

Granite Academy

Handbook

Updated 8.17

A
resource
for
students
parents
and
school systems



A JRI School

Welcome

Parent & School System Handbook

A description of our services and expectations and policies and procedures, this handbook is designed to facilitate understanding and dialogue and to promote a successful experience at **Granite Academy**.

Updated 8.17

Dear parent, student and public school,

During your enrollment, **Granite** Academy will work with you to address the needs identified in the IEP. Our goal is to create a safe and supportive environment in which learning and growth can occur. We believe all students benefit from high academic standards and that all students can learn and experience success.

Our educational and clinical services are designed to help students:

- Build literacy
- Become self-confident learners
- Develop age appropriate social skills
- Self-regulate emotion
- Prepare for economic independence

The involvement of a student's family and public school system is very important. We encourage your involvement and will invite you to participate in the decision making process. We know that without your investment and trust, our success will be limited.

The professionals working with your child are available to assist you between the hours of 7:15 am and 3:15 pm, when school is in session. Please contact us if you need assistance.

Welcome to the **Granite** Academy community. We will do everything possible to ensure that your experience is a successful and rewarding one.

Amy Barber, M. Ed., LMHC
Head of School

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Contact Information

Hours of Operation: 7:15 a.m.- 3:15 p.m.

Address: 6 Columbian St Braintree, MA 02184

Main Number: 781-380-3945

Fax: East Building 781-380-3968
West Building 781-849-8445

Web Site: <http://www.gabraintree.org>

Directions

Public transportation does not reach Granite Academy

Please note: If you are using your GPS, there is also a 6 Columbian St in Weymouth that can be very confusing.

- > From Boston: Expressway South to Route 3 South to Exit 16B (Route 18 South)
- > From Routes 95 and 24: Route 93 North to Route 3 South to Exit 16B (Route 18 South).
- > From Cape Area: Route 3 North to Exit 16. Turn left at end of ramp onto Route 18 South.

At 2nd set of lights (Dunkin Donuts on right) turn right. Granite Academy is approximately 1.2 miles on the left on the Weymouth/ Braintree line (directly across from South Shore Animal Hospital).

East and West buildings have signs over their main entrances.

Statement of Purpose

Our school is a community of lifelong learners. Learning happens best when it is culturally meaningful and demonstrates real world connections. Knowledge and understanding is stimulating, igniting a desire for students to become independent learners.

Our community shares goals of achieving emotional health and stability, independence, and a social contract based on mutual respect and support. Upon graduation, our students understand their vital role of contributing to and benefiting from the larger community.

Granite Academy places a priority on skills that support independence and economic self-sufficiency - the foundation of productive citizenship.

Granite Academy Values

Granite Academy is a community of interconnected people who rely on a shared value system to help each student reach their full potential. Each member of our community, students and staff, have a responsibility to support our community values.

Some established Granite Academy values are:

- Literacy is the number one contributor to individual realization and economic success.
- Each member of the Granite Academy community is valued equally.
- Honesty strengthens relationships and self-esteem.
- Tolerance and respect contribute to lasting understanding.
- Academic achievement is possible for everyone.

Non-Discrimination Policy

Granite Academy does not discriminate on the basis of race, color, national and ethnic origin, gender, religion, sexual orientation, disability, age or housing status in academic, vocational, athletic, recreational and extracurricular activities, therapeutic services or any other school-administered programs. All students are provided access to all services, rights, privileges, programs, and activities generally accorded or made available to any students.

Granite Academy is committed to maintaining an educational environment free of bigotry and intolerance. Additionally, any form of coercion or harassment that insults the dignity of others and interferes with their freedom to learn is unacceptable.

All of the preceding language and attribution categories apply to extracurricular activities or clubs that may be offered, and to any school sponsored program, activity or service.

Our community shares goals of stability, independence and emotional health, based on mutual respect and support.

Sexual Harassment Policy

Granite Academy will not tolerate sexual harassment or sexual assault committed by staff, students or third parties. Retaliation against a person who reports such assault or harassment will also not be tolerated.

Admission Criteria

Granite Academy has established the following admission criteria:

- The student's IEP indicates the need for a private school placement.
- Either parent/guardian or fiscally responsible public school system has agreed to payment of tuition.
- Student is between the ages of 11 and 21.
- Student has a specialized need that can be served by Granite Academy, such as social, emotional, psychiatric and learning difficulties.
- Student does not have a recent history of violence toward others, fire setting behavior or sexual misconduct.
- Student does not require physical management
- Student does not struggle with substance abuse as a primary concern.
- Student does not have significant sight or hearing impairment requiring specialized technology or instruction.
- Student does not have paralysis or medical conditions requiring specialized medical personnel or technology.

Intake Procedures

Granite Academy admission procedures:

- Referrals are reviewed by the Intake Coordinator in collaboration with the Clinical and Education Directors.

- Contact is made with the referring public school administrator or referral source.
- Contact is made with the parent/guardian and or collateral service providers to explore interest in the program.
- A tour and interview at Granite Academy is scheduled for parent/guardian, student and sending school district representative.
- Granite Academy may request to observe referred student at their current school placement.
- Parent/guardian or referring school system may request to observe Granite Academy classrooms, etc.
- Parent/guardian and the referring school system are provided information about Granite Academy services and a copy of the Granite Academy Handbook.
- The parent/guardian and student are provided with information on Granite Academy's Therapeutic Response System and policies and procedures.
- After the intake interview, the Intake Coordinator has a follow-up telephone discussion with parents/guardian/collateral agencies pertaining to enrollment candidacy.
- Acceptance to Granite Academy is confirmed by telephone/email with parent/guardian and referring public school.
- Prior to enrollment, all required documentation must be submitted including the PL 1 form and consents and releases for outside providers (examples include Community Health Providers, Primary Care Physician, Psychiatrist, other involved agencies.)
- During the intake parents are asked to join the Granite Academy Parent Advisory Group. This group advises school administration on matters that pertain to the education and health and safety of the students.

Medical Records Requirement

At the time of admission, parents / guardians are required to submit documentation of a physical and dental examination of the student, which was completed not more than twelve (12) months before admission. A licensed dentist, physician, nurse practitioner or a physician assistant must perform the examinations. In the event of an emergency placement, Granite Academy will work with the parent / guardian and responsible public school to make provisions for physical and dental examinations within 30 days.

Student records will be audited at least annually to ensure that records of physical and dental examinations are current, thus parents must submit documentation of physical and dental examinations annually.

