADL writes on their [webpage](#), "Bias at each level reflects a system of oppression that negatively impacts individuals, institutions and society. Unchecked bias can become "normalized" and contribute to a pattern of accepting discrimination, violence and injustice in society. When we challenge those biased attitudes and behaviors in ourselves, others and institutions, we can interrupt the escalation of bias and make it more difficult for discrimination and hate to flourish." At school, we understand bias as falling into one of the following tiers:

- Biased Attitudes (stereotyping, insensitive remarks, fear of differences, non-inclusive language, microaggressions, justifying biases by seeking out like-minded people, accepting negative or misinformation/screening out positive information)
- Acts of Bias (bullying, ridicule, name-calling, slurs/epithets, social avoidance, dehumanization, biases/belittling jokes)
- Discrimination (economic, political, educational, employment, housing, criminal justice disparities)
- Bias Motivated Violence (assault, vandalism, threats)

Biased Attitudes, Acts of Bias, Discrimination, and Bias Motivated Violence, regardless of intent, will be clearly labeled and addressed within the school community (see Response to Incidents of Bias below). At a minimum, the student will be removed from the community while other steps are determined. The impact of the behavior on the community (i.e., individual students and staff, classrooms, school units) will be assessed and follow-up work will be implemented to support the impacted individuals and initiate community repair and reintegration. Caregivers will be notified, and districts will be notified in accordance with our standard practices.

Operational Definitions

Antiracism: Antiracism is an active, conscious, and ongoing process of combating the combination of individual racial prejudice and social and institutional power, that is inclusive of the intersection of other identities.

Intersectionality: “Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It’s not simply that there’s a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things.” (Kimberlé Crenshaw, 2017, Columbia Law School publication)

“the interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage” (Oxford English Dictionary)

Bias: a tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly (Merriam Webster Dictionary)

Discrimination: Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, ability, or sexual orientation. (American Psychological Association, www.apa.org)

Racism: Racism is a system—consisting of structures, policies, practices, and norms—that assigns value and determines opportunity based on the way people look or the color of their skin. This results in conditions that unfairly advantage some and disadvantage others throughout society. Racism—both

interpersonal and structural—negatively affects the mental and physical health of millions of people, preventing them from attaining their highest level of health, and consequently, affecting the health of our nation. (Centers for Disease Prevention and Control, www.cdc.gov)

Prevention of Incidents of Bias

As referenced above, the Manville School will engage purposefully in educating our staff, students, and families on identity, intersectionality, racism, and bias. Additional preventative steps may include:

- Staff commitment to eliminating discriminatory practices
- Instruction on history of racism and biases
- Celebrating diversity
- Identifying impact of biases
- PBIS including inclusivity
- Bullying curriculum
- Affinity groups
- Student MIDE group
- Student council
- Learning labs

Response to Incidents of Bias

The Manville School will respond to incidents of bias in alignment with our core values (be safe, be respectful, be responsible, and be inclusive), with a commitment to centering the impacted person or people, and a focus on education, reflection, and repair for all parties involved. Manville will follow our behavior management policies as described in other sections as it relates to removal of the student from the learning environment, time-out procedures, and suspension.

In responding to incidents of bias, Manville will consider the needs of the community when determining the appropriate response, as well as through intentional engagement with caregivers and family members of both the impacted person or people and the person or people who committed an act of bias.

Manville School recognizes the need to have a multidisciplinary approach to guide our response to instances of bias in our community. The multidisciplinary approach will engage members of the community across professional roles, as well as individuals with close knowledge of the student(s) involved, to evaluate the information received about any particular incident and collaborate on the response/interventions.

Resources and Supports for Community Members

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| Websites | |
| How to Talk with Your Kids about Racism Boston Children’s Hospital | https://answers.childrenshospital.org/talk-kids-racism/ |

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| Talking to Your Children About Slurs Boston Children’s Hospital | https://answers.childrenshospital.org/talking-about-slurs/ |
| Anti-Racism Videos to Share with Kids We Are Teachers | https://www.weareteachers.com/anti-racism-videos/ |
| Slurs and Biased Language ADL | https://www.adl.org/education/resources/tools-and-strategies/slurs-and-biased-language-en-espanol |
| Responding to Bias Incidents in Middle and High Schools: Resources and Best Practices for School Administrators & Educators ADL | https://www.adl.org/media/15747/download |
| Books | |
| Let’s Talk About Race by Julius Lester | |
| Helping Teens Stop Violence, Build Community, and Stand for Justice by Allan Creighton and Paul Kivel | |
| Social Justice Parenting How to Raise Compassionate Anti Racist Justice Minded Kids in an Unjust World by Dr. Traci Baxley | |
| <u>Stamped</u> by Jason Reynolds and Ibram X. Kendi (available in kids, young adult, and adult editions) | |
| Beyond Conversations About Race: A Guide for Discussions With Students, Teachers, and Communities by Washington Collado et al. | |
| Multicultural and Social Justice Books: https://socialjusticebooks.org/ | |

Anti-discrimination / Anti-harassment Policy

Manville School does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in its policies regarding the admission of students, its educational programs and activities, the treatment of students, and access to extracurricular or athletic programs and activities.

Manville School does not discriminate in admissions to, access to, treatment in its services, programs and activities, on the basis of race, color or national origin in accordance with Title VI of the Civil rights Act of 1964; on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990; or on the a basis of age, in accordance with the Age Discrimination Act of 1974. Not does it discriminate on the basis of race, color, sex, religion, national

origin, sexual orientation, or religion, in accordance with Chapter 622 of the Acts of 1971, and Chapter 151B of the General Laws.

