



Student Handbook

**2018-2019
School Year**

The Victor School provides all students with equal access to services, facilities, activities and benefits regardless of race, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

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The Victor School-Welcome!

Greetings, Students and Families:

The Victor School is a therapeutic day school which exists within the larger agency of Justice Resource Institute. More information about our parent company can be found at <http://www.jri.org> and our school at www.jri.org/victor.

Most students come to The Victor School because other school settings have lacked the supports needed by our students for them to be able to work to their potential or to feel successful. Students often tell us they didn't feel like they fit into their last school. People didn't listen to them, or take their point of view into account. Solutions may have been offered that simply didn't fit. We believe our program is different, and will work with you to ensure your experience is a positive one.

We design our program around the understanding that students can succeed, and we provide students and their families with the tools to meet -- and often exceed -- their goals. There are many supports here, and we encourage you to use them fully while you are with us; take advantage of all the opportunities available!

The Victor School strives to be a safe, respectful community where personal expression and growth are encouraged and celebrated. This Handbook was compiled to assist students, parents, guardians, and sending school districts in understanding the policies, procedures, services, and expectations within The Victor School that support our community. We encourage you to review the Handbook, and to contact the school if you have any questions.

We are pleased you chose The Victor School, and look forward to working together with you on your individual goals!



Wendy Rosenblum, Director



Heidi Factor, Assistant Director

The Victor School—Vision / Mission / Philosophy

Mission

The Victor School exists to provide each student with challenging, college-preparatory academics in a safe, respectful, therapeutic environment rich with academic, social, emotional, and transitional skill development. We design our program around the core belief that students want to and can succeed, and we provide students and their families with the tools to meet, and often exceed, their goals and make their vision a reality.

Vision

The Victor community is a close-knit, accepting, safe community of learners and their families that encourages and celebrates each individual's expression of self, advocacy for self and others, and education that creates life-long learners and fosters curiosity. Students leave our school better educated – academically and about themselves and their learning styles; more socially connected and able; and prepared for their next steps.

Philosophy

At the heart of our school is the overarching CPS philosophy of “Students do well if they can.” We believe that students who are struggling with a challenge are still developing skills that could support them in managing the obstacle in a different way. We believe that developing these “lagging skills” will leave the student poised to perform at his/her/their best not only at school, but in a variety of situations. School is an environment where teaching is inherent; teaching and practicing skills are an important part of The Victor School experience.

We Always Remember

It is an honor to be invited along on each student's journey, and work closely and collaboratively with the families, students, school systems and collaterals that have instilled their trust in us.

Collaborative and Proactive Solutions (CPS)

The Victor School philosophy is based on the Collaborative Problem Solving (CPS) approach (recently renamed Collaborative and Proactive Solutions), created by Dr. Ross Greene, a Ph.D. level psychologist who is an Associate Professor in the Department of Psychiatry at Harvard Medical School. The school enjoys consultation and training from Dr. Greene's team as part of our commitment to the CPS approach.

Specifically, at the heart of our school is the overarching CPS philosophy of "Students Do Well If They Can." This phrase can sound simple, yet it is important. Students do well if they *can* -- not if they feel like it, or if they are motivated to, or if they want to. They do well if they have the resources and skills to manage the tasks and challenges put in front of them, at the moment they are being asked to perform. Looking at students through these "lenses" is an essential part of our programming.

Students who are struggling with a challenge, or who are not performing up to their abilities and potential are not doing so "on purpose"; rather, the school believes that these students are still developing skills that could support them in managing the obstacle in a different way. This belief system is important, as we believe that the explanation drives the intervention. For example, a student who gets stuck on a topic is not considered to be "stubborn"; instead, that student may have slower-developing cognitive flexibility skills. It is the belief of the school, in alignment with CPS philosophy, that developing these "lagging skills" will leave the student poised to perform at his/her/their best. School is an environment where teaching is inherent; teaching and practicing skills are an important part of The Victor School experience.

CPS encourages a joint understanding of clear expectations. When students have difficulty meeting expectations, CPS calls for a respectful and interactive process through which staff and students work collaboratively to seek out an effective solution or response to a given situation -- a process known as "Plan B." Being able to successfully resolve situations in which there is disagreement, misunderstanding, difference of opinion, or conflict is a life-long process that helps students to progress in the world as effective and productive young adults, and the process of resolving situations taught through CPS Plan B supports the development of organized, reflective, and flexible thinking as well as self advocacy, social and perspective taking skills.

The Victor School – Admission and Intake

Admissions Process

The Victor School works closely with families, students, and districts throughout the admissions process. The school requires a formal referral packet, including recent testing, IEP, and transcript, as a first step to the admission process. These documents are reviewed internally by the Education and Clinical Directors as an initial screening, and appropriate candidates are invited to tour and interview. The interview process is designed to be flexible, allowing the prospective student to gain information he/she/they need in order to make the best decision possible.

Interviews are scheduled with a member of the Administrative Team prior to admission with the prospective student, their family, and any other individuals they would like to join; the district is always welcome and encouraged to attend. The interview allows the opportunity for the student and their parents to see the facilities and meet staff and enrolled students. The interview, in alignment with DESE regulations, includes an explanation of the school's purpose and services, policies regarding student and parent rights including student records, the health program including the procedures for providing emergency health care, and the procedure for termination of a student. At the initial interview, the student and his/her/their parent(s)/guardian(s) will be given a written listing of the step-by-step procedures, policies, and protocols that are involved with all aspects of the interview and intake process.

Intake Process

Once a student has been admitted to The Victor School, his/her/their parent or guardian will schedule and complete an intake procedure that will involve signing a number of forms for release and authorization of information and other documentation necessary for a student to begin at The Victor School. Additionally, as required by the DESE, documentation of immunizations, a dental examination, and physical examination (which includes vision and hearing screening for all students and postural screening for students in the 7th 8th and 9th grade) within the last 12 months is necessary prior to admission to The Victor School. Our nurse is available to assist families in arranging any necessary exams or retrieving documentation of recent exams from students' doctors/dentists.

In addition, there are several forms that must be signed by the school district prior to a student starting at The Victor School. These include a current IEP and a placement page (a PL-1 form) indicating The Victor School as the current placement. These signatures indicate that the sending school is in agreement that The Victor School is the most beneficial place for the student to be educated at the present time.

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Annual Forms

There are certain forms signed at intake that must also be signed annually. These include:

- Internet/Computer Use Safety Policy
- Receipt of Student Handbook Form
- Individual Rights and Responsibilities
- Medication Administration forms for OTC and/or prescription medication administered on campus, and required screenings
- Annual Consent form, which includes Internal Publication/Yearbook Consent, Emergency Medical Treatment Consent, Student allergy update, Student Transportation Release, Routine PRN Administration Consent, acknowledgement of the school's health and sexual education curriculum, and acknowledgement of receipt of Complaint/Grievance Policy and FERPA Privacy Notice
- Bullying Prevention and Response Policy
- Anti-Hazing Policy
- Acknowledgement of TVS policy and procedure manual as well as Health Care Manual being located in the reception area

In addition, in alignment with DESE regulations, the school requires verification of an annual physical and dental examination for each student.

The Victor School - General Policies

SCHOOL CONTACT INFORMATION

The main number for the school is: **978-266-1991**
The primary fax number is: **978-264-3800**

All staff have email; the formula for reaching any particular staff person is as follows:
First initial of first name, last name, @jri.org
As an example, John Smith would have an email address of jsmith@jri.org .

Each staff member has a four-digit extension; phone lists are distributed annually. A dial by name directory is available at x9 off the main menu of the phone line.

The school's attendance line is: 978-266-1991 x3555. Messages regarding absences, late arrivals, early dismissals, or any other essential information the school should have prior to starting the day should be left here. This number goes straight to a voice mailbox which is checked periodically throughout the day.

The student's Primary Clinician serves as the primary liaison between the school and the student's parents/guardians and collaterals; the Primary Clinician should be the first staff member contacted regarding any concerns about that student. The name of the student's clinician and phone extension at The Victor School will be given to the student and his/her/their parent(s)/guardian(s) upon their formal entrance to The Victor School. Parents/guardians should always feel free to leave a voicemail for the student's Primary Clinician.

Staff check their voicemail and email daily. Clinical team members are generally able to return all correspondence within 24 hours of receipt. Please note that at times clinicians are off-site at trainings or other meetings; their voice mail messages will be changed to reflect such. Teachers may require a longer delay in response time due to their commitments in the classroom; please allow 72 hours for a response. Teachers are available to participate in family meetings provided they have at least one week's notice.

School Calendar

The Victor School is a 12-month program. There are a total of 216 days divided between five academic terms, running July 1 to June 30. Any snow days taken during the year will be made up by the end of June.

The annual school calendar is distributed with the Student Handbook to students and their parent(s)/guardian(s) at the initial interview and at intake; students, parents, sending school systems, and transportation companies receive a copy any time the calendar is updated. The school calendar is also available online at www.jri.org/victor.

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Bullying Prevention and Response Policy

The Victor School strives to maintain a safe school community where diversity and difference are not only respected, but celebrated. The school prohibits unlawful or disruptive behavior, including any form of bullying, cyber bullying, hazing, harassment, or retaliation following reports of bullying, in school, on school grounds, on school trips, or in school related activities. We align fully with the 2010 Massachusetts Anti-Bullying Law, and Chapter 86 of the Acts of 2014, Amended Section 370 of Chapter 71 of the general laws which furthers the original 2010 law in several areas. The school maintains a formal bullying policy, which has been submitted to and approved by the DESE. This policy is available on line at the website (www.jri.org/victor) and by request by contacting the school; it is also distributed at intake, and again annually. The following is a brief summary of portions of the longer policy that most directly impact students.

Bullying is defined as any repeated actions (verbal, physical, written, or electronic) of someone towards a target that causes a target to have fear of physical or emotional harm or damage to his/her/their property, or which creates a hostile environment at school or disrupts the school day. In 2014, the Amendment highlighted certain groups of students that could be more vulnerable to being targeted, and also noted that any staff employed by the school or district (including, but not limited to teachers, clinicians, case managers, the school nurse, administrators, assistants, bus drivers) as well as students could be aggressors; plans are required to address both of these areas, and ours does. The school is committed to providing all students with a safe learning environment that is free from bullying, and from retaliation following reports from bullying.

If a student feels they are being bullied, or sees bullying happening in our community, we ask that they report it. Students can talk to staff, file a complaint, leave a message on any staff line, or write a note and leave it with any staff member. Students can file anonymously, or use their name. The most important piece is to report what was seen or heard. All staff are required to report any instances of possible bullying directly to the Director, in real time -- that is, as they see it occurring. Staff also intervene in the moment to provide safety for all involved.

When reports about possible bullying are made, staff will first make sure involved students feel safe. Staff will work directly with involved students to determine what steps need to be taken to ensure safety; the student's voice is an important one in this process. Steps will also be taken to prevent retaliation against anyone who reported or witnessed the bullying. Keeping students safe is the number one priority.

Once student safety is in place, staff will take steps to learn more about the bullying. This may involve talking to other students, talking to parents, looking at information provided to us. When all the data is collected, next steps can be determined. As noted in the Code of Conduct, bullying is a suspendable offense, and if warranted, disciplinary action may be taken. Oftentimes, education and skill building is involved regardless of disciplinary action.

The school keeps a record of all reports of bullying, and aligns with the requirements to report them (without student names) to the DESE as required in the 2014 Amendment. The school also continues to survey the community about the culture of the school, and shares these results with the school community. While it is our hope that any concern can be successfully resolved with our staff team, if a student/parent/guardian has a concern that they feel is not being adequately addressed, the DESE has several resources for this purpose. Specifically, emails can be sent to compliance@doe.mass.edu, calls can be made to 781-338-3700, and more information can be found on-line at www.doe.mass.edu/pqa.

A copy of our formal, DESE approved bullying policy can be found on line at www.jri.org/victor. A hard copy is available upon request.

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Anti-Hazing Policy

The Victor School aligns fully with the Massachusetts Anti-Hazing Law and the DESE reporting requirements around such, and maintains the following policy regarding hazing. The Massachusetts Anti-Hazing Law is attached as ADDENDUM F of this handbook.

The Victor School issues a copy of the Massachusetts Anti-Hazing Law and the school's anti-hazing disciplinary policy to every student enrolled at our school, which covers every student group, student team, or student organization, including every unaffiliated student group, student team, or student organization.