The Granite Academy nurse will review examination reports upon admission and annually and consult with the examiner regarding any results that indicate a modification of activities programmed at Granite Academy.

Screenings

Massachusetts requires that students have periodic hearing, posture and vision screenings. Granite Academy works with parents/guardians and responsible school districts to ensure that these screenings are done and that the records of these screenings are on file at Granite Academy.

At the time of admission, Granite Academy informs parents/guardians/responsible public school of the regulatory requirement for screenings and requests copies of the screenings. Granite Academy also keeps track of when screenings expire and notifies parents/guardians/responsible public school of the need to update the screenings.

Services

Educational Services

Granite Academy endeavors to present required academic subject matter in meaningful contexts that recognize unique learning styles. We believe that all students can learn. We emphasize project based, cooperative learning wherever possible. We evaluate progress through traditional educational testing, level of student investment, and grades.

Our curriculum adheres to the Massachusetts Curriculum Frameworks and Common Core. Our students benefit from a challenging academic environment and a breadth of experience ranging from expressive arts to community volunteer activities. The learning environment is oriented to individual learning and skill development needs.

Whenever possible, Granite Academy integrates technology as a creative tool for communication, for research, and for fun. We believe this exposure is critical to the preparation of our students for further education and for a successful career.

Implementation of Educational Services

All core curricula are based upon the Massachusetts Curriculum Frameworks and Common Core. Each year during orientation, teachers are provided with training in their subject area frameworks. This training instructs teachers in how to create lesson plans based upon the frameworks, while also differentiating instruction to meet the student's individual needs and IEP goals. This includes how to maintain a plan book. These plan books list the subject, strand, standard, and objectives of each daily lesson. These plan books are also reviewed on a weekly basis within a supervision context. In addition to this, all teachers are provided with a copy of the Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities. This

We believe that learning is cultivated when it is culturally meaningful and has real-world connections.

guide assists teachers in the creation of lessons that meet all of our students' needs as well as fulfill the DESE requirements.

Students with Limited English Proficiency

Within the Individualized Education Program under the section of student information, the student's primary language and language of instruction must be specified. For students identified in their IEP as having limited English proficiency (LEP) Granite Academy will collaborate with the referring school district on the design of program and service modifications that address the unique learning challenges faced by LEP students. The program and service modifications will include:

- Sheltered English immersion: The Student will be educated within a Sheltered English Immersion Program. This program will include both sheltered subject matter instruction in English as well as English Language Instruction. Communication with previous placement will be essential to help determine the student's current level of proficiency as well as successful techniques.

The teachers will integrate English into subject-matter instruction. Teachers will utilize cooperative learning activities and peer partnerships. Content of classes will focus on acquired language skills and cultural knowledge of the LEP student. Some instructional materials will offer both the primary language as well as English. Bilingual dictionaries will be made available as well as books on tape. Ongoing assessment, both formal and informal will be essential to ensure success.

- Additional instruction in English as a second language: Granite Academy will, in consultation with the referring public school, arrange for additional English instruction in an environment qualified to address the issues inherent in the learning of English as a second language.
- All LEP students will be afforded the same opportunity as other Granite Academy students to access and participate in all of Granite Academy's services, activities and to receive all other benefits.

Communication Needs

Students with significant communication needs will be identified at intake. Required accommodations and instructional support will be discussed with the student, parent and referring school system.

Health and Wellness

Granite Academy provides a health and wellness curriculum that is aligned with state curriculum frameworks. Health and wellness units include the promotion of healthy nutrition, healthy living, proper hygiene, drug and alcohol education, human sexuality instruction and appropriate social skills development.

Physical Education

Granite Academy will provide opportunities for every

student to develop the knowledge and skills for specific activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active and healthful lifestyle.

Skills4Living

Skills4Living is a multi-disciplinary service focused on developing the skills and knowledge that students will need as they prepare for successful independent living, post-secondary education and employment. Skills4Living also seeks to build a level of community awareness that will support effective self-advocacy.

All Granite Academy students are enrolled in four interrelated Skills4Living services, implemented by our educators, counselors and the Transition Coordinator.

Skills Monday: Each Monday, our core academic teachers embed their curricula with a Skills4Living focus - lessons specifically designed to give students a practical understanding of the world around them and the skills they will need to successfully navigate the many facets of their lives. Topics include government resources, civil rights, map and traveling skills, financial resources and budgeting, consumer awareness, taxes, credit, vehicle purchasing, recycling and study and organizational skills.

Skills4Living Classes: Taught by the Transition Coordinator, these weekly classes cover areas targeted to student age and needs. Topics include healthy self-awareness, nutrition, self-care and exercise, self-advocacy skills, job skills, conflict resolution, work ethic, transition skills and post-secondary education and career exploration.

Skills Application Classes: In these weekly hands-on, interactive classes, students are paired with one of the four following focuses, providing the opportunity to practice the skills they are learning. These lessons compliment and build on the content of weekly counseling and Skills4Living classes.

Areas of Focus:

Independent Living Skills: In these classes, middle and early high school students develop basic skills such as personal care, clothing purchase and care, budgeting and safe culinary practices.

MCAS Prep: Students participating in the high school re-tests are paired with a subject area teacher to strengthen test-taking skills and to build confidence through content review and practice tests.

Vocational Classes: Individualized for our high school students, these classes focus on strengthening job readiness and vocational skills needed to secure and maintain employment. These classes may include Culinary and Woodshop/ Building Wall. Students may also work on related skills such as driver's education.

Transition Classes: Also for high school students, Transition classes prepare students for their transition to life after Granite Academy. Students work on skills that are specific to their plans. The range of targeted activities includes college applications, skills assessments, mock-interviews, financial literacy, career exploration, disability disclosure and taking the SAT.

Clinical Support: Our counselors are deeply involved in both defining and supporting the Transition Plan and in working with students on the social-emotional needs that surround transition. Counselors also support specific skill development and help students stay organized and focused on their goals.

With their in-depth understanding of each student and close relationships with families, our counselors are uniquely able to help students work independently on developing the skills and knowledge needed to transition successfully.

Electives & Extra-Curricular Services

Electives and extra-curricular activities vary from year to year. Some recent examples include:

- Computer coding
- Digital photography
- Chess
- Culinary
- Woodshop / Building Wall

- Print making
- Ceramics
- Gay-straight alliance
- Yearbook
- Metal detector exploration
- Mathletes
- Student government
- Basketball
- STEAM (Science, Technology, Engineering, Art & Math)
- FAST (Fitness, Agility & Strength Training)
- Educational field trips

All students are encouraged to utilize extra-curricular services that their sending school district may offer. Many of our students have continued to be part of public school sports teams and after-school clubs while enrolled at Granite Academy.