In accordance with Title IX of the Education Amendments of 1972, Manville School has designated the Director of Behavioral Services as Manville's Title IX Coordinator. As such, the Title IX Coordinator will be made aware of any allegations related to sexual harassment involving students and/or staff. The Coordinator will involve the Director of the School and any other administrative personnel who need to be involved in each specific case, as well as caregivers and any outside agencies, if determined to be necessary.

Manville School/Baker Center for Children and Families explicitly prohibits discrimination and/or harassment of students and/or employees based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability and homelessness. Discrimination/harassment is unacceptable, violates federal law, and will result in disciplinary action.

Such acts will be immediately addressed by educational, milieu counseling, clinical and/or administrative staff. Students participating in such acts will be immediately asked to leave the classroom or group activity to go to a counseling office to discuss/process the situation. Any staff person who engages in such behavior will be spoken to by either one of the school unit's Management Trio and will be referred to their supervisor and/or the Director of the School.

Language: Racial, Ethnic and Religious Slurs / Sexual Harassment

Manville has a "zero tolerance policy" for the use of racial, ethnic, or religious slurs, as well as any form of sexual harassment (inappropriate sexual comments, gestures, intimidation, gossip, etc.). If this occurs, the behavior will be clearly labeled, and the student will be asked to leave the classroom or activity and go to a counseling office. In this instance, "zero tolerance" indicates that this will be addressed immediately by staff and there will be consequences for the behavior as appropriate. These may range from, but are not limited to, time away and processing of the incident, apologies to impacted students/staff, student assigned research of the issues, suspension from the classroom, or in some circumstances suspension outside of school.

Caregivers will be informed and may be asked to come to school for a meeting if this type of behavior/harassment continues, and/or if the student cannot take responsibility for the behavior and make a plan for appropriate re-entry into the school community.

Dealing with Concerns Regarding Discrimination or Harassment

In the event that a caregiver or student is concerned about an issue of discrimination or harassment on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, they should immediately contact their case manager to inform them of their concern. The case manager will inform their supervisor and the Clinical Director as well as the Director of the School. The Director will promptly inform the Title IX Coordinator who will initiate an investigation of the situation.

Manville School will promptly and thoroughly investigate all reports of harassment as discreetly and confidentially as practicable. The investigation would generally include a private interview with the person making a report of harassment. It would also generally be necessary to discuss allegations of harassment with the accused individual or with other employees. BAKER CENTER/Manville School's goal is to conduct a thorough investigation, to determine whether harassment occurred, and to determine what action to take against an offending individual. To the extent feasible, only individuals who the school determines have a need to know will be informed of the allegations and they will be requested to treat the matter confidentially.

- If a situation of discrimination or harassment against a student arises, the student and/or a staff person should immediately inform the child's case manager and discuss the situation with an appropriate administrator who will assist in determining the specifics of the situation. All such complaints will be discussed with the Coordinator or designee. If the situation warrants, caregivers will be notified and separate meetings will be arranged with the student, caregiver, and administrator to discuss the situation and come to a resolution of the situation.
- In the case of harassment of the student by a staff person, the director and appropriate administrative staff will investigate the situation and meet with the student, caregiver(s), and the staff person within 5 to 10 school days. All BAKER CENTER policies and procedures regarding discrimination and/or harassment would be followed. If BAKER CENTER/Manville School determines that a violation to the policy has occurred, it will take appropriate disciplinary action against the offending party, which can include counseling, warnings, transfers, suspensions, and termination. Employees who report violations to this policy and employees who cooperate with investigations into alleged violations of this policy will not be subject to retaliation. Upon completion of the investigation, BAKER CENTER/Manville will provide the student or caregiver who made the complaint with appropriate information about the outcome of the investigation.
- In the case of discrimination or harassment of a Staff Person: If a situation of discrimination against or harassment of a Manville School employee arises, the staff person should immediately contact their supervisor or the director of the Manville School. The director will investigate the situation and refer the employee to the BAKER CENTER Director of Human Resources. All BAKER CENTER policies and procedures regarding discrimination and/or harassment will be followed.

Gender Identity Nondiscrimination Policy

An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011), which became effective on July 1, 2012, amended several Massachusetts statutes prohibiting discrimination on the basis of specified categories, to include discrimination on the basis of gender identity. Among the statutes amended is G.L. c. 76, § 5, prohibiting discrimination on the basis of gender identity against students who enroll in or attend the public schools. G.L. c. 76, §5 now reads as follows:

“Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.”

All students need a safe and supportive school environment to progress academically and developmentally. Administrators, faculty, staff, and students each play an important part in creating and sustaining that environment. This guidance is intended to help school and district administrators take steps to create a culture in which transgender and gender nonconforming students feel safe, supported, and fully included, and to meet each school’s obligation to provide equal educational opportunities for all students, in compliance with G.L. c. 76, §5 and the state regulations. Walker Beacon School adheres to Massachusetts state regulations regarding gender identity in schools.

Names and Pronouns

The issue of the name and pronoun to use in referring to a transgender student is one of the first that schools must resolve to create an environment in which that student feels safe and supported. Transgender students often choose to change the name assigned to them at birth to a name that is associated with their gender identity. As with most other issues involved with creating a safe and supportive environment for transgender students, the best course is to engage the student, and in the case of a younger student, the parent, with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school. The plan also could include when and how this is communicated to students and their parents.