The school files, at least annually by October 1st, a report with the DESE certifying:

- a) we comply with our responsibility to inform student groups, teams, or organizations, and every full-time enrolled student, of the anti-hazing law
- b) our adoption of a disciplinary policy with regard to the organizers and participants of hazing; and
- c) that our hazing policy has been included in our Student Handbook and is explained to and discussed with all students.

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

<http://www.doe.mass.edu/lawsregs/603cmr33.html?section=all>

Students who engage in this behavior, either as organizers or as participants, will be subject to interventions in keeping with our Code of Conduct. Staff investigate any allegations of hazing, and investigations are overseen by the Human Rights Officer. If a case of hazing is proven to have taken place, either on or off school grounds, disciplinary action may be warranted, as outlined in the Code of Conduct. Oftentimes, education and skill building is involved regardless of disciplinary action.

Code of Conduct

The school maintains a Code of Conduct to outline our plan to maintain an environment that is safe and conducive to academic learning, social and emotional growth, and overall well being. It is essential that all members of our community – staff, students, parents/guardians – partner together to support this plan. Specifically, we expect all members of our community to:

- Be respectful of all students and staff in person and via electronic means, regardless of a person's real or perceived race, religion, gender identity, sex, sexual orientation, appearance, disability, national origin, ethnic group, or living status
- Contribute to a safe, orderly, kind, respectful school climate, free from distraction, bullying, hazing, harassment, discrimination, retaliation or negativity
- Share concerns or complaints to staff, who will support resolution openly and collaboratively
- Maintain strong school attendance, arriving to classes daily, on time, and prepared to learn, and avoiding learning distractions such as cell phones or gaming systems during class and group time
- Produce your own, best work product, citing sources when used
- Use the resources of the school to have any questions you may have answered, and to support the development of and forward motion on your goals
- Accept responsibility and feedback around personal actions
- Follow the school's technology, dress code, personal contact, and education/clinical/transition and nursing department policies

To ensure clarity, and with the goal of maintaining a safe, respectful learning community, the school prohibits the following; should the following occur, loss of school privileges, and disciplinary action, including suspension or termination from programming, may occur:

- Threatened or actual harm to, or unsolicited, unwanted contact with to any member of the school community
- Theft or damage to school, staff, or student property
- Possession of drugs/cigarettes/tobacco/eciggs/vaping/weapons/lighters/potentially dangerous items on campus or school-sponsored events; these items will be confiscated and may be turned over to the police
- Leaving the campus, or off-site trips, without permission
- (Cyber)bullying, hazing, intimidating, or retaliating against any member of the school community
- Plagiarism or other violations of academic integrity
- Actions or events that do not align with the Code of Conduct expectations

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Interventions and Responses

Every member of the school community is responsible for their actions and for maintaining the Code of Conduct. The following interventions are available to support students towards this end, along with individualized responses students may have in their IEP.

- **Taking Space/Sensory Breaks**

Students are encouraged to monitor their internal states and take short breaks from activities, as needed. The method of “taking five” is specific to each student. Some students prefer to take a short mental “vacation” while remaining in the class. Some students find that physical activity is helpful; others find that quiet alone time helps them to regroup. The school provides a number of tools in classrooms, clinical offices, and student spaces. Students who need to use a skill outside of the classroom should coordinate such with their teacher.

- **Collaborative and Proactive Solutions: Managing an Unmet Expectation**

TVS believes that all students do well if they can -- not if they want to or if they feel like it. Inherent in this belief is that students want to do well; if something is not working, there is an obstacle in the way they lack the skills to overcome, making it impossible to perform at the level they would like.

When a student does not meet an expectation, CPS offers three levels of interventions, as follows:

- **Plan A:** Plan A is a rigid, “imposing adult will” type intervention, that occurs the most rarely at our school and is typically reserved for situations where safety is at risk.
- **Plan B:** Plan B is an opportunity to collaboratively figure out what might be making meeting the expectation so difficult at this time. The expectation doesn’t go away; fully understanding the expectations, the difficulty and finding a solution not yet thought of is the goal. The process of having the CPS Plan B conversation is, in itself, an intervention that promotes empathy, problem-solving, perspective-taking, and organized, reflective thinking. All staff are trained in the CPS philosophy, and are able to work with the student to problem-solve. Students can request this intervention at any time, or it may be suggested/initiated by a staff member.
- **Plan C:** Plan C is a chance to planfully decide not to focus on a problem for right now, perhaps to allow for focus on another problem area, and to come back to it at a later time. Plan C is a thoughtful decision made with respect to the student’s goals.
- **Skills Coaching**
TVS staff are highly trained and able to assist students with a variety of skills coaching. Fully licensed clinical staff have diverse backgrounds which include extensive training in DBT, CBT, meditation, relaxation, grounding and other anxiety management techniques, social pragmatics, trauma-informed care including the ARC model, and problem-solving and general skills training. All staff are trained in BCC as a means of crisis prevention and intervention. Staff work closely with outpatient teams to translate any specific plans/rating scales to our milieu as appropriate. Skill development is also offered in group settings daily.

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- **Family meetings/collateral contact**

TVS clinicians recommend family meetings weekly. Whether in person or via phone, these set times are opportunities for family members and TVS team members to work collaboratively with the student on any areas of need, and to celebrate areas of success. Teachers enjoy coming in to family meetings, but do require a week's notice in order to arrange for appropriate coverage of their class.

TVS clinicians work closely with a student's outpatient providers. This close coordination helps ensure the successful translation of any student monitoring or treatment plans onto the TVS campus and into the community at large. Releases of information are required in order for communication to take place.

- **Natural Consequences**

There are times that repeated behavior can lead to natural consequences, which are developed via a staff team approach and are generally used in response to minor concerns. For example, a student who struggles to follow direction during outside lunch may be temporarily restricted to indoor lunch while a longer-term plan to address the problem is being developed.

- **Check-in/Coaching**

Students who are having difficulties that cannot be successfully managed in the classroom or in the moment can request, or may be asked to, work with a member of the clinical team, who will provide coaching and problem-solving assistance. CPS is often used during this time. DBT and CBT skills are often also utilized during this time, to assist with emotional regulation and distress tolerance. In addition, social skill training is provided, to support students in effectively communicating. Students should request a check-in through their teacher, who will contact an appropriate staff member and arrange a meeting. Check-ins are designed to be focused and goal oriented; students are encouraged to return to class as quickly as they are able.

- **Escort**

Typically, students move freely throughout the school. However, staff are available to escort students to and from classes, as well as to provide one-on-one support and coaching within the classroom setting as needs arise. Students are able to ask for this support themselves, and members of their treatment team can request this support on a student's behalf. Escort is designed to be a short, time-limited supportive intervention and is not punitive in nature.

- **Mediation**

Students who have difficulties in a specific setting or concerns involving specific individual(s) are candidates for mediation. During mediation, the student meets with the other involved party/ies, along with a member of the staff team (usually the student's clinician, academic advisor, or an Ad Team member) for additional problem-solving and support. Any staff is able to facilitate this intervention.

- **Reparation**

At times, following a disruption to the community or one of its members, a "repair" can be made to acknowledge the impact and move forward. Coaching and support around reparations is available from any member of the staff team.

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- **Suspension**

Repeated violations of the Code of Conduct, or significant violations to the Code of Conduct may result in suspension. Suspension is typically reserved for the most serious violations, or patterns of violations. A clinician or administrator will inform parents and students of the suspension once it has been determined. Students are responsible for obtaining all assigned coursework and completing it at home during the time of suspension and submitting it to their teachers upon re-entry to school. Students may be asked to attend a re-entry meeting accompanied by a parent or legal guardian on the day of their re-entrance to the school so additional planning may be made.

- **Termination**

In the rare instance that a student violates one of the most fundamental elements of the Code of Conduct, primarily physical violence, or bringing weapons and/or drugs on campus, termination and police involvement could occur. When termination is pursued, The Victor School follows the policies and guidelines outlined by The Department of Elementary and Secondary Education and works closely with the student's sending school in determining the best course of action.

Dress Code

The Victor School is a learning environment. To help maintain this environment, clothing is expected to be clean, within reasonable bounds of professionalism, and not hazardous to student health and safety. With this goal in mind, the following guidelines were developed with student input and are expected to be followed at all times by all members of the Victor community:

- Clothing and jewelry must be free from obscenities, nudity, violence, advertising or promoting alcohol or illegal drugs, words or symbols equated with hate or discrimination of others, and references to gangs.
- Clothing must cover a student's front, side and back torso and all undergarments
- Shoes must be worn at all times in accordance with Massachusetts state law.

Clothing that does not meet the above standards will need to be changed. Concerns about the Dress Code will be addressed by the Human Rights Officer or designee.

Absences

Students are expected to arrive on time for school daily. An Attendance Line (**978-266-1991 x3555**) has been designated for these calls, and parents/guardians are encouraged to leave a message on this line prior to the absence. This line is checked regularly throughout the day, and calls will be returned if requested. Calls to this line can also be forwarded to a student's clinician or other staff member if requested. Students who are absent due to illness for three days or more are requested to return to school with a doctor's note.

Attendance statistics are gathered in terms of "present" and "not present" rather than "excused" versus "unexcused." Specifically, attendance is essential in order for students to access the curriculum; even excused absences can negatively impact a student's success in this area. In general, students are at risk to fail a course if the minimum attendance standard of 70% is not met. Each Term, this expectation translates to *approximately* 12 missed days of school or an individual class. Please see the "Educational Services" portion of this handbook for more information regarding the impact of non-attendance on grades and credits.

Students are expected to collect any missed work due to absences, and make arrangements with teachers for its completion.

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- **Late Arrival/Early Dismissal**

School starts promptly at 8:30am; students who arrive to school after that time must be signed in at reception prior to going to their classroom.

If a student has an appointment requiring that s/he/they be released early, or into the care of someone other than a parent/guardian, s/he/they must provide notice from their parent/guardian. We ask that parents enter the school to sign the student out at the time of release. Identification is required when persons other than parents pick students up from school.

Daily Routine

The school doors open to receive students at 8:20 a.m. The school is not able to admit students prior to 8:20 a.m. The school day begins promptly at 8:30 a.m. at which time all students are expected to be in class.

Class times may vary slightly during the course of the year, but are approximately 50 minutes long, with short passing periods in between. Lunch is scheduled for approximately 20 minutes, after which classes resume. A current schedule of class times is available upon request, and an individualized schedule is provided to each student upon admission as well as at the beginning of each term.

A teacher-to-student ratio of at least one-to-eight is maintained at all times. The school is also approved for a teacher-to-aide-to-student ratio of one-to-one-to-twelve, although this model is not typically used. Students are expected to follow their schedule on a daily basis, and to participate in daily routines associated with being a student at The Victor School. These routines include, but are not limited to:

- Arriving to classes on time and prepared, and leaving when dismissed by the teacher
- Maintaining civil, respectful, and thoughtful interactions with staff and other students at all times
- Maintaining responsibility for books, backpack, or other belongings
- Respecting rooms or spaces not designated for use or entrance by students
- Cleaning up after themselves in the school kitchen and lunchrooms, bathrooms, cubby areas, classrooms, and offices and school grounds
- Refraining from cell phone/gaming device use during class and group time

Students are expected to attend all classes unless excused by staff. When a student needs to step out of a class to take five, retrieve something from his/her/their cubby, or to use the restroom, they are expected to obtain their teacher's permission prior to leaving the class.

There may be times when a student has a clinical issue that needs addressing during a class period. Students are encouraged to talk with their teacher about their needs, as teachers are trained in clinical aspects of the programming, and are often able to intervene effectively in the classroom and prevent loss of class time. If this concern requires more immediate or out-of-class attention, the teacher will seek a support person for the student to work with until the clinician becomes available.

Emergency Procedures

The Victor School maintains procedures for emergency evacuation and sheltering in place, and also trains in ALICE, a protocol to respond to an intruder. Drill procedures are reviewed school-wide at the beginning of each school year, and drills occur at least monthly. Students are expected to follow all relevant procedures during a drill.

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In addition to procedures to handle emergencies, The Victor School has developed a comprehensive disaster plan, which is located in the reception area. Should a serious emergency occur at the school, such as one needing an evacuation, parents will be contacted through the school's alert system.

In emergency situations, emergency health care may be sought for students who have been injured and require more assistance than the school nurse can provide, or for students who have been judged to be at risk to themselves or others. In these instances, the student's parents are notified immediately and consulted with. The school is able to coordinate with the local hospital and the local crisis team, both of whom are able to provide services outside of the realm of TVS.