Clinical Services

Granite Academy clinical services support and develop the emotional well being of each student. An important strength of our clinical program is the collaboration among clinical staff, special education teachers, families, and collateral agencies. We approach our work from a prescriptive framework, attempting to create healing and corrective experiences while strengthening the child and the family's resources.

Clinical services include diagnostic assessment, treatment plans, individual counseling, group counseling, casework, parent support, external agency liaison and advocacy, DBT, CBT and crisis interventions. Clinical services are integrated throughout the educational program, to create a

We strive to have our students understand their vital role of contributing to and benefitting from the larger community.

collaborative response to student academic and therapeutic needs with the explicit goal of maximizing time on learning.

Therapeutic services are designed to support the development of adaptive coping strategies in order to promote the social and emotional well being of each student. Students participate in weekly psycho-educational groups and receive individualized clinical support focusing on enhancing skills for functioning in the educational environment, effective communication, conflict resolution, life skills, and career development.

Ongoing communication and consultation with parents, outside treatment providers and public school systems is an essential component of the support we provide to our students. Granite Academy is committed to goal directed advocacy for student educational and therapeutic needs.

Parent / Guardian Involvement

Working with parents/guardians is a collaborative enterprise in which parents are encouraged and supported to develop an understanding of the nature of their children's issues. Because parents are so instrumental in bringing about positive change, we strongly encourage your involvement on many levels:

- Informational meetings with collateral resources and agencies

- Involvement in Granite Academy events
- Participation in the Parent Advisory Council
- Regular log-ins to the Parent Portal
- Attendance at periodically scheduled workshops

Our communication with you is vital to the success of your child. You are encouraged to have weekly contact with your child's counselor by phone or email.

We encourage you to share questions/concerns about any issues, including education, safety and health services.

Health Care

Granite Academy provides basic nursing care for our students, including:

- Health assessment
- Provision of routine first aid
- Facilitation of emergency evaluations
- Administration of prescribed medications
- Monitoring of injury and illness
- Teaching students about self-care and safety (e.g. proper hygiene, medication administration).
- Monitoring for student/family compliance with the MA state health care requirements
- Maintenance of school health record
- Collaboration with parent and care providers
- Management of allergy treatment and publication of allergy list within the school
- Health education

Granite Academy employs a full-time registered nurse. We believe that a proper health care program will improve the

quality of life for students and those around them. Our health care program is both preventive and prescriptive.

The Nurse is available to work with students, parents and outside providers to meet the health needs of the students. We have a emergency response system in place, and staff are certified in CPR and first aid to support the physical well being of students.

Good physical health contributes to a successful school experience. Please make Granite Academy aware of your child's needs regarding clothing, hygiene, and grooming. You can provide us with hygiene articles and discuss your child's hygiene and grooming needs with our nurse or your child's counselor.

Self-help and Daily Living Skills

The needs of students with identified self-help/DLS are discussed at their IEP meetings. The Team develops IEP goals to address the identified needs. Then our teachers design appropriate instructional strategies to meet the defined goals. Progress is summarized quarterly. Some self-help skills that are incorporated within the curricula as well as within the context of daily interactions. These skills include but are not limited to nutrition and promotion of healthy living choices, physical fitness and hygiene, drug and alcohol education, money management skills, organizational skills and appropriate social skill development.

Services not directly provided by Granite Academy

Granite Academy does not have approved tuition funds to directly provide the following services:

- Occupational Therapy
- Physical Therapy
- Speech/Language Therapy
- Braille Needs for the Blind/Visually Impaired

- Mobility/Orientation Training

Students with these identified needs are first evaluated for the appropriateness of the placement. If the parent, referring school system and Granite Academy support the placement Granite Academy will seek assistance from the referring school system to locate and pay for the required services.

Expectations for participation and active learning

Because Granite Academy believes in the abilities of each student, we set high expectations for participation and active engagement in learning.

Our Therapeutic Response System (TRS) sets out the structure for our school-wide expectations for both learning and the behavior that defines our interactions.

One important component of our structure is “Time on Learning”(TOL), which is the amount of time, in minutes, that students spend in class actively participating. Total possible TOL is calculated on the basis of 45 minutes for each class period and a total of 1800 minutes for each week. The 4 levels of the Therapeutic Response System are determined by the amount of earned TOL during a 5

Granite Academy is fully approved by the Massachusetts Department of Elementary and Secondary Education.

day time period beginning Friday first period and ending Thursday at dismissal. (TRS builds in allotted time for students to access coping strategies outside of the classroom when needed for regulation.) First period each Friday begins a new TOL week with the TOL calculation starting at zero minutes.

Active participation is defined as being:

- Physically present in class
- Actively engaged: attentive, making effort, following instructions, asking questions
- Prepared for learning: Head up, appropriate materials on desk

Time off Learning is defined as:

- Time out of class for any reason, e.g. taking a walk, nurse visit, bathroom & voluntary space
- Unexcused absences
- Not actively participating
- Not complying with certain school rules

Measuring Progress

Behavioral and time-on-learning data is maintained, charted and analyzed to measure progress. Students and staff use data to look at individual student measures, classroom effectiveness and school-wide trends.

Progress measures are shared with parents and school systems in IEP and other meetings.

The Reminder System

The Reminder System is used to identify disruptive, dis-

respectful or other inappropriate behavior and to give students positive, supportive feedback that will help them refocus their attention to the classroom activities.

The reminder system is both verbal and visual, as teachers are expected to maintain a check system on a whiteboard.

The receipt of 3 reminders results in the student being sent to the Milieu Coordinator. Staff has the discretion to override the check system if a behavior warrants immediate removal from class.

Policies and procedures that support your rights

Registering Complaints

Granite Academy has established procedures to facilitate the identification and resolution of complaints regarding discrimination and care and education.

At intake, we provide parents and students with in-depth information about our services, expectations, requirements, procedures, and academic and clinical policies. Each parent and student has unique concerns and expectations, thus it is important to ask as many questions as possible before admission. While we feel that clear communication is the best way to clarify and resolve issues, parents are provided with the Education and Care Complaint Form and the Discrimination Complaint Form at intake.

We endeavor to be professional and fair in the provision of our services. Nonetheless, we recognize that legitimate complaints may arise. We want to provide an appropriate forum for voicing those complaints, and to respond to complaints professionally and fairly.