Massachusetts’ law recognizes common law name changes. An individual may adopt a name that is different from the name that appears on his or her birth certificate provided the change of name is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required. Hence, when requested, schools should accurately record the student’s chosen name on all records, whether or not the student, parent, or guardian provides the school with a court order formalizing a name change.

In sum, school personnel should use the student’s chosen name and pronouns appropriate to a student’s gender identity, regardless of the student’s assigned birth sex. For those students who have been attending a school and undergo gender transition while attending the same school, it is important to develop a plan for initiating use of the chosen name and pronouns consistent with the student’s gender identity.

Privacy, Confidentiality, and Student Records

Under state law, information about a student’s assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other

information of a similar nature, regardless of its form, is part of the individual's student record (see Massachusetts Student Records Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances. 603 CMR § 23.04. One circumstance is when authorized school personnel require the information to provide administrative, teaching, counseling, or other services to the student in the performance of their official duties. For transgender students, authorized school personnel could include individuals such as the principal, school nurse, classroom teacher(s), or guidance or adjustment counselor.

When a student new to a school is using a chosen name, the birth name is considered private information and may be disclosed only with authorization as provided under the Massachusetts Student Records Regulations. If the student has previously been known at school or in school records by his or her birth name, the principal should direct school personnel to use the student's chosen name. Every effort should be made to update student records (for example, Individualized Education Programs) with the student's chosen name and not circulate records with the student's assigned birth name. Records with the student's assigned birth name should be kept in a separate, confidential file.

Transgender and gender nonconforming students may decide to discuss and express their gender identity openly and may decide when, with whom, and how much to share private information. A student who is 14 years of age or older, or who has entered the ninth grade, may consent to disclosure of information from his or her student record. If a student is under 14 and is not yet in the ninth grade, the student's parent (alone) has the authority to decide on disclosures and other student record matters.

Anti-hazing Policy

It is the policy of Manville School that hazing, as defined by Massachusetts General Law 269, will not be tolerated in any form. Manville School has a genuine commitment to ensure that any incident that may have an impact on the quality of our educational, behavioral, or clinical program are responded to and addressed fully and promptly.

MA General Law defines hazing as any conduct or method of initiation into any student organization which willfully or recklessly endangers the mental or physical health of any student or person. Such conduct includes whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, or 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.

Because no form of hazing is acceptable at the Manville School, any incident of hazing will be addressed promptly and directly. The caregivers of any student involved in any incident of hazing will always be notified. Depending on the severity of the incident, hazing behavior may result in:

- Requirement of Restitution
- Meeting with parents and a school administrator; and/or

- Suspension from school

BULLYING PREVENTION & INTERVENTION

Manville expects that all members of the school community will treat each other in a civil manner and with respect for differences and diversity. We believe that a positive, safe, and civil school environment is necessary for students to learn and achieve. Bullying disrupts a student's ability to learn and compromises a school's ability to educate its students in a safe environment. ***Therefore, Manville School prohibits any form of bullying, including cyber-bullying, and retaliation.***

Manville School defines bullying as the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture directed at another student that interferes with a student's sense of safety, dignity, comfort, or productivity in the school environment. Bullying is defined as behavior directed at an individual that:

- Causes physical or emotional harm to the victim or damage to the victim's property
- Places the victim in reasonable fear of harm to themselves or of damage to their property
- Creates a hostile environment at school for the victim
- Infringes on the rights of the victim at school
- Materially and substantially disrupts the education process or the orderly operation of a school

Cyber bullying is bullying through the use of technology or any electronic means such as cell phone, the Internet or a social networking site. It includes but is not limited to email, instant messages, text messages, or Internet postings. Cyber-bullying includes the posting of material on an electronic medium that may be accessed by one or more people (e.g., Facebook, SnapChat, Twitter, etc.).

Manville School will promptly investigate all reports and complaints of bullying, cyber bullying and/or retaliation, and take quick action to end inappropriate behavior and restore the target's sense of safety in the school. Caregivers of both the student who is being bullied (*the target*), as well as the student who is being accused of doing the bullying (*the aggressor*) will be notified of the investigation.

All staff receive annual training on the Manville School's Bullying Prevention and Intervention Plan which will include a common understanding of the definition of bullying, including cyber bullying; an overview of the bullying prevention curricula which will be integrated at all grade levels throughout the school; staff responsibilities under the Plan; an overview of the steps that the Principal or designee will follow when a report of bullying or retaliation is made; and how caregivers will be included in the process to ensure their child's emotional and physical safety in and out of school.

Our bullying prevention curriculum is evidence based and is part of a whole school initiative which includes strategies for the prevention of bullying as well as the development of requisite social skills. We utilize the *MARC Bullying and Cyber-bullying Prevention Curriculum*. This program promotes a whole school approach by addressing factors at the school, staff, family, child and peer group levels.

It is important to understand that *conflict is not automatically synonymous with bullying*. Arguing, bantering, verbal abuse, ignoring, roughhousing, and fighting, while potentially serious forms of conflict, are not necessarily instances of bullying. Whether there is a case of bullying or conflict, all incidents should be reported and will be investigated as needed.