Complaint/Grievance policy

Any person, including any student, can express a complaint or grievance which will be explored by a Human Rights Officer in a timely manner. Bullying concerns can be turned in (anonymously, if preferred) on a complaint form, and will be investigated immediately. Complaint forms are found in each of the Case Manager offices, on the Complaint/Grievance board, or, alternatively, can be distributed to a student by any member of the staff team. Students are encouraged to first work with the parties involved with their complaint, and are offered support to do so. The full complaint procedure policy is distributed to students and their families at the time of intake and reviewed annually.

Hospitalized Student Policy

From time to time, some students require hospitalization to address their emotional issues. While it is understandable that their education takes second place to their therapeutic needs at these times, it is still important that students access the curriculum as they are able.

While TVS works in a very flexible manner with the hospitals, and with each individual student, the following outlines the general policy and procedures that are followed:

Parents/guardians should provide the Educational Records Specialist (x3802) with a contact person at the hospital, and must sign a release of information to allow the school to communicate with identified hospital staff. The Victor School will coordinate work distribution and collection during periods when a student is hospitalized.

Students who are hospitalized are provided with work by their TVS teachers through the Resource Room teacher. Hospitals may provide tutors or, in some instances, TVS may have teachers available to tutor students while hospitalized. Students are expected to return the completed work to the school in order to receive grades and credit. Teachers reduce the amount of work requested to the most essential parts of the curriculum.

Inclement Weather Policy

The Victor School provides notifications of school closures and delays on WCBV.com, and via OneCall, an optional alert system that permits the school to send a text and/or voice mail directly to registered phones. Parents are encouraged to use both of these systems for updates.

There are times when The Victor School, is open, but a student may not have transportation available to The Victor School if the student's home/local school system has cancelled classes for a particular day. In such cases, students are excused from school for the day. Parent/guardian judgment is encouraged when deciding to send a student to school in inclement weather.

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Internet Safety

The Internet is a vast, global network linking computers around the world. Because of its enormous size, the Internet's potential is without imaginable boundaries. The Victor School maintains chromebooks for student use. The chromebooks and network exist solely as a resource for educational (such as curriculum support), therapeutic (coping skill), and transitional (career development, college search) purposes. Responsible student use is built into the educational process, and begins with this policy, which outlines basic expectations to help keep each individual student, and the entire Victor community, safe in cyberspace.

The Victor School believes that the benefits students gain from access to the information within the Internet's resources outweigh any potential disadvantages. The school will make every reasonable effort to minimize risks that users will encounter objectionable material on the internet. Through education, supervision, and responsible use, we believe that the Internet can be used safely and effectively. However, there are no absolute guarantees this will happen. The school has developed a Computer/Internet Safety Policy, signed at intake and reviewed annually, to help support the goal of safe internet use within our community.

Some highlights of this policy include the following:

- Students are permitted on student computers, found in the Resource Room and academic classrooms. Students are not permitted on staff computers or other staff devices for any reason, at any time.
- Students are issued a login and password, which allows them to store their work under this account from any computer in the school. Due to concerns about viruses, flash drives are not permitted.
- Students who bring their own hardware (laptop, iPad) can request access to the school's wifi. Students are asked to not create their own wireless network or "hotspot" via cell phone. Use of hardware in the classroom is at staff discretion and subject to the same expectations of school-sponsored computers; specifically, these devices are to be used for academics, not recreation.
- Students are expected to follow the Code of Conduct when using computers; offensive, hurtful, racist, sexist, bullying material should be avoided.

Meals and Food

Students are encouraged to bring lunches/snacks to school on a daily basis. Alternatively, students are able to order food for delivery through ABRHS. Students eat their lunch in the designated and supervised areas during the school lunch period. Food and beverages may not be consumed at other times, unless there is a specific food plan in place. With respect to allergy management, food is not permitted in classrooms, and sections of the lunch room have been designated as peanut-free.

Off-Grounds Privileges

Students are encouraged to take part in the school's off-grounds opportunities, whether it be gym classes, nature walks, field trips, or other educational experiences. Typically, students who demonstrate consistent safety and adherence to the Code of Conduct are eligible for off-grounds activities. However, since the staff members have not yet had sufficient time to assess the safety of new students, students who have been enrolled at The Victor School for less than two weeks are restricted from off-grounds activities unless exceptions are made by the Administrative Team. Additionally, students involved in violations of the Code of Conduct in the week prior to an off site activity, or with active safety plans that do not translate off site require Administrative Team approval to attend.

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High school students with specific transitional goals, and who meet academic and emotional criteria, may be eligible for unsupervised off-grounds privileges. These privileges are typically available to students in grades 11th and 12th, although exceptions may be made on a case-by-case basis with parent and Ad Team approval. Students in grades 9 and below are not eligible. Formal guidelines and applications for this programming are available upon request.

Personal Belongings

Each student is provided with a cubby. Cubbies remain the property of The Victor School. Cubbies are not locked; students who bring in valuable items are encouraged to keep such in their possession at all times. Lending and borrowing of personal items is discouraged. The Victor School and its staff are not responsible for personal belongings or money that students bring to school.

The Victor School has item-specific policies for the following items:

- **Victor Cell Phone/Personal Electronic Device Policy - Ninth grade and Above**

The School recognizes that access to personal devices (cell phones, smart watches, tablets, personal gaming systems) is often the norm for our students. The School permits student possession and use of personal devices and has developed the following guidelines to outline and support appropriate use within the school day. Cell phone/device use is not an unconditional right at our school, and the school reserves the right to restrict or suspend access to devices when the following guidelines are not met.

The school expects that students with phones/personal devices use them at appropriate times during the school day, use them in a respectful manner, and follow the additional expectations noted below. While exceptions may be made at staff discretion, use of phones/devices are not permitted during group or individual clinical coaching sessions, or during class time. Use that is not aligned with these expectations, or which violates specific situations as noted below, will lead to restriction of phone/device use.

The following violations will lead to restricted privileges:

- Using without permission/when not permitted during the school day
- Disrupting the learning environment
- Interfering with class or group participation or attendance
- Not responding to directions from staff around use

Responses to these violations may include:

- loss of use during specific periods of the day
- mandated “parking” of phone on provided charging stations in classes or in student-operated lockboxes in the front hallway

The following are not permitted and will result in immediate/automatic loss of device privileges during the school day:

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- photos, videos, recordings of students, staff, the school building/spaces, or school-sponsored trips and events
**exception example: taking photos of notes of board with teacher permission*
- sharing phone/device with another student
- using for plagiarism/during test situations
- interactions/communication that constitute bullying, harassment, or unkind interactions
- setting up hot spots for other students or to circumvent network filtering
- texting/social media in class or group

The School provides unlocked charging stations in each classroom and locked space in reception for the phone/device during school hours. These are available for student use and can be a supportive tool for students who find their phone to be a negative distraction during the school day.

If a student's phone privileges are restricted, the phone/device is expected to be turned in upon arrival and will be returned upon dismissal. Students who struggle to follow this plan may incur additional restrictions. Alternatively, students may choose to leave the item at home. A meeting with the student and Advisory team will take place to develop a plan to address the concerning use, which may include additional support, a research project on the topic, or a student-specific plan to support the student in aligning with the School's use policy. A member of the Administrative Team will sign off on the plan prior to restoring phone privileges.

- **Victor Cell Phone/Personal Electronic Device Policy - 6th grade through 8th grade**
Given the less-complete brain development of our middle school students – especially the components that enable individuals to control impulses and delay gratification – we require that any cell phones brought by students to school be checked in at the start of the school day; they will be kept in a secure location and returned at the time of dismissal. If a student is struggling to comply with this policy on a regular basis we may ask parents to keep the phone at home or turn off service during school hours.
- **Technology**
The school provides Chromebooks for each student to use while at school. Students are also issued a Chrome account that can be used from any Internet-connected device. The use of these tools allows for the most seamless communication with teachers and curriculum, and students are encouraged to use these tools. In some instances, students have assistive technology needs that require specific devices or programming not compatible with school devices, or need access to proprietary programming. In these instances, students may apply for wifi access through their Advisory team. Wifi access is granted on a case-by-case basis in instances where educational, transitional, or emotional programming needs cannot be met by Victor devices. Students are not permitted to connect their own hardware to the school's network/wifi without permission, and are not permitted to generate their own wireless signals/create their own "hotspots" while in the building. The school maintains a full Internet Safety Policy which is reviewed and signed at intake and again annually.

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- **iPhone/Cell Phones/iPads with Internet Access**

Students with phones that have Internet access are asked to turn these items off completely during classes and testing situations. Students who use their phones as personal organizers need to comply with the phone policy --students should request permission prior to using this device for organizational purposes, and may be spot-checked by staff to ensure the device is being used for its stated purpose.

Students with phones/devices that generate wireless signals are not permitted to create "hotspots" for other students. Each student has their own phone/computer privileges and restrictions set with their parents/guardians.

- **Musical Devices**

Students with i-Pods or MP3 players should not connect these products to school computers. Student music should be played at a volume that cannot be heard by others around them. As a general rule, MP3 players are not permitted to be used during class time. Each teacher has specific policies in this area.

- **Cameras and Video Cameras**

Students have access to digital cameras and video cameras on site for class-specific purposes. Students are not permitted to take pictures of any staff or student with personal recording devices while at school; this policy is with respect to student privacy and confidentiality, and is stated in response to feedback from parents and students.

Personal Contact (PC)

The following guidelines are expected to be followed in terms of PC:

- All PC is expected to be consensual and appropriate for school.
- Non-sexual, non-aggressive PC is permitted assuming both parties consent. Examples include handshakes, fist bumps, high-fives, side hugs.
- All PC is expected to take place in public areas of the school only. PC is not appropriate in classroom or group room settings.
- Sexual contact, aggressive contact, unwanted contact/contact without express permission, or contact which occurs in "private" areas of the school (bathrooms, unattended offices) are not permitted and may result in disciplinary action as aligned with the Code of Conduct.
- Examples of unacceptable touch behavior at school:
 - kissing and full-frontal hugging
 - horseplay or roughhousing
 - repeated requests for physical contact
 - seeking out unmonitored locations of the school for any PC
 - any contact that disrupts or interferes with class time and learning

Touch Contracts are available for any students needing assistance in setting specific limits around their own personal boundaries in general, or with specific students.

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Recognition

The following Academic Awards are earned by our students in grades 9-12 on a quarterly basis:

- **Honor Roll:** awarded to students who earn all A-B+ level grades while enrolled in at least four core academic classes
- **High Honors:** awarded to students who earn all A level grades while enrolled in at least four core academic classes
- Students participating in dual-enrollment at the community college may have three core academic classes at TVS if they are in good standing in the college program and otherwise meet expectations.

For those students in grades 6th - 8th:

- **Honor Roll:** awarded to students who earn all A and B level grades (nothing below B-) in all of their daily classes (ELA, Social Studies, Math, Science, and Arts), and maintain passing levels of participation in Group and PE.
- **High Honors:** awarded to students who earn straight A's (nothing below A-) in all of their daily classes (ELA, Social Studies, Math, Science, and Arts), and maintain passing levels of participation in Group and PE.

The school is also proud to qualify for a Chapter of the National Honor Society on campus. The school follows the NHS guidelines and criteria for membership applications and initiation. Interested students are directed to the Chapter Advisor for more information.

Religious Practices

The Victor School does not subscribe to or instruct any particular religious or faith-based practices. In some history classes/electives, students may be taught about various religions and faiths, but are not instructed as to which religions to accept or practice. Students who are required to perform specific religious practices during school time should have their parent(s) or guardian(s) discuss this directly with school administrators upon the student's entrance to the school or at such time when it is necessary and appropriate.

Resources

- **Library/resource room**
The Victor School maintains a library, with fiction, non-fiction, and resource books available. Students are able to sign books out through their academic advisor. All books are due back prior to the end of each term. Books not returned must be replaced prior to report cards being released.
- **Google Classroom**
The school maintains a bank of Chromebooks in each classroom for student use. Many classes use this resource extensively, and students can find assignments, daily notes (when applicable), syllabi and contact information on the page for each teacher. Each teacher maintains a page at classroom.google.com and has a link to a calendar of assignments in the PowerSchool Parent/Student Portal. Students are able to stay up-to-date with their classes when absent or otherwise miss class for any reason.
- **Parent Advisory Group (PAG)**
The Victor School maintains an active group of parents that meet to support the school community in a variety of ways. Parents come together to discuss areas of growth for the school, receive periodic updates and call together speakers who are experts in their field. Meetings are held on-site at least quarterly; scheduled meetings are highlighted on the school calendar.