Granite Academy is a strict enforcer of civil rights and the prevention of discrimination through education, training, and established procedures. Where discrimination is al-

leged to have occurred, we provide a clear set of procedures for bringing a complaint forward.

Our process for responding to complaints is as follows:

- Parent / student meets with Head of School to communicate the specifics of the complaint and what is desired to rectify the matter.
- Head of School listens objectively to the complaint and discusses the issue(s) with parent/student, and offers explanation of why things were handled as they were.
- Within 3 days of the meeting the Head of School will summarize in writing the nature of the issue(s) and her/his decision
- If in agreement with parent/student and where specific steps can be taken to rectify situation, the Head of School will do so.
- If the Head of School feels that circumstances were handled professionally, fairly and honestly, and where parent/student is in disagreement with the Head of School's conclusions, the Head of School will engage the appropriate JRI administrator.
- The Head of School will schedule a meeting with the parent/student within 5 school days and listen objectively to concerns and complaints.
- Within 5 days the Head of School or designee will respond formally in writing. If specific steps can be taken to rectify situation the Head of School will do so.
- If Head of School does not support the complaint, the reasons will be detailed in a written response. In this case the parent/student may contact one of the following resources:

Massachusetts Commission Against Discrimination
One Ashburton Place, 6th Floor, Room 601

Working together with parents and community service partners to provide comprehen- sive support to our students.

Boston, MA 02108

617-994-6000 TTY 617-994-6196

Program Quality Assurance Services

Massachusetts DESE

350 Main Street, Malden, MA 02148-5023

Telephone: (781) 338-3700 FAX: (781) 338-3710

TTY: N.E.T. Relay: 1-800-439-2370

E-mail: compliance@DESE.mass.edu

School Calendar and School Schedule

Granite Academy publishes an annual school calendar and updates it to adjust for weather and other unforeseeable events. At the time of intake the calendar is provided to parents/guardians and responsible school system.

The Massachusetts Department of Elementary and Secondary Education has approved Granite Academy as an 11 month, 202 school day program. IEPs will specify the importance and need for attending all school days so that the social/emotional and educational needs of students can be addressed.

School Cancellations

Granite Academy announces school cancellations on Channel 7 News, and www.whdh.com, under Private Schools. Our school will be listed among school cancellations as “Granite Academy / Braintree”. Also, on the day of a weather emergency, information about our status will be recorded on our main voice mail greeting at 781-380-3945.

Contractual Requirements and Payment

Granite Academy/JRI is required by the Massachusetts Department of Elementary and Secondary Education to have a written contract with each Public School System with an enrolled student. This contract stipulates the rights of the Public School; the requirements of Granite Academy/JRI and an agreement that the tuition as established by the Commonwealth will be paid.

The parent/guardian may enroll the child at Granite Academy on a self-pay basis. In this case there will also be a formal contract established between Granite Academy/JRI and the parent/guardian that will detail the rights and responsibilities of the respective parties, stipulate an agreement that the parent/guardian will pay the tuition as established by the Commonwealth according to a pre-defined payment schedule.

The Massachusetts Department of Elementary and Secondary Education has approved Granite Academy as an 11 month, 202 school-day program. Barring a termination or formal withdrawal from Granite Academy, enrollment and payment is expected for tuition encompassing that time period.

Student Handbook

New students receive an orientation handbook that contains the following information:

- School rules

- Therapeutic Response System
- Attendance policy
- Grading policy
- School calendar
- Schedule; daily classes, electives, counseling sessions
- MyTRS
- Google Classroom
- Safety inventory
- Homework policy
- Technology policy

School Rules

Few people like rules, but they are essential for the health of our community. Please ask questions about our rules; We want to be as clear as possible about what is and is not permissible while students are at school.

Morning arrival check-in

Upon arrival, each student must check in with a staff member. The check in procedure includes:

- A belongings search with a staff member looking at the contents of all bags and carried items.
- Turning in of cell phones. Each phone is placed in a secure individual container clearly identified with the student's name.
- Turning in of all media devices, including laptops and tablets and devices that have wifi or cameras. These are also placed in the individual storage container.

Dress code and prohibited items

Granite Academy has a very firm dress code which is in-

tended to keep students focused on learning and to minimize distraction and conflicts caused by fashion trends.

The following clothing and items are not allowed in school.

- Weapons
- Cigarettes & lighters/matches.

For students 18 and older, these must be given to staff at arrival for placement in secure storage. They will be returned at the end of the school day.

For students under 18 these will be confiscated and not returned.

- Clothing with gang insignia, violent imagery, drug references and/or inappropriate language
- Sharps, including scissors, nail clippers, etc.
- Food and beverages (Water in clear bottles is permitted)
- Hats and hoods (Peer leader exception)
- Chains or jewelry that may pose a safety hazard
- Heavy outdoor coats/winter accessories. These must be hung in designated areas.
- Exposed underwear and/or bra straps
- Hats and hoods (Peer Leader exception)
- Clothing that is too tight or exposes too much skin (Leggings without appropriate coverage, spaghetti strapped shirts, mid-drift shirts, etc.)
- Gum that contains sugar
- Sprays and perfumes
- Permanent markers

Academic Policies

Daily Instructional Hours

There are 6 instructional hours per day and 202 days in our school calendar, totaling 1,212 instructional hours per school year.

Staff to Student Ratio

The Department of Elementary and Secondary Education has approved Granite Academy for a staff to student ratio of 1:8

Students Working at School

Students are allowed at school under the following conditions:

- The work is part of the Individual Educational Plan
- The work is performed voluntarily
- The work project complies with local, state, and federal laws and regulations

Attendance Policy

In addition to course requirements, students must adhere to the attendance requirements listed below. Students are provided with the opportunity to make up work for excused absences.

Excused absences include:

- A doctor or school nurse verified illness or injury that prevents the student from attending school
- Doctor, dental, therapy, psychiatry or other provider appointments
- In-hospital care
- A death in the family

- A significant personal or family crisis
- Religious holidays

Granite Academy's school year is comprised of three trimesters and an extended school year summer term.

During the trimesters, students with between 8 to 11 unexcused absences will receive a grade of INCOMPLETE (I). Students with 12 or more unexcused absences will result in NO GRADE (NG). NGs cannot be reversed.

During the extended school year term Granite Academy does not issue INCOMPLETE GRADES, but students with 3 or more unexcused absences will receive grades of NO GRADE (NG). NGs cannot be reversed.