All Manville students have an IEP, the majority have IEP goals which address aspects of their social/emotional development. As required by M.G.L. c. 71B, 3 when the IEP Team determines that a student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of their disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

The Manville School addresses the development of social skills for our vulnerable population of students and provides all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Manville's Bullying Prevention and Intervention Plan is available on our website for review. There is also a DESE-approved policy regarding Bullying Prevention and Intervention (DESE Criterion 20) in the Policies and Procedures Manual.

TECHNOLOGY ACCEPTABLE USE POLICY & AGREEMENT

Acceptable Use Policy

- The purpose of computer usage and internet access at the Manville School is to enhance the educational opportunities for students by providing access to a multitude of resources and opportunities for collaboration, research, and information gathering to supplement the academic program. Use of the JBCC network or resources must comply with the rules set by that organization.
- The use of the Internet is a privilege, not a right, and inappropriate use will result in restrictive action being taken. Students will be informed of the policy and proper use of the network in classroom meetings during the first few weeks of school. Transmission of any material in violation of any national or state regulation is prohibited. This includes (but not limited to: copyright material, threatening or obscene material, or material protected by trade secret).
- Since the Internet access account belongs to The Manville School, The Manville School reserves the right to monitor access and observe the use of technology on the Manville network.

Network Etiquette and Rules

1. All students agree to use the computers and Internet in an appropriate manner as designated by the school. Each agreement must be signed by the student and their caregiver. If this agreement is not signed by the student and/or their caregiver, then usage of a computer will be

limited or restricted. If technology is required to support student academic output, then an alternative to a computer will be provided.

2. Access to computers and the internet will be granted and monitored by school staff.
3. Students are representing The Manville School while online and agree to do so in a respectful and responsible manner.
4. Students should not use software and / or Internet services such as proxy sites to attempt to bypass the school's firewall or content filters.
5. Students should not purposely access material designated as inappropriate by the school. In the event 'inappropriate' material is accessed accidentally, the student must inform a staff member immediately. The school realizes that some material or sites may be accessed unintentionally. Students will not be held accountable if a staff person is notified immediately. Any delay in notification may be grounds for review and loss of privileges.
6. Students should only use the Google or network login designated for their use and will not access other user's accounts. Students should always sign in on their own login and access only their own materials.
7. Students should not use the network for any personal use (this includes e-mail, chat rooms, instant messaging, and accessing web sites other than those specified by an assignment or a staff member). Students will not sign up for any publication, information or other service that requires the use of a password or access code, or uses the name of the school.
8. Students should not download / upload or purchase any materials or files, especially music/videos/images, to their Manville Google Drive.
9. Students should not use the network for any illegal purposes and will not transmit any obscene, threatening or harassing material. Students will not participate in any illegal activities.
10. Students should not transmit or post anywhere on the Web (web site /social networking sites/Blogs) any personal information about the school, themselves, or any member of the community. This includes cell phone texting and pictures and recordings (video and/or sound).
11. Students should not use any storage device, burn disks or otherwise transfer material. Any necessary transfers should be made by a staff member. No personal devices or electronic equipment should be attached to, or access to, The Manville School network.

12. Students should not access any social networking, peer-to-peer, file sharing or shared gaming sites on any device (i.e., Chromebooks, cellphones, tablets, personal gaming devices) over The Manville School network, or on personal data accounts while on Manville grounds.
13. Students should not use the Internet, The Manville School network, or print out anything that targets or bullies another student or staff member. All such incidents will be reviewed and followed up by the school administration.
14. Access to computer games, during an earned break, is a privilege. Students should not access games designated as inappropriate by the school. Students engaging in inappropriate games could result in the limit of loss of this privilege.
15. AI and chatbot technologies are not allowed to be accessed on school devices and personal devices when on school property. The use of AI or chatbots to complete academic work are strongly prohibited. Students accessing AI and chatbot technology to complete academic work could result in limit of technology access.

Students who misuse the privilege of internet access or break the agreement may be kept from using the internet or computers for a period of time and/or lose other privileges, as determined by the school administration.

Proper Care and Use of Hardware

Students will agree to use proper care of Manville School computers, including, but not limited to:

- Not eating or drinking near the device;
- Not hitting banging, throwing, or otherwise behaving in a way that the equipment might be damaged;
- Not damaging the keyboard by removing or otherwise destroying keys;
- Not removing parts of the equipment or otherwise taking parts of the equipment apart;
- Not downloading any program or material without direct permission of the Manville Technology staff;
- Not making an active attempt to make changes to the equipment without direct permission of Manville Technology staff;
- Not damaging the screen by poking it, placing heavy objects on the device that could put pressure on the screen; and
- Return the device to its designated charging location at the end of use.

Computer Return

All devices including Chromebooks, laptops, iPads, etc. must be returned at the end of the school year. The device along with carrying case, cords and cables, should be returned to the Technology Department.

Loss or Damage of Manville School Devices

Please be aware that if a school computer is damaged during normal use, Manville School will replace the computer.

If a computer is willfully damaged by a student, Manville has several in-school methods for students to make restitution for the damaged computer. In some cases, if damage occurs more than twice, the student and/or their caregivers will have to refund the school for the cost of the computer prior to receiving another computer. The referring school district representative will be notified of these types of incidents.

Cell Phone/Media

- Students should not use cell phones or other devices that can access personal accounts or the Internet on school grounds or at any school related event or trip at any time, unless under the supervision and with permission of an administrator
- Students should not use cameras or cellphones to take pictures, videos or record sound on school grounds or at any school related event or trip at any time
- Students should not transmit or post anywhere on the Web (web site / social networking sites / Blogs) any personal information about the school, themselves, or any member of the community. This includes cell phone texting and pictures and recording (video and / or sound).