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- **PowerSchool**

TVS is pleased to offer PowerSchool, a portal that enables both parents and students to check student grades and status of assignments online in real time. Academic Advisors have more information about how to access this resource. PowerSchool offers regular updates on student progress and has replaced mail-issued midterm grade reports. If you do not have computer access at home and need a printout, please contact the Assistant Education Director.

- **Friday Flyer**

The school strives to re-highlight important calendar events and information each Friday through a community-wide email alert.

Restrooms

The school has male and female designated bathrooms on the lower level, each of which have three individual stall areas. Single-user unisex bathrooms are found on the upper level. Students are welcome to use the bathroom that matches their gender identity, in alignment with Massachusetts state law.

Search and Seizure

Cubby searches may be conducted by staff at staff discretion and may occur if a safety or health concern arises. In addition, in order to protect the safety of the entire school community, staff may search students and their belongings at any time at school or on a school-sponsored activity if they believe the student may have an item or a substance that is potentially dangerous.

If staff suspects a student of having possession of potentially harmful items and/or illegal substances on their person, the student will be separated from the larger student community and have his/her/their items searched. Parents/guardians will be notified immediately. The police may be notified depending on the situation. Illegal items or substances will be submitted to the local police.

Smoking/Tobacco/Vaping Policy

The Victor School campus and school-sponsored trips are tobacco free in alignment with state law. This policy applies to all students, staff, and visitors.

If a student is found smoking, or with cigarettes or other smoking implements/vaping and/or a lighter, the objects will be confiscated and disposed of.

Transportation Policies

- **Transportation to School**

Students are typically transported to school in vehicles supplied by sending school systems. The Victor School does not arrange for or oversee this transportation. Students and their families are encouraged to request a copy of the transportation company's handbook, and to follow all related expectations. Students' parents/guardians are responsible for communicating any transportation changes directly to the transportation company.

If a student's transportation is not being provided by the school system, parents or guardians are responsible for arranging and providing round-trip transportation to and from school on a daily basis. Students in this situation must be responsible for being on time and are expected to arrive at school on a timely basis.

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As the bus companies are contracted by the sending school districts, all concerns and issues about the buses must be addressed directly with the bus company. If this does not resolve the issue, contacting either the sending school's transportation department or the out-of-district liaison is often a way to find a solution.

Students may be picked up by other individuals who are at least 18 years of age, with written approval from their parent/guardian. Email permission is not accepted. Identification will be required prior to releasing a student to anyone who is not a parent/legal guardian.

Students who wish to travel to school via other means (i.e., biking, walking) can apply for this privilege through their Advisory Team.

- **Driving Privileges**

Older students – generally seniors – may request permission to drive to school if transportation issues occur (i.e. work schedule, doctor's appointments, other commitments), or as a part of a larger Transition plan or goal. Students who wish to request driving privileges apply through their Advisory Team. Students (and their parents/guardians if they are under the age of 18) will be required to sign and date a written contract regarding driving safety and usage concerns as well as provide a copy of their license, registration, and proof of insurance before they will be allowed to drive to and from school. Student drivers must turn their car keys over to their clinician or a case manager once on grounds. Student driving privileges may be revoked if they do not follow their signed contracts.

- **Use of School Vehicles**

Students may be transported to Physical Education activities, field trips, or other activities outside the school in one of the school vans or staff vehicles. A permission form to transport students is signed and dated by the parent/guardian during the Intake Process. Staff and students are expected to observe TVS rules when in staff vehicles. Students and staff are expected to wear seat belts and to remain seated at all times. Students are not allowed to eat or drink in school or staff vehicles. Seating arrangements may be employed if needed for safety, at staff discretion.

Visiting Campus

Parents/guardians and sending school personnel are welcome on campus at any time. There are currently no organized "visiting hours" for visitors, guests, or parents/guardians. Instead, we ask that appointments be set up through a student's Advisory Team.

In order to best protect the safety of students and staff at The Victor School, staff need to know who is in the building at all times. Therefore, we request that all visitors check in and sign in at our Reception Area and wear a "Visitor" badge while on grounds.

The Victor School – Educational Services

GENERAL INFORMATION

Academic Integrity

A core value of a school that seeks to maintain high standards is the intolerance of cheating in any form. Cheating undermines the integrity of the student as well as the school. Academic integrity is essential to a successful academic experience. The Victor School expects students to submit original work and to cite sources appropriately. Attempted academic dishonesty, even if unsuccessful, will be treated as an academic infraction.

While most students do adhere to the ethical practices discussed here, the following procedure was developed in an effort to foster, teach, and encourage appropriate ethical behavior for all students.

I. Definitions

A. Cheating: An act or attempted act by which a student deceives, acts dishonestly, or misrepresents work that he/she has/they have produced on an academic exercise; or attempts to, or assists another to misrepresent his/her/their work.

Cheating includes, but is not limited to:

- Copying work from another student
- Having another person complete work for a student
- Using unauthorized materials to complete an assignment
- Providing or receiving information about an exam

B. Plagiarism: The use of another's words, ideas, data, images, pictures, artistic productions, or other material as one's own work. This covers unpublished as well as published sources. Plagiarism includes, but is not limited to:

- Quoting another person's words, sentences, paragraphs, or entire work without acknowledgement of the source;
- Incorporating materials, such as but not limited to graphs, illustrations, graphics, etc., which are not the student's original work, without proper citation of the source and creator;
- Utilizing another person's ideas, opinions, theory, or structure without acknowledgement of the source;
- Copying another person's work (in whatever medium), even with acknowledgement of the source, without synthesizing or interpreting the information to reflect one's own thoughts and analysis of the subject.

C. Fabrication: The falsification of facts. Fabrication includes, but is not limited to:

- Making up a source
- Embellishing an event
- Changing a quote
- Creating a person
- Inventing a story

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II. Response

In alignment with the school's philosophy, The Victor School expects students to submit original work and to document sources appropriately. Attempted or completed violations of such, either through cheating, plagiarism or fabrication can lead to:

- Automatic failure of the test/project/assignment
- Make-up work or alternative assignments not necessarily offered
- Documentation of the incident in the student's file, and notification to the sending school
- Tutorial on academic integrity expectations/procedures may be required
- Repair to the community may be assigned, as appropriate
- Additional interventions may be developed on an individualized basis as indicated by IEP and/or repeated incidence

Academic Advisor/Advisory Teams

Upon enrolling as a student at The Victor School, each student is assigned an Academic Advisor. The Academic Advisor works closely with each of his/her/their students to become familiar with the student's learning style, strengths and needs, level(s) of academic proficiency in each content area, and the types of support the student might require to be successful in the classroom. Academic Advisors assist the Education Director and Assistant Education Director in writing goals and objectives for the academic component of each student's Individualized Educational Program (IEP), as well as to prepare updated information for the staff, parents/guardians, and collaterals regarding each student's academic progress and performance. Academic Advisors meet with students daily in a designated Advisory period to review academic progress and to discuss progress on IEP goals. They also confer about the student's strengths and areas of challenge, and the accommodations that are in place in the student's IEP to assist the student's learning. The Academic Advisor then reports these conversations to the entire faculty in a meeting designed to update all of the teachers on the student's progress and growth.

Academic Advisors work in partnership with Clinical Skill Coaches; each Advisory Team shares a caseload of students to facilitate the gathering and sharing of information. Thus, students have at least two identified "point" people with whom to discuss any concerns, academic or clinical, that arise. The partnership structure ensures that communication is efficient and targeted to a thorough understanding of each student's unique profile and needs.

The Academic Advisor is also the student's academic advocate, and attends Team meetings to present information on the student's present level of functioning and progress on IEP goals, suggest accommodations and future goals, and answer academic or classroom-related questions.

The Academic Advisor is also the key contact person when parents have an educational question or concern. As your student's advocate, the Academic Advisor has a wealth of knowledge about each of his/her/their assigned students, and are available via email, phone, or attendance in family meetings.

Classroom Expectations

General expectations shared by every classroom include, but are not limited to, the following:

- Arriving to class on time
- Being prepared for class
- Completing and submitting assignments in a timely manner
- Maintaining appropriate civil, respectful, and thoughtful interactions with other classmates and staff at all times.

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- Participating in classroom activities and discussions
- Following procedures regarding leaving the classroom for any reason
- Refraining from eating or drinking in the classroom unless with specific permission
- Refraining from using phones or gaming systems during class time

In addition to these general expectations, some classrooms have additional class-specific expectations. For example, there are additional safety-related rules in the laboratory, and computer-related expectations in the computer lab.

Learning to navigate differences is an essential skill that translates into the greater environment. Students are encouraged to work with individual teachers to fully understand and follow the expectations set forth in each classroom.

College Preparatory Curriculum

The Victor School's curriculum is rigorous, and is designed to prepare students for secondary or post-secondary schools, depending on grade level. Students should be aware that, depending on the field of study that they may choose to pursue following high school, they may want to consider selecting additional courses in mathematics and science beyond their minimum requirements during their upperclassman years in order to better prepare them for college. The Education Director, Assistant Education Director, and Advisory Team are available for support in determining a course load that supports each student's future goals.

The Victor School prides itself on the rigor of its curriculum, which is aligned with the Common Core Standards and which differs from public school curricula only in the differentiation of instructional methods used to meet the individual needs of students as outlined in their IEPs.

In order to individualize the curriculum according to each student's Individualized Education Program (IEP), The Victor School faculty receives ongoing training about the unique population that the school serves. The teachers acquire educational strategies and techniques in curriculum and instruction; learning needs, styles, abilities, disabilities, and challenges; and special education issues, interventions and best practices. Since the students' emotional issues can significantly impact their ability to access the curriculum, the teachers also participate in a considerable amount of clinical training, including understanding a wide variety of diagnoses and their various manifestations; the impact of medications, their side effects, and reporting changes in behavior due to dosage modifications; and how to determine which parts of a student's presentation are part of the student's disability and which are within his/her/their control.

Communication with Teachers

Teachers, due to the nature of their classroom commitments, have limited access to email or phone messages during the course of the day. Please allow up to 72 hours for a response should you leave a message for a teacher. Teachers update student grade progress approximately every other week; while in certain situations more regular updates may be warranted, for most students, the two week frequency for updates tends to provide the most accurate, representative information. Additionally, information parents regularly seek can often be found on Google classroom (current classwork and assignments) or on the most recent grade postings (noted above, includes missing assignments and overall performance).

The Victor School does not have a set time for parent-teacher conferences. Instead, teachers are available to schedule phone or in-person meetings as requested by the parents. We respectfully ask that these

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appointments be scheduled one week in advance, and whenever possible, during times that teachers are not scheduled to be in the classroom.

Course Schedules

Grades 9 and above

Each year, student schedules are developed based on the requirements of the student's sending school Program of Study. Each student follows his or her sending school district's credit requirements, and earns a diploma from that sending school; TVS does not issue its own diploma. Each school district has a minimum number of courses that comprise the graduation requirements for that town. When students arrive at TVS, their transcripts are examined to determine which graduation requirements have already been fulfilled. Since The Victor School offers a full high school curriculum, most arriving students can be placed in the next sequence of courses needed, according to their Program of Study. Each student is placed in a therapeutic group, which meets daily. Students are asked to select electives when such offerings will mesh with their other requirements, and those selections are honored whenever possible.

At times, a student's schedule may need to be changed. All changes must be coordinated through the Education Director. The process for initiating course changes is as follows:

- Requests for course changes are provided, in writing, to the Education Director, using the form designed for that purpose. The request must include the reason for the change being requested.
- In consultation with advisors and other staff, the Education Director ensures that the requested change remains aligned with the student's graduation requirements, and consults with the teaching team and the student's clinician prior to making any changes.
- Students and their families are informed of any schedule changes as soon as possible after making the request. Students are expected to continue to attend all classes into which they are scheduled until a class change request has been approved.

There are students who have partially transitioned back to their sending school; that is, they attend TVS part-time, and take a few courses at their home school. TVS works collaboratively with these school districts in scheduling these students appropriately.

6th - 8th grade

Students in the middle school grades follow a specific curriculum (aligned with the Common Core Standards and/or Massachusetts Curriculum Frameworks, depending on subject) designed to prepare them for successful transition to any high school curriculum. Each student takes four academic classes per day (English Language Arts; Mathematics; Social Studies; and Science). In addition, each student is scheduled in one Group period, one Arts class, and one PE class each day. The schedule rotates; each class meets every day.

Students begin the day with a quick preview of that day's schedule and assistance to organize themselves with whatever materials or support they may need to meet that day's expectations. To support students in developing executive functioning skills, middle school students should expect to have homework in two subjects each night (alternating between the Humanities (ELA/Social Studies) and STEM (Science/Math), although some longer-term projects may require more than one night to complete.