If a student is absent 10 or more consecutive days, we are mandated to notify the referring school system.

Tardiness

- Students are expected to be on time for school.
- Time on Learning will be affected if a student is late.

Truancy

School level (time-on-learning) will be affected if a student is truant. Please note that two days truancy in a week may result in an emergency meeting with the treatment team and outside providers.

Report Cards

Granite Academy issues three report cards each year with grades and credit assignments for each course offered. A report card is also issued for the summer term. Report cards are emailed to the parent/guardian and sending school districts.

Mid-Trimester Performance Reviews

Mid-quarter Performance Reviews, which are shared with the student, are a means of evaluating student progress and allowing sufficient time for progress to be improved or maintained. A copy of the mid-trimester performance review is mailed to parents/guardians and the responsible school system. The review can serve as an incentive to focus more on schoolwork and/or to improve attendance.

Education Progress Reports

Each trimester, Granite Academy summarizes student progress relevant to the IEP goals as developed by the TEAM. These progress reports are mailed to parents/guardians and to the sending school districts.

Transcript

Granite Academy maintains a transcript of academic grades earned during enrollment. You may request a copy of your child's transcript at any time. Please remember that Granite Academy is unable to keep a record of grades from other schools. Since many students attend more than one school, it is essential that the parent/guardian maintain a file of their child's transcripts to verify all credits accumulated.

Educational Field Trips

Properly supervised and planned educational field trips are part of our instructional program. Parents/guardians provide blanket permission for field trips at the time of admission and then annually at the IEP anniversary. When Granite Academy schedules field trips we provide transportation and lunch.

School to Work Guidelines

For juniors and seniors with appropriate credit status and for students who experience significant difficulty passing

the 10th grade MCAS, and with the approval and guidance of the responsible public school district, Granite Academy will support a partial academic day that is supplemented by employment activities.

- The plan must have the support of the parent and must balance the benefits of working with the academic, social and mental health needs of the student.
- Any school-to-work plan will be discussed at the IEP meeting in the context of the education plan.
- The IEP Team must approve the specifics of the school-to-work plan, including the number of hours the student will work and the number of credits to be granted for the work experience.
- All hours worked outside the Granite Academy school program will be tracked and documented by the counselor. Verification of work experience will be documented through time sheets and/or verification of the employer.

General Policies

Lunch Policy

We provide lunch every day. On field trip days, we provide a brown bag lunch. Please inform us of any dietary restrictions your child may have, such as food allergies.

Transportation

Students placed at Granite Academy by their public school districts will be transported to school daily and dismissed directly to their assigned vehicle. Families placing their children privately must arrange their own transportation.

For outings and other school activities, Granite Academy transports students using its own van. Only staff members with a valid Massachusetts driver's license and who have passed the JRI driver training are approved to drive students.

Driving to School

Students may drive to school when:

- Parents give written permission
- School administration has given permission
- A valid license and registration is submitted.

Driving students may not:

- Drive other students either to or from school
- Leave school early or leave school for part of a day
- Arrive after 8:00 am
- Use their car for field trips

Granite Academy reserves the right to terminate driving privileges for rules and safety violations.

Restitution

Students are held responsible for any vandalism, theft, or destruction of school or personal property.

Legal Action

If students commit crimes at Granite Academy, they may be prosecuted.

Stolen and Lost Items

We discourage students from bringing expensive clothing, jewelry and electronics to school.

Granite Academy cannot be responsible for lost or stolen items.

Telephone Use Policy

Granite Academy discourages students from making phone calls during the day due to the potential disruption to the learning environment.

Students may not have cell phones on them during school hours. Students are prohibited from using cell phones in any circumstance. If parents need to contact their children for any reason, please directly contact their Counselor.

Computer and Internet Acceptable Use Policy

Internet access enables students and staff to explore a wealth of educational resources to help meet educational goals and objectives. We require that the systems and the information accessed be used in a responsible, ethical, and legal manner.

Internet access is a privilege and Granite Academy reserves the right to revoke this privilege if the computer/ internet is used for inappropriate or illegal purposes.

Firewalls and Administrator Access

All information on Granite Academy computers and information moving through our systems is subject to content filtering and monitored by the JRI system administration team.

Parent/Guardian Consent

A signed Parental Consent Form/Student Contract, indicating the parent/guardian's permission for student internet use at school, must be submitted before student can use our systems. Every student must have a signed consent form on file at Granite Academy.

Parent/guardians may withdraw permission for their child to access the internet at school by contacting the student's counselor.

Computer and Internet Use: What is NOT Permitted

- Accessing, submitting, posting, publishing, printing, or displaying any defamatory, abusive, libelous, obscene, profane, anonymous, sexually oriented, threatening, racially offensive, harassing, or illegal material.
- Accessing material that is illegal, defamatory, inaccurate or potentially offensive.
- Unauthorized access, including so-called "hacking"; other unlawful activities online.
- Giving, receiving, vandalizing or copying the work of another person.
- Unauthorized downloading of software. Granite Academy reserves the right to remove any objectionable files.
- Using the internet for financial gain.
- Tampering with, stealing, or damaging equipment. Deliberate damage to equipment may include banging of keyboard, removal of mouse components, and marking

on computers.

- Changing computer settings.
- Plagiarism.
- Using the network while access privileges are suspended or revoked.
- Accessing “chat rooms”.
- Revealing anyone’s personal information such as names, addresses, telephone numbers, credit card information, social security numbers, and identifiable photos.
- Giving out a password to others, logging on as another user, invading another user’s privacy, or encouraging others to violate of this Use Policy.
- Email and instant messaging.

Visitors

Parents or family members may visit the school to observe the program. Visits by lawyers, clergy, or other professional service providers are permitted. Visits by friends are not permitted.

Granite Academy requires advance notice of all visits and reserves the right to limit, postpone or terminate visits by any persons if it proves disruptive to the student being visited or to the student body in general.

Your Rights and Responsibilities

Parent/Guardian Responsibilities

Granite Academy asks your cooperation and assistance so that we can provide the best possible education and treatment for your child. We respectfully list the following expectations:

- Have your child attend school every day, unless ill. Regular attendance is very important to academic and therapeutic progress. Report absences to the bus company and the school as early as possible.
- If your child needs to be dismissed from school early for a scheduled appointment, please let their counselor know as early as possible.
- If you have difficulty with your child at home, let us know so that we can assist you.
- Your participation in meetings (IEP, progress, re-entry, etc.) about your child is important.
- Please support our work with your child, or if you have complaints and concerns about what we do, contact us immediately.
- Keep us informed about your child: medication, allergies, health insurance information and family loss - anything that may affect your child's functioning at school.
- Keep us informed about your contact information. Be sure Granite Academy has current information: Parent/guardian's phone numbers and emails, current address, emergency contact person with current phone number and address, critical treatment providers' contact information. Call Granite Academy immediately for any changes.
- Please inform Granite Academy about any changes in your child's legal status and the results of any judicial and administrative proceedings, including restraining orders, court restrictions and guardianship. We will handle this information in a sensitive manner.