GSuite for Education at the Manville School

Manville School utilizes *GSuite for Education* for students, teachers, and staff. A permission form which describes the tools and student responsibilities for using these services is in the Appendix of this handbook. As with any educational endeavor, a strong partnership with caregivers is essential to a successful experience.

GSuite Workspace Core Services Provided to Manville Students

The following “core” services are available to each student and hosted by Google as part of the Manville School’s online presence in GSuite for Education:

- **Student Gmail:** Students are only able to receive and send emails to Manville staff with their school Google account.
- **Google Calendar:** Students can create calendar events as well as see assignments that are due for each Google Classroom.
- **Google Classroom:** A platform where teachers create assignments, materials, and resources for student access.
- **Google Drive:** A file storage and synchronization service students use to save, share, and edit their files.
- **Google Docs, Forms, Sheets, Sites, Slides:** These apps are creation tools that allow students to complete classwork and collaborate with teachers.
- **Google Vault:** Allows administrators to retain, hold, search, and export data.

- **Google Chrome Sync:** Allows students to have saved usernames and passwords and also create bookmarks across a variety of devices.
- **Jamboard:** This app is an interactive whiteboard that teachers and students use for learning.
- **Google Keep:** This is a note taking app that allows students to create virtual sticky notes to keep track of important information.

The following are “additional” services that Manville provides to students through their GSuite Account:

- **Applied Digital Skills:** A free online curriculum of how to use and navigate Gsuite for Education.
- **Google Bookmarks:** Allow students to save commonly used websites and sync them across devices. Also allows administration to install specific bookmarks for school use on each student's account.
- **Google Groups:** Creates mailing lists for specific schools. For example, all students within the same school unit are part of a Google Group, allowing staff to email all the students at once.
- **Google Maps:** Allows students to look at and manipulate maps.
- **Google My Maps:** Allows students to create custom maps.
- **YouTube:** A video sharing service. Youtube is heavily restricted by the Manville Technology Department. Each individual video or channel needs to be approved by the administrator.
- **GoogleEarth:** Allows students to view locations from around the world in 3D imaging.

More information about GSuite for Education may be found at:



Using these tools, students collaboratively create, edit and share files for school related projects and communicate via email with teachers, specialists, and clinicians. These services are entirely online and available 24/7 from any Internet-connected computer. Examples of student use include showcasing class projects, building an electronic portfolio of school learning experiences, and working in small groups on presentations to share with others.

Guidelines for the responsible use of GSuite for Education

The guidelines below outline the responsibility of both Manville students and the Manville Google Administration Team in ensuring the safety and effectiveness of each student's Manville Google account.

- **User Accounts:** All students (grades K-10) will be assigned a Google account with the domain @themanvilleshool.com. This account will be considered the student's official Manville School computer account until such time as the student is no longer enrolled with the Manville School.
- **Prohibited Conduct:** Please refer to Manville’s Acceptable Use Policy for rules and regulation of student use.
- **Access:** The Manville School maintains the right to immediately withdraw the access and use of these services, including email, when there is reason to believe that violations of law and/or Manville policies have occurred. In such cases, the alleged violation will be referred to an Administrator for further investigation and adjudication.

- **Security:** The Manville School cannot and does not guarantee the security of electronic files located on Google systems. Manville student Gmail accounts are restricted to be able to only send and receive emails from Manville staff.
- **Privacy:** The general right of privacy will be extended to the extent possible in the electronic environment. Manville School and all electronic users should treat electronically stored information in individual's files as confidential and private. Users of Manville's electronic services are strictly prohibited from accessing files and information other than their own. Manville reserves the right to access information stored on the Google systems, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

Compliance Guidelines

Technology use at Manville School is governed by federal laws.

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, advertising is turned off for Manville Schools presence in Google "GSuite for Education". No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for educational purposes.



Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents the right to review student records. Under FERPA, schools may disclose directory information, but parents may request the school not disclose this information. Examples include: the annual yearbook; graduation programs; the annual talent show program; and/or basketball team.



Additional Resources

If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please visit the following sites:

G Suite for Education Privacy Center



G Suite for Education Privacy
Notice

The Core G Suite for Education
services are provided to Manville
under **Google's Apps for
Education agreement:**

Data Processing Amendment



HEALTHCARE POLICIES & PROCEDURES

Manville School has two nurses, a full-time Nurse Manager and a part-time school nurse, in addition to a Clinical Nurse Specialist, who provide medical care for the students during the school day. The Nurse Manager works in collaboration with Manville's Clinical Nurse Specialist for students on the caseload and with outside prescribers to ensure that there is coordination of services and information sharing between the school and the prescribing physicians.

First Aid/CPR Training

All Manville School staff that provide direct service to students are trained in First Aid and CPR.

Students Who Become Ill or Injured During the School Day

1. When a student is mildly ill, the nurse will determine the seriousness of the problem. If the nurse feels that the student needs to go home, the nurse will call the caregivers. Until caregivers can be reached, the student will rest in the nurse's office or private office space.
2. The school nurse will make arrangements for the caregivers to transport the student home. If a caregiver cannot arrange to have their child picked up, a determination will be made by the caregiver, nurse and a school administrator as to whether the student can wait until the regularly scheduled school bus/van will pick them up at the end of the school day. If the nurse determines that the student needs to be picked up, the caregiver(s) will be responsible for arranging transportation.
3. If a student is injured at school, they will be seen by the school nurse. If a student needs to be taken to the hospital, every attempt will be made to contact a caregiver. If a caregiver cannot be reached, a Manville staff person will accompany the student to the hospital and wait with the student until a caregiver arrives. Additionally, if a caregiver cannot be reached, we will contact the person listed as the emergency contact. An injured student will be taken to Children's Hospital or to the closest available hospital.