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At the end of each day, students attend a fifteen-minute homeroom period which prepares them to transition home: assistance to organize materials, answer any remaining questions about homework or other classroom activities, review the day's events, etc. is provided.

Course Outlines and Descriptions

All classes taught at The Victor School are aligned with the Common Core Standards.. TVS ensures that each high school student receives the coursework he/she/they need to complete the Program of Study from his/her/their sending school district, thus making him/her/them eligible to receive a high school diploma. The curriculum at The Victor School is challenging, and is designed to support student transitions to high school (for middle school grades) or college (for students in ninth grade and above). Course descriptions for each class taught at TVS are available, which include a general explanation, as well as specific concept and skill information.

Credits

TVS awards credit on a per-term basis. As TVS does not award diplomas, all credit reported by TVS is ultimately translated by the sending school onto an official transcript. It is important to highlight that some sending school districts award credit on a semester or year-long basis; as such, the final transcript for one school may average two quarters into one semester grade and credit, while another student's transcript may have quarterly or annual grades/credits.

The Assistant Education Director has this individualized information available. Students are encouraged to learn their sending school's policies and how these policies affect them. For example, a student who earns a 70% one quarter at TVS and a 95% another quarter may have an official school transcript that has a C and an A over two quarters, or may have a final semester long grade of 82%, or B.

Students in 6th - 8th grade do not accumulate credit toward the high school diploma; successful completion of the core classes is considered critical to future success, especially for students returning to their sending school district for the high school years.

Educational Proficiency Plans (EPPs)

Students who earn 220-238 on their 10th grade English or Math MCAS are placed on an Educational Proficiency Plan (EPP). This is a plan which monitors their progress as they continue to take English and/or math classes in 11th and 12th grade, and work toward proficiency. In order to fulfill the EPP, the student must remain in English and/or math for both 11th and 12th grade (depending on which subject the EPP plan is for), continue to earn credit in that subject, and take the final examination in that subject in both 11th and 12th grade. If a student fulfills these requirements, the principal can declare that the student has completed his/her/their EPP, has finished the requirements for MCAS, and is eligible for graduation.

Field Trips

Staff members plan periodic field trips that align with subject matter taught in individual courses. Students who have received disciplinary action in the five days prior to the field trip are not eligible. Students new to The Victor School are generally not taken off-site until they have been enrolled for two weeks. (Please see the section entitled "Off-grounds Privileges" for more information). Students must also demonstrate emotional control and stability, be safe, and pose no risk being off-site. This determination is made via careful consideration by the staff member conducting the field trip, the student's academic advisor and primary clinician, and the Administrative Team. Staff decisions are final.

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Permission slips are sent home with students for parent/guardian signature. All students must have a current permission slip on file signed by parents/guardians one week prior to a scheduled field trip in order to attend. Verbal permission/email permission slips cannot be accepted for field trips, and late permission slips are not accepted. Students who are 18 are able to sign their own permission slips. Field trips generally take place during regular school hours and staff members of The Victor School will transport students; any differences to this standard are noted on the field trip permission slip.

Grading Practices

Grading practices are defined in writing and distributed by each individual teacher at the beginning of each new course. This information includes classroom expectations, as well as the teacher's grading policy. Classroom grades are calculated taking into consideration attendance, class work, homework, participation/citizenship, and projects/tests/quizzes. Grading expectations may vary slightly from class to class (i.e., heavier weight to participation in a debate class), but are clearly delineated and firm. Some students, based on their IEPs, may have alternative assessment options.

Graduation

Each year, The Victor School holds a formal graduation ceremony. The entire Victor community is invited to celebrate the sending forth of the graduates, as we commemorate their journeys with music, speeches, and awards. The graduation is a true highlight of the year, something not to be missed!

Graduation Requirements

Students follow the Program of Study and the graduation requirements of their sending schools. Our Education Department works very closely with each district's guidance department to ensure that each student's transcript is up-to-date, and that the student is being enrolled in the correct courses to move him/her/them toward graduation. Questions regarding graduation requirements should be directed toward the Assistant Education Director at extension 3811.

Homework

Homework is an important part of the school's programming, as it allows students the opportunity to practice and reinforce skills taught during the school day, as well as to practice developing skills with increased independence. Generally speaking, high school academic classes and academic electives assign homework daily; middle school academic classes assign homework every other day. Students with IEP accommodations around homework have individualized plans, supported by the Advisory Team.

While supports and training are readily available, students are expected to take responsibility for their own success by using homework planners, in combination with google classroom, to ensure they have up-to-date information on class assignments. When students must be absent from class, they are expected to use these resources to stay on track with what their classmates are doing, and to find out from teachers what work has been missed. If students are unclear as to a specific homework assignment, it is their personal responsibility to discuss their concerns and questions with the teacher(s) involved before they leave The Victor School for the day. Students in middle school are supported to do so by homeroom teachers, who will assist in developing and maintaining a homework tracking system that works for the student.

Each teacher maintains a page at classroom.google.com and has a link to a calendar of assignments in the PowerSchool Parent/Student Portal. Students are able to stay up-to-date with their classes when absent or otherwise miss class for any reason, as well as remind themselves of their homework assignments, using this resource.

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Honor Roll

The criteria for earning academic awards are outlined for both middle-school and high-school students under “Recognition” on page 19 of this Handbook.

MCAS (Massachusetts Comprehensive Assessment System)

All students in publicly funded schools in the Commonwealth of Massachusetts are required to participate in MCAS testing. To earn a high school diploma as of the date of this publication, students must pass the required number of MCAS exams, with the appropriate scores. Please see the chart below for specific information on exams and passing score information.

Required MCAS	Passing Score Required
English Language Arts	240, or 220 + EPP
Mathematics	240, or 220 + EPP
High School Science*	220

Note: EPP = Educational Proficiency Plan

*Science options include Biology, Chemistry, Introductory Physics, and Technology/Engineering; students may take different tests until they have successfully passed one.

Students are required to earn either a score of 240 on the English and Math sections of the MCAS exam, or meet or exceed a scaled score of 220 on both the Grade 10 ELA and Math exams and fulfill the requirements of an Educational Proficiency Plan (EPP).

Each EPP will include, at a minimum: a review of the student's strengths and weaknesses, based on MCAS and other assessment results; coursework, grades and teacher input; the courses the student will be required to take and successfully complete in grades 11th and 12th; and a description of the assessments the school will regularly administer to determine if the student is moving toward proficiency.

Students who do not earn a passing score on an MCAS exam are provided additional opportunities to retake the test. English and Math MCAS retest sessions are scheduled twice per year. There is currently one Science retest session per year. Exact dates of the scheduled MCAS tests are also highlighted on the official school calendar, distributed separately.

Many students receive accommodations while taking the MCAS test. Each student's accommodations are developed by his/her/their Team and are listed in his/her/their IEP on the page labelled “State or District-Wide Assessments.” MCAS accommodations might include having the test directions clarified, using a graphic organizer or a computer for the composition, or a math reference sheet for the math sections of the MCAS.

A few of our students who are unable to take the standard MCAS tests even with accommodations participate in the MCAS Alternate Assessment (MCAS-Alt). MCAS-Alt consists of a portfolio of specific materials completed independently by the student, although teachers may support the process. Evidence for the portfolio may include work samples, instructional data, videotapes, and other supporting information. The decision to participate in MCAS testing by compiling an MCAS-Alt portfolio is determined by the student's Team.

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Mid-Year and Final Exams

As a general rule, classes for ninth through twelfth graders hold mid-year examinations at the end of the first semester, and final exams at the end of the second semester. Final examinations are given in all high school grades, in all academic subjects. Examination periods run approximately two hours and mimic testing situations found in sending school settings. Tests are generally cumulative, and teachers spend a fair amount of time teaching study skills and reviewing the material to help students succeed at this task. As many of our students are college bound, we feel that even our youngest students benefit from the experience of final exams conducted in this manner, as it is good practice for SAT and other longer exams they will face future-forward.

In order to receive report cards (or, if applicable, diplomas) at the end of term four, students must return all textbooks and take care of all financial obligations, including those for lost textbooks, calculators, or other school-supplied materials. Ample warning of any missing items is given to effected students.

Physical Education

Students are required by both state law and local policies to pass physical education in order to graduate. Students are expected to attend and participate in physical education classes. In order to be excused from PE classes, students must bring in a medical excuse, which must be approved by the school nurse. Medical excuses must have a start and stop date, or are to be updated quarterly. They are not retroactive and must be updated each school year.

Report cards and Midterm Reports

Student academic progress is reported quarterly for all students, at the end of the term when the final grade closes.

On each report card, the student receives a grade in each subject, along with comments by each teacher. In the rare instance that a mistake is found on a report card, students should take the report card to the appropriate teacher and have it corrected and signed. The report card should then be returned to the Education Director, who will adjust the mistake and reissue the report card and transcript.

Report cards are not released if the student has outstanding school property to return (i.e., text books). There is no exception to this policy.

Midterm reports have been replaced by PowerSchool, which offers regularly updated grade reports. Students and parent/guardians are encouraged to review this information regularly and to contact their student's Academic Advisor with any questions. If a hard copy of this information is needed at the midterm point in the term, or if computer access is not available at home, please contact the Assistant Education Director.

Sequential Subjects

Each advanced course in sequential subjects, such as mathematics, may be taken only if the preceding course in the sequence is passed with a final averaged grade of C- or better. If a student received a D+ or lower in a course he/she/they can either:

- Improve his/her/their grade through Term 5 participation. The Term 5 teacher will then recommend fall placement based on the work produced during the 5th Term. OR
- The course may be repeated, following which the sequence may be resumed.

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For example, the following are considered sequential subjects: Algebra I, Geometry, Algebra II, advanced math (Pre-Calculus, Calculus, Statistics, etc.).

Student Supplies

All students taking a math class should purchase a graphing calculator. The TI-83 and TI-84 series calculators are appropriate and recommended. If you need assistance in securing this tool, please contact the school.

Students are provided with a list of supplies they need for classes at the beginning of the school year. At times during the year, teachers may require additional materials for specific projects or assignments.

Team Meetings

Each year, every student's Individualized Education Program (IEP) is updated. During this meeting, the student's progress is discussed, and goals are updated and/or changed. In preparation for that meeting, each student will be asked to meet with his/her/their Advisory Team to discuss concerns and thoughts about the future. Students may also be asked to complete several surveys and/or questionnaires to assist us in transition or career planning, or in understanding their learning style and/or strengths. Students are encouraged to attend their annual meeting to represent their views about who they are and what they think are appropriate goals for the upcoming year.

Sometimes, Team meetings are held at other times throughout the year to check on the student's progress, to discuss possible transition back to the sending school, or to talk about concerns. As with the annual Team meeting, students are invited to attend these Team meetings and to advocate for themselves.

Textbooks and Classroom Supplies

Students are assigned textbooks, supplemental reading materials, and other class materials (i.e., digital cameras, calculators) for use in class. Students are responsible for these items, and are expected to treat these items with respect and care. Some items are to remain on grounds at all times; these items are highlighted by teachers, and include electronics. Other items, such as books, may travel to and from home to facilitate homework completion.

Books are due back at the end of each year or when the unit being studied is complete. Books and supplies that are not returned, or are returned damaged, are assigned a replacement fee. Books must be returned, or fees paid, prior to receiving report cards at the end of term four. There are no exceptions to this policy, and we appreciate in advance your cooperation.

Transcript

The TVS transcript includes letter grades for each term of each course taken at TVS. Transcripts are sent to the student's sending school to be translated onto that school's transcript. At graduation, the student will receive a transcript from the sending school, which issues the diploma. Transcripts, like report cards, cannot be released if a student has outstanding supplies belonging to the school (i.e., text books). There are no exceptions to this policy.

The Victor School – Nursing Services

The school nurse is on-site daily from 8:30am to 3pm each day. Permission to see the nurse during class time should be secured from a teacher. In order to maintain student privacy and confidentiality, the nursing office may be used by one student at a time, and is reserved for students who are ill, hurt or need a medication administered.

Allergy Management

The school will coordinate with families, students, and doctors when Allergy Management Plans are required. These plans should be updated annually, or at any time that a change occurs. The nurse ensures all staff are trained in any specifics of these plans, and oversees their implementation.