Student Records: Your Rights

Massachusetts law provides rights and protections pertaining to student records relating to care and education at Granite Academy. 603 CMR 23.00 is promulgated to insure

parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records and to assist local school systems in adhering to the law.

Students and parents who wish to assure that they have the most current and complete information regarding student records should contact the Massachusetts Department of Elementary and Secondary Education (DESE).

Parent and Student Rights

Disclaimer: Granite Academy provides the following information to incoming students and parents as a courtesy and for informational purposes.

We endeavor to assure that the information provided is current, however, we make no claim as to the accuracy of the information or to whether it is actually current.

Students and parents, who wish to assure that they have the most current and complete information regarding student rights, should contact the Massachusetts Department of Elementary and Secondary Education.

Protecting your rights

Any student, parent or legal guardian has the right to get legal counsel at any time to exercise and protect their rights. DESE (781.338-3000) can also assist you in understanding and protecting your rights.

Granite Academy is committed to upholding the rights of parents and their enrolled children. As a parent you have the following rights:

- The right to know who is providing the care and education for your child.
- The right to question our practices.
- The right to challenge or reject the IEP.
- The right to review your child's school records (subject to

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some restrictions based on the age of your child).

- The right to withdraw your child from Granite Academy.
- The right to obtain copies of all educational, clinical and operational policies and procedures.

Every student has the right to impartial access to education and treatment, regardless of race, religion, sex, ethnicity, age, disability, or ability to pay. Above all else, Granite Academy supports and protects the fundamental human, civil, constitutional, and statutory rights of each student enrolled in the program, as well as those of family members who may be involved in the program, by way of a student's enrollment.

Please familiarize yourself with your rights and direct any questions you may have, either in person or in writing to the Head of School. If you have reason to believe that your rights are being neglected or violated, contact the Head of School or seek legal assistance.

Among other rights that may exist, students have the right to the following:

- To obtain copies of school policies and procedures
- To seek legal counsel
- To obtain copies of rules and regulations

- To obtain the name(s) of the person(s) responsible for your care
- To confidentiality of records and communication to the extent provided by law.
- To the privacy of medical treatment
- To prompt life saving treatment in an emergency without economic discrimination
- To informed consent as provided by law

Each student admitted to the school shall receive education and care suited to his/her needs, which shall be administered skillfully, safely, and humanely with full respect for dignity and personal integrity.

As appropriate, the student, the family, or the legal guardian shall be fully informed about the following items:

- The nature of the education and care that he or she will receive
- The current and future use and disposition of products of special observation and audiovisual techniques, such as one-way vision mirrors, tape recorder, television, movies, or photographs
- The right to refuse to participate in any research project
- The right to refuse specific medications or treatment procedures
- The rules and regulations applicable to student conduct
- The right to initiate a complaint or grievance procedure and the appropriate means of requesting a hearing or review of the complaint.

Anti-Hazing Policy

In accordance with Massachusetts law, Granite Academy prohibits hazing activities of any type as they are defined

in the Massachusetts statute. Further, Granite Academy recognizes that hazing is a crime and will report any hazing activities or suspicion of hazing activities to the appropriate law enforcement authorities.

Specific steps in implementing the Granite Academy Anti-Hazing policy are:

- Upon admission and at each subsequent IEP meeting, parents and students of legal age are required to acknowledge the Anti-Hazing Policy with their signature on the Permission Form.
- A copy of the Anti-Hazing law is provided to each incoming student and parent.
- The Therapeutic Response System, defines hazing as a community violation.
- Each incidence of hazing or reported hazing will be reported to the appropriate law enforcement authority.
- Parents will be informed when notification to law enforcement authorities is required.

Bullying Prevention and Intervention Plan

Statement of Intent

Granite Academy endeavors to provide a learning environment that is free from bullying and cyber-bullying (similar policies exist and define sexual harassment and hazing). Granite Academy expects that all members of our school community will treat each other in a civil manner and with respect for differences.

We understand that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Granite Academy will take specific steps to create a safe and supportive environment for vulnerable populations in our school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment or teasing.

Granite Academy is, by definition, a school established to meet the needs of students who have identified vulnerabilities. Our learning community is organized around principles of respect, understanding and responsibility. With a staff to student ratio of 1:8, we are afforded the opportunity to have close communication with students, parents and community-based service providers.

Granite Academy also understands that the bully may have identified needs and that when an identified bully is a member of our school community we have a

responsibility to address her/his needs as well.

Shared Responsibility

To successfully protect the safety of community members, all community members must share the effort. Granite Academy believes that is the responsibility of every student, parent and employee to be alert to and to report suspected acts of bullying, cyber-bullying and retaliation.

Collaboration with Families

Granite Academy's active engagement and collaboration with families increases our capacity to prevent and respond effectively to bullying.

Through mailings and the Parent Advisory Committee, Granite Academy provides information about bullying and how to report suspected incidences. Parents are provided copies of the Bullying Prevention and Intervention Plan on admission and thereafter annually at the IEP meeting.

The bullying policy has been approved by the Department of Elementary and Secondary Education and can also be found on our website at www.gabrantree.org. Students who are vulnerable to being bullied or being an aggressor are identified and plans are developed by the IEP Team at annual meetings to address these issues pro actively.

Definitions

Bullying is defined as the **repeated** use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

1. Causes physical or emotional harm to the target

- or damage to the target's property;
2. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
 3. Creates a hostile environment at school for the target;
 4. Infringes on the rights of the target at school;
 5. Materially and substantially disrupts the education process or the orderly operation of Granite Academy.

Cyber-bullying is defined as bullying by use of technology or any electronic communication, which includes but is not limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by such things as electronic mail, internet communications, instant messages or facsimile. Cyber-bullying includes:

1. The creation of a web page or blog in which the creator assumes the identity of another person;
2. The knowing impersonation of another person, as the author of posted content or messages, if the creation or impersonation is a violation under the law.
3. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting is a violation of the law.