COVID-19 and Other Respiratory Viruses

Students who are suspected of having COVID-19, Flu, RSV or other respiratory virus, or have tested positive for any of these, should contact the school nurse for current treatment, isolation, and return-to-school requirements. The direction of the nurse is considered the policy of the school and may change from time to time based on the prevalence of the virus(es) and current state and federal health guidance.

Dispensing of Student Medication

Medications of any kind are kept locked in the nurses' office and are administered under the supervision of the school nurse. In order for the school nurse to dispense prescribed medication to a student, caregivers must sign an *Administration of Medication Permission Form* and provide a signed written order from the prescribing physician. Each time there is a change in dosage or type of medication, a new doctor's order must be submitted in order to dispense the medication.

Non-aspirin pain relievers may be given for relief of mild pain or fever, if the school has a medical form signed by the student's caregiver. These forms are part of the student information packet that is sent home at the beginning of each school year.

Students are not permitted to carry or dispense their own medicine while at school.

Consent for Emergency Medical Treatment

All caregivers must sign a Consent for Emergency Medical Treatment Form at the beginning of each school year. This enables the Manville School to obtain emergency medical treatment for students when they are in school. These forms are kept in the student's school file and in their medical file in the nurse's office.

Universal Health Precautions

- All Manville Staff receive training in using universal health precautions when handling situations involving blood-borne pathogens. This includes situations in which there is exposure to bodily fluids (i.e., when a child vomits, has a bloody nose or other injury involving bleeding).
- Each school unit is stocked with disposable gloves, tissues, hand sanitizer, and a supply of Band-Aids. Antibacterial cleaning spray is supplied by the Maintenance Department.

Preventive Healthcare

Each student should have an annual physical examination, completed by the student's physician, as well as an annual dental exam. Caregivers are required to send in an updated physical form at the beginning of each school year that includes updated immunizations and a current dental form. This is kept in the student's school file and in the school nurse's office.

The Occupational Therapist and the Speech-Language Pathologists conduct annual vision and hearing screenings.

If a child has an infectious disease (i.e., chicken pox, hepatitis, measles, mononucleosis, etc.) the school nurse should be notified immediately. When necessary, the nurse will consult with the Infectious Disease Control Center at CHMC as to procedures that need to be followed, the contagion factor and incubation period, and when the student can safely return to school.

Meals Provided for Students

Students at Manville are provided daily breakfast, snack, and lunch. In addition to providing nutritious meals, Manville's mealtimes offer students the opportunity to practice social skills with peers and adults. School staff (e.g., teachers, assistant teachers, behavior specialists, clinicians, etc.) eat with students. Additionally, occupational therapists and speech-language pathologists provide targeted support as needed. If a student has a dietary restriction or food allergy, please notify school staff/nursing and accommodations will be made to meet the student's needs.

Breakfast

Breakfast is available to students between 8:00 a.m. and 8:30 a.m. If students arrive after the scheduled breakfast time, breakfast will be available on the school floor. Breakfast consists of cold cereal or bagels, fruit, and milk or juice.

Snacks

Snacks are distributed to classes at a time determined by the lunch schedule (morning or afternoon). Students eat their snacks in class. If the student is in a counseling office or appointment during snack, they will be provided a snack in the office or at their appointment. Students are provided nutritious snacks; snacks provided by caregivers due to allergies or other food issues should follow a similar nutritious guideline (See Wellness Policy).

Lunch

Several nutritious options are available for students as lunch choices; these include a hot lunch, salad bar, and/or a sandwich. Students can choose a hot meal or sandwich, and pair it with a salad bar selection. If a student brings lunch from home, they are also permitted to get food from the salad bar.

If a student is in a counseling office at the start of their lunch period, every effort will be made to assist them to make a successful transition to the lunchroom. If a student is unable to eat lunch in the cafeteria, lunch will be available to them in a counseling office.

At no time does Manville staff withhold food from students.

WELLNESS POLICY

Manville School regards the physical health and well-being of students as a priority. It is one of the critical foundations for healthy growth and sets the stage for learning to take place. Wellness has both pro-social and health benefits, teaching children about nutrition as well as how to actively play well together. To that end, every effort is made to provide students with healthy food, snacks and beverages. Manville School is also committed to providing opportunities for physical exercise throughout the day in both structured and unstructured settings. The school nurse is always available to consult with students regarding any nutritional or well-being issues that they may have.

Nutrition

Manville follows the DESE guidelines for serving nutritious meals. Under the supervision of the Manville chef, students are offered nutritionally- balanced meals and snacks that afford a wide range of nutrients. There are ample fruits available daily. Portion sizes and food selection meet federally-mandated guidelines for both type and size. Fat free and 1% milk are offered with breakfast and lunch.

Manville does not use food as an incentive. Additionally, we do not allow students to have sodas or use the vending machines available at the Baker Center (unless authorized by staff). Manville does not withhold food from students under any circumstances.