Cutting/Bandages Policy

Open wounds must be covered at all times on campus with respect to safety and hygiene. The school does not maintain a policy on healed scars from self-inflicted or accidental wounds, and is empathetic to the varying reactions that students may have to seeing these scars. Students come to TVS with a myriad of symptom histories, and have a myriad of reactions to various stimuli -- some students may be triggered seeing scars, others are triggered at having to cover theirs. One policy alone does not address all of these needs. The school works closely with students, families, and collaterals, and reserves the right to request that students cover any part of their person that is causing distress to the larger community; these decisions will be made on a case-by-case basis, and shared with all involved parties.

Medications

Student medications (with few exceptions, see below) are kept locked and are dispensed only by the school nurse or a designated staff who has been trained in the administration of medications. Medications are administered in alignment with required, written documentation by the student's physician, clearly stating the name, dosage, time(s) of appropriate dispensation, and the prescribing doctor's name. Medications will continue to be administered unless documentation is provided by the physician noting changes, including discontinuation.

Students are monitored for side effects of medication, and students should inform the school nurse if any side effects are experienced.

Students requiring a rescue inhaler or Epinephrine Auto Injector should carry these items with them given the immediate nature of their use, given the school nurse has received all required documentation. As a general expectation, students are not permitted to carry their own medication with the exception of doctor authorized plans for rescue inhalers or epinephrine auto injectors. The nurse, in collaboration with the student, family, and Advisory Team, will develop plans to ensure this use is documented and appropriately supported by staff. In some instances students, as part of a treatment or transitional plan, carry a dose of a medication on their person. The nurse will support the student in developing an administration plan in these instances. A doctor's order, as noted above, is required for all medications administered during the school day.

Parents/guardians should contact the nurse regarding any changes to a student's medication. This includes medication dosage or time changes, the addition of new medications, and the discontinuation of existing medications. As noted above, the school requires a doctor's order to administer or change the administration of medications. Doctor's orders must be updated annually (or when changes occur) and parents/guardians

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provide annual consent for over-the-counter medications to be administered. The school keeps a stock of acetaminophen, ibuprofen, cough drops, and Tums/generic antacid which may be administered in alignment with signed annual physician's consent and doctor order.

We ask that students not transport medications to/from school; the nurse is available to support parents in making arrangements for medication transport.

Screenings and Immunizations

The school collects immunization records and health screenings in alignment with DESE regulations. Parents/guardians are asked to submit updated physicals and dental screenings to the nurse as they occur. The nurse is able to provide the required hearing, vision, and postural screening should a doctor's visit not include these.

Sickness

The school strives to maintain a healthy environment for all members of the community. We respectfully ask that students who experience illness at home return to school after being fever- or vomit-free for 24 hours, to help prevent the spread of germs, and that parents/guardians contact the attendance line with absence information. Similarly, students who exhibit these symptoms at school may be asked to recover at home. The nurse or designee will contact parents/guardians as necessitated by symptoms observed.

The Victor School – Transitions Programming

Philosophy

The Victor School's overarching belief in Collaborative Problem Solving is strongly footed within the Transitions Component. Students do well if they can, and benefit from clear understanding of areas of strength that can be built upon to manage challenges that come their way, as well as continued development of lagging skill areas that may pose challenges as they transition into new environments, such as college or the workplace. Providing hands-on experiences and real-world exposure and practice through job shadowing, internship, college campus visits, guest speakers, volunteer experiences, and highly varied skill groups are foundational components of our programming. Our team works closely with parents, students, and collateral members of the team to design a comprehensive transition plan that supports the student in realizing his/her/their vision.

Transitional Services Menu

Career Exploration & Skill Development

TVS provides opportunities for students to meet professionals in a variety of career paths via Career Day, job shadows, and guest speakers. TVS also offers support for students in developing pre-employment skills, including resume building, job and application search, interview skills, and securing references.

College Exploration

TVS hosts representatives from local colleges on campus for information sessions and also takes field trips to local colleges where students have the opportunity to tour, participate in an information session, and eat lunch in the dining hall. College Bound Seniors is a group that walks students through the college search and applications process. For more details please refer to the "Guide to College Planning"

Driving & Off Grounds Privileges

These privileges are a way for students to practice independent living skills and specific transitional goals in the community. Juniors and seniors are welcome to apply through their advisory team.

Dual Enrollment

College bound seniors may benefit from taking a college class and experiencing campus life while having support from TVS. We have a close relationship with Middlesex Community College, Bedford and have been successful in connecting a number of students with their first college course. For more details please refer to the "Dual-Enrollment Information Packet & Application"

Guidance Meetings

The Transitions Coordinator is available by appointment to meet with student and/or their families to focus on individual goals.

Internship Programming

This is a work experience program that allows students to volunteer in the local community gaining vocational training. Students are walked through the process of applying and interviewing in addition to being part of a job skills group where they develop interview and work readiness skills. They also develop TVS also offers a staff supported community service group for students who need more direct supervision.

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PSAT & SAT

TVS offers these tests on campus, with familiar staff administering them. PSATs are offered in October during school hours. SATs are offered in November and March on a Saturday. See the Education Director for applications and deadline information

Skill Assessments

TVS offers a series of standardized assessment tools: The Casey Life Skills Inventory, The Harrington O'Shea Career Decision Making Inventory, & The Landmark Guide to College Readiness. These are administered throughout a student's stay at TVS to maximize data and to demonstrate areas of growth and need.

Skill Groups

TVS offers ongoing skill development groups that focus on areas of transition. These groups offer students the chance to learn new skills, as well as to practice them over time, developing proficiency. Examples include: Show Me the Money, Welcome to 18, Naked Roommate, Cooking, Internship & Job Prep, and Healthy Relationships.

Extended Transitional Support Options

In some cases, a student's Team and family feels that some additional work is needed to meet social, emotional, or transitional IEP goals despite credits being completed. TVS works closely with Teams to provide additional individualized programming in these instances.

The Victor School - Clinical Department

Overview

Our clinical team is comprised of licensed clinicians who receive ongoing training in a number of interventions, including Collaborative Problem Solving (CPS), Dialectic Behavior Therapy (DBT), Cognitive-Behavioral Interventions/Therapy (CBT), Attachment Regulation Competency (ARC), social pragmatics, and Executive Functioning (EF). Our clinicians are called Clinical Skills Coaches to highlight the primary goal of the clinical work at school: to provide individualized and group interventions to support students in managing social and emotional struggles so they can effectively access the curriculum. **It is important to highlight that the clinical services at The Victor School are not designed to replace outpatient therapies and supports.** The school's Clinical Skills Coaches are not available outside of regularly scheduled school days and hours, and cannot provide on-call support,

Each student is paired with a Clinical Skill Coach; the goal of the coach is to focus on each student's educational needs and goals and implement therapeutic techniques as needed to assist the student in accessing the curriculum and reaching their educational potential. Clinicians work with students to coach them through their individual mental health and educational challenges, supplementing the work being done by the outpatient team. The coaches work closely with outpatient providers to help provide a seamless therapeutic network. This tandem approach helps to ensure that the needs of students and families can be addressed as seamlessly and in as timely a fashion as possible when additional supports may be needed.

Clinical Coaching Goals

The Clinical Team is focused on the following goals, designed to support student progress and development in conjunction with each student's IEP goals:

1. To provide all students with a consistent, supportive school environment where new skills can be practiced safely.
2. To adopt a strengths-based approach, building on the individualized, positive traits inherent in each student.
3. To promote self care and wellness.
4. To encourage and support the development of tools and resources that students can access on campus and in the larger community.
5. To encourage and support the development of self advocacy skills and strong communication within individual students and the community as a whole.

Clinical Skills Coach

Each student is assigned a Primary Clinical Skills Coach upon admission to The Victor School. The coach is responsible for coordinating and balancing the mental health needs with the students' educational needs in alignment with the IEP, supporting transitional progress, and serving as the primary liaison between school and home/collaterals. These goals are accomplished via case management, crisis prevention and intervention, family meetings, daily skills groups, Advisory meetings, and regular check-ins with students.

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- **Check-ins/Coaching**

A student may access and utilize clinical supports by asking for or scheduling a “check-in” to discuss any significant event that is relevant and impeding their ability to complete class work and use class time appropriately. Students are expected to remain in their classes until an appropriate coach is available to meet with them. Coaches meet with students to problem-solve in a collaborative manner and make appropriate plans to help the student be more productive in class. Emotional and mental health challenges are accommodated within the classroom setting in coordination with teachers and coaches based on a student's needs outlined in their IEP. Coaches will help students identify, learn, and develop healthy strategies for them to attend to their classroom responsibilities.

- **Family Meetings**

Coaches serve as the primary contact for family members. However, coaches also work in tandem with the academic team. Parents will often hear from both the coach and student's teachers simultaneously. We encourage all families to meet at least monthly in person with their coach and to maintain weekly communication to monitor progress and troubleshoot areas as needed. With respect to schedule demands affecting families, some meetings may be held before or right after school hours, or via conference call.

Each student and their family are active participants in developing goals and evaluating progress on treatment plans on at least a quarterly basis with their coach.

- **Case Management/Collateral Contacts**

Coaches work closely with outpatient treatment teams to ensure timely communication, as well as to coordinate treatment. Outpatient providers can include, but are not limited to; individual therapist, family therapist, psychiatrist, psychological testing administrators/providers, DMH workers, home based supports, medical providers. Releases of Information are required for each outpatient provider prior to communication taking place. TVS recommends that students have an outside therapist and /or team and that consents permitting communication between the school, family and providers are in place. In general, students make more progress when there is communication between providers.

- **Skill Groups**

Therapeutic groups occur on a daily basis and are led by the clinical skill coaching team. Students choose among a host of groups based largely on Michelle Garcia Winner's social thinking concepts. Skill groups are designed to address lagging skills in the areas of cognitive flexibility, abstract and inferential language, perspective taking, using verbal language appropriate to the situation, and relating to others with empathy, humor, and curiosity. In addition, skills groups help students examine a number of topics related to adolescence, friendships, parents, siblings, life transitions, and complexities of these relationships. Students learn to offer support, receive feedback, examine their roles in the situation, problem solve, and develop more complex social awareness.

Skill groups also introduce, reinforce, and stimulate student curiosity around new skills that can help them when they are feeling anxious, depressed, or overwhelmed. Students are encouraged to practice and use new skills and emerging skills throughout the school day to help students return or remain in classes.

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Skills groups cover a wide range of topics that help students learn new or reinforce coping skills through hobby development, health and wellness, social opportunities, community service, college prep, and independent living skills. The skills groups rotate every term and are often driven by student request and interest.

All therapeutic skill groups ask the following from their members:

Confidentiality

Respect confidentiality of information shared in group, meaning: group issues are not to be discussed with students outside of group; however, students can discuss group with their individual clinician privately. Group facilitators reserve the right to share issues related to safety or an individual student's treatment plan/IEP as necessary. Safety issues, including those that occur outside of school, will not be kept confidential.

Respect

Group members are asked to be on time for group and remain in group until the end of the group session unless directed by their group facilitator. We also ask that students avoid behaviors that have the potential to separate themselves from the group community (ex: reading or listening to music in their ear buds, use of cell phone in any way).

Pods

The school distinguishes middle schoolers, upper and lower classmen by "pods." Students in grades 9-10 make up the Lower Pod, while students in grades 11-12+ are members of the Upper Pod; students in grades 6-8 belong to the Middle School Pod. Pods were developed to meet the unique needs of these grades, develop a stronger cohesion among similar peer groups, acknowledge the different social and academic needs of each grade, encourage friendships with similar ages of students, and provide a stronger network of clinical and educational access for each student.

The Middle School Pod focuses primarily on social development, metacognitive and executive functioning skills, and emotional regulation. Setting and maintaining boundaries within friendships, recognizing times that they are more likely to emotionally react, and learning how to change these reactions with specifically applied skills are all areas explored.

The Lower Pod focuses on social development, awareness, and skills. They learn how to advocate for and access their accommodations, develop team building skills and cohesion, develop healthy lifestyles and make safe choices, and how their educational disability and emotional struggle impacts their learning profile both in and out of school. Students in the lower pod are involved in the design, preparation, and implementation of school-wide events throughout the school year, participate in team-building ropes course day, and attend anti-bullying and sex education programming. Parents are invited to forums and meetings that address the learning challenges and emotional struggles that impact both the students and families.

The Upper Pod focuses on post-high school planning that may involve college or career, independent living skills, getting a driver's license and/or job, job maintenance, recognizing and developing their support system, sharing experiences and problem solving as young adults with complex issues, and making healthy lifestyle choices. Upper Pod students are invited to meetings that involve graduation planning, college tours, resume-writing workshops, and job interviewing skills. Students in the Upper Pod attend programming developed by the Transitions Coordinator that supports these goals. Upper Pod students attend anti-

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bullying and sex education programming as well. Parents are invited to forums and discussion related these topics.