Aggressor is a student who engages in bullying, cyber-

bullying, or retaliation.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, or athletic coaches.

What Constitutes a Violation of the Granite Academy Anti-bullying Policy?

It is a violation of this policy for any student to engage in bullying or cyber-bullying, or for any employee of Granite Academy to condone or fail to report acts of bullying or cyber-bullying that they witness or become aware of:

1. On school grounds and property immediately adjacent to school grounds;
2. At school-sponsored or school-related activities, functions or programs, whether on or off school grounds;
3. On school buses or vehicles owned, leased or used by Granite Academy;

4. Through the use of technology or an electronic device **owned, leased or used by Granite Academy.**

It is also a violation of this policy for any student to engage in bullying or cyber-bullying at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

Programmatic Resources Employed to Prevent Bullying

Granite Academy promotes safety, mutual respect and tolerance through a variety of educational, healthcare and clinical services. The Granite Academy Skills for Living Curriculum addresses risks factors underlying vulnerabilities that may be targeted by bullies. The Skills for Living Curriculum also promotes understanding and tolerance, anger management and social skills training aimed at bullying prevention.

Specific services and social forums include:

Individual Counseling: Each Granite Academy student is assigned a school counselor with whom he or she meets for weekly sessions. The school counselor is also involved in classroom activities affording an opportunity to observe and understand student relationships and to identify potential conflicts or vulnerabilities.

Milieu-based Norms and Structures: A number of

school-wide programs and activities are designed to maintain and strengthen positive, respectful norms as well as structures that respect students' need for rules and supervision.

- ✎ Setting clear expectations for students.
- ✎ Established school and classroom routines.
- ✎ Suggestion Box: Enables students to voice their concerns anonymously. Concerns are discussed in a monthly community meeting attended by all students and staff.
- ✎ Creating a safe school environment for all students, including those with disabilities, and those who identify as lesbian, gay, bisexual, transgender, and homeless.
- ✎ Using appropriate and positive supports and reinforcement.
- ✎ Modeling, teaching, and rewarding pro-social, healthy and respectful behaviors.
- ✎ Using positive approaches to behavioral health, including collaborative problem solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development.
- ✎ Promotion of safe internet use.
- ✎ Supporting student's interest and participation in non-academic and extracurricular activities.

Psycho-educational Group Therapy: Weekly counseling groups address a range of issues including: multicultural awareness, disabilities awareness, respecting differences, peer pressure, social skills building and bullying prevention. Methods employed include:

- ✎ Using scripts and role plays to develop skills
- ✎ Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
- ✎ Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance
- ✎ Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies
- ✎ Enhancing students' skills for engaging in healthy relationships and respectful communications
- ✎ Engaging students in a safe, supportive school environment that is respectful of diversity and difference

Therapeutic Response System (TRS): TRS supports a highly structured milieu by clearly identifying unacceptable behavior and resulting consequences. Frequent communication with parents and community-based service providers is built into TRS. Anti-social behavior results in heightened clinical services.

Staff Communication: Each Granite Academy staff member receives a daily briefing on risks, safety concerns and required interventions.

Assessing Needs and Resources

At least once every four years beginning with 2015/16 school year, Granite Academy will administer a Department of Elementary and Secondary-developed student

survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, Granite Academy will annually report bullying incident data to the Department.

Plan for Reporting and Investigating Suspected Bullying

Students, parents and staff who witness or become aware of bullying, cyber-bullying or retaliation should immediately report it to a Head of School.

To support efforts to respond promptly and effectively to bullying and retaliation, Granite Academy has established the following procedures for receiving and responding to reports of bullying or retaliation.

Reports of bullying or cyber-bullying will be promptly investigated. Before fully investigating the allegations of bullying or retaliation the Head of School will:

- Restore a sense of safety for the target and assess the target's needs for protection;
- Assess the need and provide for the safety of person who reports bullying or provides information during an investigation;
- Notify the parents or guardians of the aggressor;
- Notify the parents or guardians of the target;
- Take appropriate disciplinary action;
- Notify the police if the Head of School believes that criminal act has been committed.

Responses to promote safety may include:

- Creating a personal safety plan

- Pre-determining seating arrangements in the classroom, at lunch, or on the bus.

The Head of School will take additional steps to promote safety during the course of and after the investigation, as necessary.

During the investigation stage, the Head of School will:

1. Review the definition of bullying, ideally with the reporter (e.g., target, friend of target, parent, etc.) present.
2. If incident does not seem to meet the definition, treat the incident with standard school therapeutic response system or conflict resolution procedures.
3. If incident meets the definition, or you have any doubts about whether it *might be bullying*, continue to follow the procedures below.
4. Notify the reporter that because this incident may constitute bullying, we have an obligation to investigate and take action in a timely manner.
5. Interview all students involved, collect evidence including digital or hard copies of electronic communication, web pages, notes, etc., Notify parent(s)/guardian(s) of all students involved, notify the police if it is believed that criminal charges may be pursued against the aggressor, apply appropriate disciplinary action, notify target's parent(s)/guardian(s) of action taken to prevent further acts of bullying, to the extent consistent with state and federal confidentiality laws (note: we cannot share the extent of all disciplinary ac-

- tions with the target's family).
6. Complete a copy of the *Granite Academy Bullying Investigation Form*.
 7. Prepare to interview students:
 - Consult, as needed, with additional staff (e.g., counselor, nurse, teacher).
 - Determine which additional staff, needs to be present during student interviews and/or decision process.
 8. Take reasonable precautions to ensure that students are unable to undermine the investigation (e.g., each student is interviewed separately with Head of School and assigned counselor).
 9. Determine which students need to be interviewed. Include target(s), aggressor(s), and bystander(s).
 10. Interview all students involved, ideally one at a time.
 11. Read back to the student a summary of his/her account to ensure accuracy.
 12. If physical injuries occurred, have nurse examine.
 13. Collect and compile evidence:
 - Printouts of emails, social networking pages, on-line posts, etc.
 - Copies of student notes
 - Nurse or staff report(s)
 - Police report(s)
 - Written statements
 14. Determine whether bullying has occurred.
 15. Determine whether the behavior is a manifestation of the student's disability. Consult student's

liaison if necessary.

Responding to Behavior that Does Not Meet the Definition of Bullying

Granite Academy employs a range of interventions and supports in response to conflict between students. These include parent conferences, staff supervised mediation, increased structure and supervision, increased individual counseling time, in-school suspension, out-of-school suspension, behavior plans, safety contracts, transportation monitoring and additional support from community based service providers.