A continental breakfast and nutritious lunch are provided for all students. A monthly lunch menu is emailed to all caregivers. Students can opt for the school lunch or can bring lunch from home. Manville provides milk and bottled water during lunch. We provide a daily healthy snack option for all students and water is distributed as requested. Manville cannot provide refrigeration for lunches. Anything that needs to be kept cold must be stored in a lunch box with a cold pack.

Celebrations and Outside Food

It is not expected that caregivers will provide treats to celebrate their child's birthday at school. Caregivers are welcome to send in food, if they wish, after providing advanced notice to their child's classroom. Please ensure that there is enough food for all child in your child's classrooms so that no one is excluded.

Allergies are a major concern in all schools. Please reach out to your child's classroom to know if there are any specific allergies or dietary restrictions that you should be aware of before sending in food for a birthday or other celebration.

Additionally, whenever food is ordered from an outside provider, an allergy list will be requested and compared to the allergy list for students. Students who have an allergy to one or more ingredients will be informed and directed away from those foods. Staff will also be notified so that they may monitor what students may and may not have.

EMERGENCY PROCEDURES

Fire Drills

Fire Drills are conducted regularly during the school year to monitor how efficiently the building can be evacuated in the case of an emergency. When the alarm is sounded, students and staff exit the building according to our written evacuation plan. Students may not leave the grounds during a fire drill and are expected to remain with their classroom group and/or staff.

In the beginning of each school year and just prior to a scheduled fire drill classroom staff describe the procedures for a fire drill including the purpose and required actions that all students and staff must follow. Due to the nature of the students we serve, some may have extreme sensory sensitivities which make hearing the loud alarm frightening and even painful. There are noise cancelling headphones available in the classrooms which these students can use during a fire drill.

Building Evacuations

If the building must be evacuated due to an emergency, staff and students will leave the building immediately and proceed to walk to Roxbury Prep Charter School (120 Fisher Avenue, Boston MA), which is approximately a ten-minute walk. Arrangements have been made with Roxbury Prep for Manville students and staff to stay there for the duration of the emergency event. Staff will contact caregivers to inform them of the situation.

Lockdowns

A Lockdown will be ordered if there is a dangerous intruder in the building, dangerous activity in the vicinity of the building, a terrorist attack, or the threat of terrorist activity.

There are two types of Lockdowns:

- Emergency Lockdown: Inner and outer doors are locked, lights are turned off and all staff and students sit on the floor, away from doors and windows.
- Limited Access Lockdown: Inner and outer doors and windows must all be locked but center activities within classrooms and offices can proceed.

Depending on the type of lockdown that is ordered, students will follow directions given by their classroom staff. Students who are at an appointment will remain with that staff, who will email or text the classroom that the student is safe and with them.

All staff will follow the lockdown procedures and remain in their classrooms or offices until an “all-clear” announcement is made. Students will practice these lockdown drills at least once annually.

SUMMER PROGRAM

The Manville Summer Program is a 20-day program, which all Manville students are encouraged to attend. The program operates for 5 weeks/4 days per week (Monday through Thursday). Students in

the summer program participate in academic classes in the morning. In the afternoon, students participate in a structured electives program, including both on and off-site recreational activities. The focus of the program is to prevent academic and social/emotional regression, and to increase opportunities for social skills development. Clinical, Speech-Language, and Occupational Therapy services are provided in a group format within the classrooms, with Clinical, OT and SLP staff participating in the electives program as needed. Students are seen in classroom groups rather than individually.

The student’s Manville team in conjunction with caregivers and the referring school system will address extended school year programming at a student’s annual IEP meeting. All students attending the summer program must have these services written into their IEP service delivery.

The Director of Family Supports/Engagement can advise teams about additional camp or summer programming opportunities during the time that Manville is not in session as well as any possibilities for financial assistance for such activities.

Manville’s Summer Program is only available for currently enrolled students or accepted students who begin enrollment during the summer and continue throughout the upcoming school year.

| | | |
|---------------------------------|--|--|
| SCHOOL EVENTS, 2024-2025 | | |
|---------------------------------|--|--|

| Date | Event | Description |
|----------------------|----------------------|--|
| September 18, 2024 | Back To School Night | Back to School Night takes place at the beginning of each school year. This gives parents an opportunity to visit their child’s classroom and to briefly meet the classroom team and specialists who may be working with their child. Traditionally, extended family is invited and the students, families and staff have dinner together. |
| October 11, 2024 | Picture Day | Picture day is held annually, usually in the month of October. We have a company come in and take individual school pictures of students, which parents can then purchase. There is no scheduled retake day. If students miss or are unavailable, then you can reach out to the Parent Program to get information regarding a studio retake. |
| December 10-13, 2024 | Book Fair | The School Book Fair is held annually and is sponsored by the school and the Manville PAC |

(Parent Advisory Council). Our Executive Assistant organizes the book fair, and schedules classrooms to go to the fair at various times throughout the duration of the fair. We utilize parent volunteers to work at the book fair. The money we make is used to purchase books for the library and/or the classrooms.