Master's Level Student Interns

The Victor School is committed to training new professionals. Towards this end, the school has a relationship with Simmons College, Salem State College, and Boston University, and is fortunate to have interns from their Social Work programs working on campus. The school does not assign these interns to a case without a family's permission. Interns are provided with significant individual supervision and participate in all group supervision meetings held by the full clinical team.

ADDENDUM A

The Family Education Rights and Privacy Act Massachusetts Student Records Regulations¹

The Family Education Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached that age of 14 or who have entered ninth grade) certain rights with respect to the student's educational records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting The Victor School Director. The information is also located in the Parents Rights manual in reception.

(a) The **right to access** the student's education records. Parents or eligible students should submit their request for access to The Victor School Director. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the school Director on an annual basis. Information about these procedures can be obtained from the primary clinician.

(b) The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to The Victor School Director, clearly identifying the part of the record they wish to have amended, and why.

(c) The **right to consent to disclosure** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with our school and Public Schools and who need access to a record in order to fulfill their duties. The Victor School also discloses student records without parent/eligible student consent to officials of other private or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

The Victor School does not release directory information without consent. Directory information consists of the following: the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of athletic team members, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student wants to request the release of any of the above information, the parent/eligible student may state that request in writing to The Victor School Director or Assistant Director. Absent receipt of a written request, the directory information will not be released.

As required by federal law, the School routinely releases the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to The Victor School Director. Absent receipt of a written objection from the parent or eligible student [**within two weeks from the date of the notice**], this information will be released without further notice or consent.

(d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Elementary and Secondary Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 40 Maryland Avenue SW, Washington DC.

¹ [Note to school officials: This form has been prepared by Stoneman, Chandler & Miller to assist school districts in providing annual notice as required by the Family Education Rights and Privacy Act ("FERPA") at 20 USC §1232h and the Massachusetts Student Records Regulations at 603 CMR 28.00.]

² [Note to school officials: Section 9528 of the Elementary and Secondary Schools Act of 1995 (20 USC §7908), as amended by the No Child Left Behind Act of 2001 and 10 107), requires disclosure of directory information to military recruiters and institutions of higher learning unless the parent/eligible student objects.]

ADDENDUM B

The Victor School Policy on Implementation of Protection of Pupil Rights Amendment 1

The Victor School adheres to the Protection of Pupil Rights Amendment (PPRA),² a federal law that affords parents and eligible students (those who have reached the age of 18) certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. an overview of these rights follows:

a) **Consent to federally funded surveys concerning “protected information.”**

Schools must obtain written consent of the parent or eligible student prior to requiring the student to participate in a survey that is funded in whole or in part by a program of the United States Department of Elementary and Secondary Education (USDESE) if the survey concerns one or more of the following protected areas of information (“protected information survey”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parent; or
8. Income, other than as required by law to determine program eligibility.

b) **Opt out of certain surveys and exams even if not federally funded.** Parents and eligible students must receive notice of any of the following activities and have the right to opt out of them:

1. Any protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening that is required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;³
3. Activities involving collection, disclosure, or use of personal information⁴ obtained from students for the purposes of marketing or selling or otherwise distributing the information to others.⁵

c) **Inspect certain materials.** Upon request, parents and eligible students have the right to inspect the following before the school district administers or uses them:

1. Protected information surveys of students;
2. Surveys created by a third party;
3. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
4. Instructional materials⁶ used as part of the educational curriculum.

d) **Receive notification of the district’s policies on the PPRA. After consultation with parents, the Public Schools with assistance from The Victor School, has adopted the following policies to implement the PPRA:**

Notice of Rights – The Superintendent will arrange for direct notice to parents and eligible students of this policy at the beginning of each school year, either through the U.S. Mail or e-mail, and will provide updates within a reasonable time period after any substantive changes. The Superintendent, with assistance from

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The Victor School, may also include notice of this policy along with other routine legal notices in one or more local newspapers.

Notice of Activities – The Superintendent with assistance from The Victor School, will arrange for direct notice to parents/eligible students at least annually at the beginning of the school year of the activities or surveys identified in the PPRA that the Public School anticipates conducting. The Superintendent, with the assistance from The Victor School, will provide parents/eligible students with consent forms or the opportunity to opt a child out of activities, if applicable.

Inspection of Materials – Parents or eligible students who wish to exercise their right to inspect surveys and instructional materials as identified in the PPRA may do so by sending written notice to the *Superintendent of Schools or The Victor School Director*. The *Superintendent/Director* will respond to requests within ten calendar days. Opportunity for inspection of applicable materials will be provided at The Victor School or district administrative offices.

Protections of Student Privacy – The Superintendent, with the assistance of The Victor School, will insure that procedures are in place to protect student privacy in the administration of protected information surveys and in the collection, disclosure or use of personal information for marketing, selling or other distribution purposes.

Parents or eligible students who believe their rights under the PPRA have been violated may file a complaint within the district by contacting the Superintendent of Schools for your district or the Director of The Victor School. Complaints may be filed with:

Family Policy Compliance Office
U.S. Department of Elementary and Secondary Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

¹ Note to school officials: This form of policy has been developed and adapted by Stoneman, Chandler & Miller LLP from information appearing on the United States Department of Education website at <http://www.ed.gov/offices> for use by Massachusetts public schools in complying with the Protection of Pupil Rights Amendments, 20 USC §1232h, hereinafter referred to as the "PPRA". The PPRA requires that schools receiving federal funds develop local policies "in consultation with parents" to provide for the district's compliance with the PPRA. 20 USC §1232h(c)(1).

² Note to school officials: The PPRA has often been referred to by the names of its authors, i.e., the "Hatch Amendment," "Grassley Amendment" and may now be referred to as the "Tiahrt Amendment" after Congressman Todd Tiahrt who introduced the amendments as part of No Child Left Behind Act of 2001.

³ Mass. Gen Laws §71, §57 requires schools to conduct physical examinations [of student] "to ascertain defects in sight or hearing, postural or other physical defects tending to prevent his receiving the full benefits of his school work and to ascertain physical defects of the feet which might unfavorably influence the child's health or physical efficiency."

⁴ Personal information is defined as individually identifiable information including a student or parent's first and last name; home address; telephone number; or social security number. 20 USC §1232h (c)(6)(E).

⁵ The requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, student or educational institutions, such as the following: college or other postsecondary education recruitment, or military recruitment; book clubs, magazines, and programs providing access to low-cost literacy products; curriculum and instructional materials used by elementary and secondary schools; tests and assessment used by elementary schools and secondary school to provide genitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student; the sale by students of products or services to raise funds for school-related or educational-related activities; student recognition programs.

⁶ The term "instructional materials" is defined as instructional material that is provided to the student, regardless of format, including printed or representational materials, audio visual materials (such as materials accessible through the internet). The term does not include academic tests or academic assessments. USC §1232h(c)(6)(A)

ADDENDUM C

Complaint and Grievance Notice

If you, as a student at The Victor School, as a person receiving services from a program of Justice Resource Institute, or any other interested party, including staff, parents, advocates, or other interested persons, have a complaint or grievance, you are encouraged to first discuss the matter with the staff involved.

It is important to note that complaints are not held against anyone making them in any way -- complaints are a valuable learning experience for the program, and do not result in retaliation or barriers to service for anyone who brings forward a complaint.

Staff will work with you to resolve the situation. Staff may involve their supervisor if that would be helpful. Within three school days, staff will inform you of any actions that will be taken.

If the complaint is not resolved at this level, or if you choose, a complaint may be made in writing by completing the JRI Complaint Form. Complaint forms can be found on the student rights board, in each Case Manager's office, or from the Human Rights Officer. You also may make a complaint by speaking to the Human Rights Officer.

You can write the complaint yourself, or describe it to any staff member, who can write it down for you. Completed complaint forms may be given to any staff or supervisor, who will ensure that they are given to the Human Rights Officer, who will then log the complaint and report it to the Program Director or designee by the next school day.

The Human Rights Officer works closely with the Program Director to ensure that all program policies and practices are in keeping with the letter and the spirit of the human rights provisions of the state regulations for the Department of Elementary and Secondary Education.

The Victor School has appointed Sharon Fors as Human Rights Officer. The Human Rights Officer or a member of Ad Team will investigate the situation and take corrective action where necessary within three business days. If the issues are not clear-cut, or require further investigation, it may be referred to the Program Director, Wendy Rosenblum. The Human Rights Officer will let you know about any decisions made. If you are not satisfied with the decision, you can appeal to the program's supervising Superintendent of Day Schools, Lindsay Savigeau, within three days of receiving the response. This appeal will be resolved within ten working days and you will be notified of the decision. You also have the option of consulting with your attorney.

In addition, if you have a concern about the safety and quality of care provided at the school, that has not been resolved at the program level, you can contact the JRI Corporate office at the following address: JRI Corporate Offices, 160 Gould Street, Unit 300, Needham, MA 02494-2300 or the JRI Compliance Officer at privacyofficer@jri.org

We look forward to working with you to resolve any concerns that may arise!

ADDENDUM D

Justice Resource Institute

Rights and Responsibilities of Persons Served - The Victor School

These rights and responsibilities extend to the parents/guardians in the case of those persons served in JRI programs who are minors, have legal guardians, or who are unable to understand their rights because of mental, physical or emotional limitation.

Your Rights

1. You have the right to receive services regardless of race, creed, religion, sex, ethnicity, color, sexual orientation, gender identity, cultural heritage, national origin, source of financial support, homelessness, marital status, age, physical or mental disability or degree of disability or other such basis as may be prohibited by law.
2. You have the right to an Individualized Education Plan (IEP), reviewed at least quarterly by your multidisciplinary team. You have the right to have input into the development of your IEP as a member of the Team. You have a right to request a review of your IEP or to request an independent opinion from a consultant at your own cost.
3. You have the right to clear and effective communication about your treatment and rights and responsibilities. Staff will assist you in understanding these communications.
4. You have a right to know the qualifications of your providers and to request a change in provider (including clinical interns, all of whom are directly supervised by licensed providers) if necessary. You have a right to know any risks, side effects, or benefits of services and interventions. You have a right to know what alternative treatments are available to you.
5. You have the right to be informed about transition and discharge planning, and to provide input into these decisions as a Team member.
6. You have the right to refuse treatment.
7. You have a right to informed consent, and to refuse to be part of any study or research that is proposed to you.
8. You have a right to ask questions about these rights by contacting the school's Human Rights Officer or the Program Director. You have a right to present a concern or complaint of the care you receive, and the right to a response from the school. If you feel your concern or complaint has not been resolved with the school, the Department of Elementary and Secondary Education has a Problem Resolution System which can be reached at www.doe.mass.edu/pqa/prs.
9. You have the right to know the cost to you of services you receive, the source of payment, and any limitations placed on the duration of services.
10. You have the right to be free from mental, physical, sexual and verbal abuse, neglect, excessive force, psychological or emotional abuse, retaliation, humiliation, exploitation, or hazing.

Your Responsibilities

1. You have a right to know what is expected of you while at school with JRI. You are provided with a copy of the school's Handbook and Code of Conduct, which describe these responsibilities.
2. You have rights to privacy and confidentiality, which are outlined in the JRI notice of Privacy Practices and the JRI Limits on Confidential Communication.
3. You have a responsibility to give correct and accurate information about your situation and problems, including what you have done in the past to address them. You have a responsibility to tell us if anything changes regarding your health or situation.
4. You have a responsibility to ask for help if you do not understand what we say about your care, rights or responsibilities.

ADDENDUM E Student Acceptable Use Policy

Purpose:

The School maintains computers and other devices with internet access for student use. The devices and network exist solely as a resource for educational, therapeutic and transitional purposes. This policy outlines the expectations for student use of these devices, with the goal of maintaining a safe community in cyberspace.

Beliefs:

The School believes that the benefits gained from access to information within the internet's resources outweigh potential disadvantages. We make reasonable efforts to minimize risks that users may encounter objectionable material, but acknowledge that the material in the Internet is uncensored; we can make no guarantees that information found on the Internet will be valuable, reliable or inoffensive.

Digital citizenship is built into the educational process and begins with this policy. Before access is granted to a student, the user must read and sign this agreement for acceptable use. This agreement is reviewed and re-signed annually, and these forms are kept on file at the school.

Violation of this policy may result in disciplinary action in alignment with the Handbook/Code of Conduct, and may also include loss of computer/device/internet use on a temporary or permanent basis. Interventions may also include additional education and supportive procedures for students prior to returning to internet use at school. The School works with the local police department in instances where use of devices falls into a category of illegal behavior (hacking, pornography).