Responding to Behavior that Does Meet the Definition of Bullying

Working with the aggressor, complete a *Safety Contract Agreement* (included in the packet) that includes warning against retaliation and repeat offenses. It should include disciplinary actions, strategies and supports to be used to stop the bullying and restore a sense of safety for the target, including steps taken to ensure there is no retaliation against the targets or reporters. See the table below for a menu of options:⁴

- Aggressors can be required to take a Bullying Program Workshop at Granite Academy in place of an elective for 6 weeks.
- School can encourage additional outside additional counseling for aggressor.
- Notify the aggressor of his or her rights, and the process to appeal your decision.
- Meet with the target and/or bystanders to develop a safety plan.

Important Guidelines for Staff

- ✎ Do not ignore bullying: Bullies count on adults to ignore bullying behaviors, and this allows them to continue bullying activities. (Steiner, A. 2002).
- ✎ Intervene immediately; bullying is common, but not benign: Bullies are much more likely to grow up to have criminal or violent behaviors. Targets of bullies suffer disproportionately from mental health problems, school problems, and social problems. Children who witness bullying spend an inordinate amount of time seeking to avoid it and worrying about it.
- ✎ Separate alleged bully & target: Do not use mediation or attempt to force them to confront one another.
- ✎ Bullying is different from conflict: Conflict is an equal-power quarrel or problem between two students. Bullying is abuse; it occurs when a socially powerful (popular or feared) student mentally or physically abuses a weaker (fearful) student, for the purposes of making them afraid and hurt.
- ✎ Stay neutral and calm: The tone you take with students during investigations will affect your ability to defuse the bullying.
- ✎ Don't make promises or deals: Wait until your investigation is complete.
- ✎ Reassure reporters and target: Provide reassurance that they have done the right thing by reporting. Ensure they know that they will be protected from retaliation.
- ✎ Empower aggressors to change: Remind aggressors that they have power to stop the bullying. Teach them strategies to stop (e.g., “for now, stay off of Facebook”).

- ✎ Maintain confidentiality, but ACT: It is important to protect reporters from retaliation, but information on bullying MUST be acted upon. There are no “off-the-record” conversations.
- ✎ Be objective: Maintain objectivity in your note taking; your emails and the notes you take in meetings about students become part of their official record.
- ✎ Be timely: The faster you talk to all students involved, the less likely that the students will feel social pressure to change their stories.

Training and Professional Development

Granite Academy provides all staff with both mandatory and optional professional development and training opportunities throughout the school year, starting with mandatory orientation prior to the commencement of each academic year.

Annual and on-going training on Bullying Prevention and Intervention Plan. Annual training for all school staff shall take place during orientation or, for staff hired after orientation, during the first 60 days of employment and then on-going as part of the regularly scheduled staff training program. The training shall include the definition of bullying, cyber bullying and retaliation, an overview of the process to be followed upon a report of bullying or retaliation, and an overview of the school’s bullying prevention program.

With respect to bullying prevention, professional development sessions focus on establishing a learning environment that promotes safety, civil and respectful communication and respect for differences, as well as improving and increasing the skills of staff members to prevent, identify and respond to bullying. Addition-

al areas of training may include:

- ✎ Developmentally and/or age appropriate strategies to prevent bullying.
- ✎ Developmentally and/or age appropriate strategies for effective interventions to stop bullying.
- ✎ Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witness to bullying.
- ✎ Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the academic environment.
- ✎ Information on the incidence and nature of cyber bullying.
- ✎ Internet safety issues as they relate to cyber bullying.
- ✎ Promoting and modeling the use of respectful language.
- ✎ Fostering an understanding of and respect for diversity and difference.
- ✎ Building relationships and communicating with families and service providers.
- ✎ Constructively managing classroom behaviors.
- ✎ Using positive behavioral intervention strategies.
- ✎ Applying constructive disciplinary practices.
- ✎ Teaching effective communication, anger management, and empathy for others.
- ✎ Engaging students in school planning and decision-making.

- ✎ Maintaining a safe and caring classroom and school community for all students.

Respect and Protection for Reporters of Bullying

Granite Academy does not tolerate retaliation against a person who reports, provides information during an investigation, or witnesses or has reliable information about bullying or cyber-bullying.

Determination:

The Head of School or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Head of School or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Head of School or designee will:

- 1) determine what remedial action is required, if any, and
- 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Head of School or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Head of School or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Head of School or designee cannot report specific information to the

target’s parent or guardian about the disciplinary action taken unless it involves a “stay away” order or other directive that the target must be aware of in order to report violations.

The Head of School or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education’s problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

Response Options

Disciplinary Actions – Therapeutic Response System

- ✎ Exclusionary 1:1 ReGroup
- ✎ Safety Contract
- ✎ Placed on to level 1
- ✎ Participate in the Bully Program Group
- ✎ School Project Promoting Differences
- ✎ Out-of-school suspension
- ✎ Legal action
- ✎ Expulsion or termination

Remediation Actions

- Meetings between students
- Counseling
- Education including strategies to repeating behavior.
- Revision of IEP, if applicable
- *Individual Behavior Plan* (when therapeutically indicated)

Target Safety

- ✎ Guidelines for avoiding further unnecessary contact with the target
- ✎ Clarification about who will be notified
- ✎ Notify staff about incident and danger of further contact

- ✎ Strategies to avoid further bullying (e.g., script, role playing, etc.)
- ✎ Identifying trusted adults and “safe areas”
- ✎ Education about rights to be free of retaliation and reasonable expectations about social consequences for being part of a bullying investigation (e.g., people will talk about it, but they may not retaliate)
- ✎ Periodic check-ins
- ✎ Whole community meetings
- ✎ Identification and empowerment of bystanders

Problem Resolution System

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Problem Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Printed copies of this information are also available at the Head of School’s office.

Obligation to Notify Others

Granite Academy adheres to the following guidelines regarding notification of suspicion or occurrence of bullying and/or cyber bullying.

- ✎ Granite Academy will notify parent(s)/Guardian(s) of the target and aggressor about our determination and—to the extent allowed by confidentiality laws—actions taken.
- ✎ Granite Academy will not share student names or disciplinary actions with a third party. Parents of targets do not have the right to know the name of the aggressor (or disciplinary actions taken against aggressor).
- ✎ Granite Academy will consult with police, as

needed.

- ✎ Granite Academy will consult with and notify the responsible public school.
- ✎ All documentation of bullying, cyber bullying and retaliation will be entered into the Granite Academy student record.