| | | |
|----------------------|------------------------------|---|
| February 10-14, 2025 | Curriculum Fairs | Students in each unit of the school will have current curriculum on display for their caregivers/families to see what they have been working on for the past several months. The school units will each present their curriculum showcase on a different day of this week. |
| April 11, 2025 | Manville Talent Show | A spring tradition at Manville is the student talent show. Many Manville students demonstrate their talents during this entertaining show. Families and friends are invited to cheer on these talented individuals. This event showcases both the talent of our students as well as the feeling of camaraderie and support which our students give to one another. |
| May 16, 2025 | Manville Fair | Each spring Manville has a School Fair for our students, their families and friends, school staff and Baker Center staff. Each classroom creates and operates a game booth. Families and staff donate items for the White Elephant Table and bake a variety of cakes, cookies and other delicious goodies for the Bake Sale. A school raffle, live and silent auctions, and a variety of door prizes are also exciting attractions at the fair. The money raised at the fair is used to fund end of year school trips. |
| June 4, 2025 | Staff Appreciation Breakfast | Staff Appreciation breakfast is hosted by PAC and held in Room 111. Families can send in or drop off items for the breakfast. This event is orchestrated by Manville’s Director of Family Engagement and Support along with members of |

PAC. More information to come closer to the date.

| | | |
|----------------------|---------------------------------|--|
| Week of June 9, 2025 | End of Year School Celebrations | The entire school participates in the end of the year school celebrations (by school unit). We rent carnival equipment and students, staff, and caregivers enjoy a day of fun activities. Lunch and snacks are provided. Students and staff have a great time. |
| June 17 & 18, 2025 | Awards Ceremonies (by school) | Annually, each of our students is recognized for their individual accomplishments in an academic, behavioral, and/or social area. Students are presented with engraved plaques which indicate their individual area of achievement. Parents, caregivers, family members and friends are encouraged to attend. <i>*Dates may change depending on snow days</i> |
| June 20, 2025 | Graduation | We have a graduation ceremony for those ninth and/or tenth grade students who are ready to move from Manville to another school setting. Some of the graduates prepare speeches highlighting their growth and the staff who have supported them along the way. The graduates' families, caregivers, and friends attend this very meaningful ceremony. <i>*Dates may change depending on snow days</i> |

MANVILLE SCHOOL CALENDAR 2024-2025

| SEPTEMBER | | | | | | |
|-----------|-------|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22/29 | 23/30 | 24 | 25 | 26 | 27 | 28 |

| OCTOBER | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| NOVEMBER | | | | | | |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| DECEMBER | | | | | | |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| JANUARY | | | | | | |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
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| FEBRUARY | | | | | | |
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| 23 | 24 | 25 | 26 | 27 | 28 | |

| MARCH | | | | | | |
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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24/31 | 25 | 26 | 27 | 28 | 29 |

| APRIL | | | | | | |
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| 27 | 28 | 29 | 30 | | | |

| MAY | | | | | | |
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| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

| JUNE | | | | | | |
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| 29 | 30 | | | | | |

| JULY | | | | | | |
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| 27 | 28 | 29 | 30 | 31 | | |

| AUGUST | | | | | | |
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

| Important Dates | | Early Release Days 2024-2025 | |
|------------------|--------------------------------------|------------------------------|--------------------------------------|
| August 26 | Staff report to work for orientation | September 5 th | |
| September 2 | Labor Day | October 2 nd | |
| September 5 | First day of school for all students | November 7 th | |
| October 11 | School Picture Day | December 5 th | |
| October 14 | Indigenous People's Day | December 20 th | |
| October 15 | Professional Development Day | February 6 th | |
| November 11 | Veteran's Day (Observed) | March 6 th | |
| November 28 & 29 | Thanksgiving Holiday | April 3 rd | |
| December 23-31 | Winter Holidays | April 18 th | |
| January 1 | New Year's Day | May 1 st | |
| January 20 | Martin Luther King Jr. Day | June 20 th ** | |
| February 10-14 | Curriculum Fair Week | August 1 st | |
| February 17-21 | February Vacation | | |
| March 10 | Professional Development Day | | |
| April 11 | Manville Talent Show | | |
| | | Summer Program Dates | |
| April 21-25 | April Vacation | TBD | Staff report to work for orientation |
| May 16 | Manville School Fair | July 7 th | First day of summer program |
| May 26 | Memorial Day | August 1 st | Last day of summer program |
| June 17 | Lower & MI Awards (9:00-11:30)** | | |
| June 18 | M2 & Upper Awards (9:00-11:30)** | Summer Hours: | |
| June 19 | Juneteenth | 9:00-3:30 daily | |
| June 20 | Graduation/Last Day of School** | | |
| June 27 | 185 th Day (if necessary) | | |

School Hours:
Mon/Tues/Thurs/Fri 8:00-2:45
All Wednesdays & other early release days 8:00-12:30

** Last day of school & date of June Awards Assemblies may change depending on the number of snow days we have during the school year.

ACKNOWLEDGEMENT OF RECEIPT

By my signature below, I certify that I have received a copy of the Manville Student & Caregiver Handbook which contains information regarding program philosophy, academic programming and state wide assessment requirements, organizational structure, behavioral supports and expectations including use of time away, prevention of physical management, and suspension, admissions procedures, IEP requirements including quarterly progress reports, parental/caregiver involvement and supports, parent consent and required notification, registering of caregiver complaints and grievances, emergency first aid and medical treatment including administration of medication, preventive health care policies, confidentiality of student records, Bullying Prevention and Intervention, and other Department of Elementary and Secondary Education (DESE) requirements as outlined in 603 CMR sections 18.00, 28.09, and 46.00.

Name of Student: _____

Name of Parent/Caregiver/Caregiver: _____

Signature of Parent/Caregiver/Caregiver: _____

Date of Signature: _____

Signature of Manville School staff receiving documentation of receipt: _____