Expectations:

1. Computer and network access is a privilege, not a right. The privilege may be revoked if violations occur.
2. Computer/device/internet use is at staff discretion and may occur only with staff permission.
3. The rules of the school apply to time on the internet/use of devices. Students are not permitted to use the network or account to bother, harass, or bully another member of the community, including to impersonate a member of the community. Seeking, accessing or downloading material that violates the Code of Conduct (harassing, sexually explicit, racist or offensive in nature) is not permitted.
4. Students should not download or add applications or apps to any device, or change settings on devices. Devices are to be handled with care at all times, and are not permitted to leave school grounds without express, prior written permission from staff.
5. Computers, the devices and the internet at School are designed to support academic/educational, therapeutic, or transitional activities and goals. These tools are not to be used for social networking, gaming, hobbies, commercial purposes, or other non-academic, non-transitional activities.
6. Students are issued a username and password, which should be kept secure and not shared with others. All use on school computers should be done with the assigned username and password.

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- Students are not permitted to log in as other students, and are not permitted to harm, modify, or destroy data of another user.
7. Students are not permitted to use devices for recording or photographing other students, the school, or staff without specific consent and/or supervision as part of a class/elective.
 8. Students are expected to appropriately cite sources from online.
 9. Students are not permitted to connect personal devices to school computers, including flash drives, phones, and mp3 players. Students are not permitted to connect to school wifi without express, prior written permission from staff.
 10. There should be no expectation of privacy on school computers, or with school-issued email accounts. Students should be aware that staff may monitor use.
 11. Student computer use is limited to student computers; students are not permitted to access staff computers/devices at any time for any reason.

ADDENDUM F

Commonwealth of Massachusetts: Anti-Hazing Law

Chapter 269: Section 17. Hazing; organizing or participating; hazing defined

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269: Section 19. Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report

Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

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Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

ADDENDUM G Policies and Procedures for Behavior Support

General Guidelines

The Victor School has developed and implemented written behavior support policy and procedures consistent with updated (2016) regulations under 603 CMR 46.00. These policies and procedures address appropriate responses to student behavior that may require immediate intervention.

Annually, these policies are reviewed, provided to all staff, and are available to parents/guardians of enrolled students. These policies include methods for preventing student violence, self-injurious behavior and suicide; a description and explanation of the school's methods used as alternatives to physical restraint; training requirements for staff; reporting requirements and follow up procedures; a description, including specific timelines, for receiving and investigating complaints regarding behavior support policies; procedures for implementing the behavior support reporting requirements; procedures which include the implementation procedures and making both written and oral notification to parents; a procedure for the use of time out.

These policies also include a statement that meals shall not be withheld as a form of punishment or behavior support, and that no student shall be denied or unreasonably delayed a meal for any reason other than medical prescriptions.

Individual student behavior plans, if required via IEP, are maintained in student records.

Procedures

● **A. Methods for preventing student violence, self-injurious behaviors and suicide**

The school provides a therapeutic milieu rich with clinical supports and sensory tools, as well as high levels of supervision to prevent and respond to escalation in students. The school employs several methods to prevent student violence, self-injurious behavior, and suicide, as well as to de-escalate potentially dangerous behavior occurring among groups of students or with individual students.

- a. During the intake process and ongoing during the course of enrollment, the school assesses students for risk factors including violence, self-injurious behaviors, and suicidality. Assessment is completed via discussion with student and parents/guardians, collaboration with collateral team members and the sending school district, and review of related testing and documents. The school maintains regular communication with parents/guardians, collateral team members and the sending school to support ongoing assessment of these areas. Individualized planning is implemented as indicated.
- b. Through observation of behavior and interactions at school, team discussions, and solicited feedback from parents and community care providers, the Victor School team is continuously informed and aware of stressors, interpersonal and family issues, mental health concerns, medication issues, and other situations that might increase the risk for harm.
- c. The school uses aspects of the Collaborative and Proactive Solutions approach as its primary means of student support. This approach is collaborative and strength based. The approach calls for the belief that students do well when they can; students experiencing difficulty do so because they lack the skills or the resources to overcome the obstacle in their way – they are not considered “stubborn” or “misbehaving”. As such, the intervention is skill development rather than consequence based. CPS supports skill development in a number of areas, including emotional regulation, cognitive flexibility, language processing, executive functioning, and social skills.
- d. In alignment with the preventative, skill building philosophy employed by the school, a number of traditional behavioral techniques are not employed. The school does not use point/level systems or rewards/token economy systems. Food will not be withheld as a form of punishment or behavior support. No student shall be denied or unreasonably delayed a meal for any reason other than a medical prescription.
- e. Students identified as being at risk for self-injurious behavior, suicide, or violence are immediately connected with their on-campus clinician for further planning, which could include use of tools individualized to their situation, on-on-one supervision, non-physical escort to and during classes and other activities, safety contracts, use of PRN in alignment with orders from their outpatient psychiatrist, emergency meetings with outpatient team

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supports, or psychiatric screenings as appropriate with respect to level of risk, student history, and individual treatment needs noted in IEP and treatment plan.

- f. The school works to be highly preventative in supporting, addressing, and preventing situations that could be potentially escalating for individual or groups of students. Potential high risk times (such as holidays and anniversaries, exam periods) are identified for the group as well as for individual students and individual plans are made in conjunction with students, families, and outpatients teams. Similarly, changes in routine (including field trips or off campus activities) are previewed for students with expectations reviewed and preventative plans made as needed.
 - g. All staff are trained in JRI's Suicide Prevention and Awareness and Psychological First Aid trainings upon hire and annually. These trainings provide additional protocols and guidelines for preventing and responding to risk behaviors in students.
 - h. The school's Handbook itemizes a number of options students may access to promote emotional regulation and to prevent situations that could escalate to the point of emergency restraint needing to be employed. Examples of these supports include taking space, using regulation skills, on-on-one staff support and coaching, regular team meeting, regular family meetings, and regular communication with outpatient providers. The Handbook also notes:
 - i. The type and range of restrictions a staff member can impose for behavior that is unacceptable, including suspension and termination.
 - The use of "taking space" (The Victor School does not use separation but has processes for supporting a student when she/he/they is having difficulty engaging in group or school activities); and
 - The form of restraint used in an emergency, the behavioral interventions used as alternatives to restraint, and the controls on abuse should a restraint occur (603 CMR 46.00) (more detailed information found in 9.4 of the school's DESE manual); and
 - Any denial or restrictions of on campus programs services.
- **B. Description of the school's alternative to physical restraint**

The Victor School remains committed to using restraint only in emergency situations of last resort when needed to protect a student and/or member of the school community from assault or imminent, serious, physical harm. The school uses Building Communities of Care (BCC) as a method of crisis prevention and intervention. BCC mirrors the school's highly preventative approach, and provides a framework for using information about the student's history, diagnosis, family and community systems, strengths, challenges, and developing skills, to create individualized treatment plans and interventions to prevent student dysregulation, including self-injury or violence. In addition to the model's standard tool kit, the model stresses individualization of treatment planning to inform all levels of school staff about parts of the day/tasks that may prove more challenging, so that interventions and supports can be put in place preventatively. The model also highlights areas where the student may be more likely to succeed, so these situations may also be woven into the student's day and week with regularity. All staff are required to complete the BCC training to ensure they proactively implement tools to maintain a therapeutic school environment and can manage possible crisis situations.

The school uses Collaborative and Proactive Solutions as its primary student support system, combined with high levels of supervision, close coordination with collaterals, and other behavior support responses (noted in Policy 9.1) to prevent and respond to escalation in students.
 - **C. Description of the school's training requirements for staff**

The school provides behavior support training to all school staff within the first month of the school year regarding the behavioral support policies and the requirements when such procedures are implemented. For employees hired after the school year begins, behavior support training is provided and completed within one month of their date of hire. Staff is trained on the use and implementation of the behavior support policy at least annually. All staff are required to train in BCC, the school's restraint prevention and response method, annually, and are required to complete this training upon hire and before any direct contact with students.
 - **D. Description of the school's reporting requirements and follow up procedures**

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The school shares its written behavior support policies during the admissions process, at intake and then annually to all students, parents/guardians. The school maintains close communication with parents/guardians, collateral contacts, agencies involved with the care and/or placement of a student, and the sending school district and ensures they are aware ongoing of progress and any areas of concern, including incidents that occur. The JRI Incident Report form is used to communicate incidents that may occur. The school aligns with all federal and state reporting requirements.

Students work closely with their clinician for support, problem solving, planning and processing following any behavioral incident. Students are offered complaint forms as part of this debriefing process.

The Director or designee is responsible for ensuring timely follow up to all incidents related to restraint or the behavior support policies in alignment with related regulations.

- **E. Description, including timelines, of the school's procedure for receiving and investigating complaints regarding behavior support policies**

The Victor School welcomes feedback and takes complaints seriously; students and parents are encouraged in the complaint process should a concern arise. The school aligns with the JRI policies on complaint investigation and resolution. Complaint forms are available on the Rights board available to students and form the Human Rights Officer. The Human Rights Officer as well as any staff member is available to assist any one with completing the Complaint and Grievance Form. Staff are also expected to file the report on behalf of a student or parent should a complaint be expressed verbally.

Upon receipt of a complaint, the Human Rights Officer will investigate all non-abuse issues and take corrective action where necessary within three business days; the Human Rights Officer may enlist support from another Ad Team member in conducting the investigation. A summary of the review process and the resolution findings as well as future actions or happenings regarding the complaint will be discussed with the individual who filed the complaint.

- **F. Description of the procedures to be followed for implementing the behavior support reporting requirements**

The school maintains regular communication with parents via a number of methods. Staff keep families informed of progress and any areas of concern specific to their student regularly. Parents/guardians and students are notified of the behavior support systems and related policies at intake and again annually.

The Director is available to meet with parents to address any questions or concerns, and is responsible for ensuring these procedures and communications are followed.

- **G. Description of the program's procedure for making both oral and written notification to a parent**

Parents/guardians are notified of incidents the same day the as the occurrence via phone, with follow up communication provided in writing/electronically within three (3) school days. The school aligns with all federal and state reporting requirements. The sending school district and any agencies involved with the care or placement of the student are also notified within the same timeframes. The DESE is notified immediately for relevant incidents (see 4.5 Immediate Notification for more details).

The Director or designee is responsible for ensuring timely follow up to all incidents related to restraint or the behavior support policies in alignment with related regulations.

- **H. Procedure for the use of Time Out**

The school does not utilize Time-Out as a behavior support strategy. Students are able to take space and ask for support within the school, which is individualized to student needs. Students who engage in time away from the learning environment for any reason are continuously monitored and offered support; time away from learning is documented and addressed in alignment with procedures outlines in Policy 9.1a.

- **I. Additional policy implementations**

- Individual Student Behavior Plans, if required via IEP, are maintained in student records.
- Food will not be withheld as a form of punishment or behavioral intervention.
- No student shall be denied or unreasonably delayed a meal for any reason other than a medical prescription.

ADDENDUM H

The Victor School – Statement of Nondiscrimination

JRI is strongly committed to providing an inclusive and welcoming environment for our employees and the people we serve. JRI does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, age, marital status or military status in treatment or employment at JRI, admission or access to JRI or any other aspect of the educational programs and activities that JRI operates. JRI is required by Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act of 1975 (Age Act), and their respective implementing regulations at 34 C.F.R. Parts 100, 104, 106 and 110, not to discriminate on the basis of race, color, national origin, disability, sex, or age. Inquiries regarding the application of each of the aforementioned statutes and their implementing regulations to JRI may be directed to JRI Senior Vice President and General Counsel Mark Schueppert at 781-559-4900 or 160 Gould Street, Suite 300, Needham MA 02494 or to the U.S. Department of Education, Office for Civil Rights, at (617) 289-0111 or [5 Post Office Square, 8th Floor, Boston, MA 02109](#)-3921.

I have received a copy of the Statement of Nondiscrimination and have no questions at this time.

Parent/Guardian: _____ Date: _____

Student: _____ Date: _____

Sf 10-26-18

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Acknowledgement of Receipt of Handbook, 2018-2019

The Victor School
380 Massachusetts Avenue
Acton, MA 01720
978-266-1991

Student Name: _____

In signing below, I verify that I have received and reviewed the Student Handbook for the 2018-2019 school year. Should any questions arise, I will contact my Academic Advisor or Primary Clinician.

Signatures:

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

*Please return this page, signed, to the school,
attention Sharon Fors, no later than 7/9/18.*

Thanks in advance!