

Granite Academy

Handbook

Updated 21/22

A
resource
for
students
parents
and
school systems



A JRI school

Welcome



Handbook

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

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

Updated 21/22

Dear Parents, Students, and Public Schools,

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

Our educational and clinical services are designed to help students:

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

The involvement of a student's family and public school system is very important. We encourage your involvement and will invite you to participate in the decision-making process. Your partnership and trust increases our success.

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

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

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

Table of Contents

Granite Academy's Mission	6
Granite Academy's Vision	6
Granite Academy's Values	6
General Information	7-11
Directions	7-8
Admission Criteria	8-10
Intake Procedures	10-11
Health Services	12-16
Education Services	16-23
Academic Courses	21-22
Enrichment Classes	22-23
Transition Services	23-27
Skills 4 Living Classes	24
Independent Living Skills	24-25
Culinary Arts	25
Job Readiness	25
Drop-in Services	26
Cafes	26-27
Clinical Services	27-32

Individual Counseling	28
Group Therapy	28-30
Parent/Guardian Connection	30
Coordination with Community Treatment Provider	30
Sensory Integration Support	30-31
Therapeutic Milieu	31
Equine Therapy	31
Therapeutic Support Animals	31-32
Parent/Guardian Engagement (PACs)	32
Positive Behavioral Interventions and Supports	32-33
Therapeutic Response System	32-33
Individualized Goals and Friday Incentives	33
Routines and Expectations	33-36
School Calendar and School Schedule	33-34
School Cancellations	34
School Rules	35
Dress Code and Prohibited Items	35
Policies and Procedures that Support Your Rights	36-38
Registering Complaints	36-38
Sexual Harassment Policy	38
Non-Discrimination Policy	38
Contractual Requirements and Payment	38-39
General Policies	39-44
Lunch/Snack Beverage Policy	39-40

Cell-Phone Policy	40-41
Transportation	42
Computer and Internet Acceptable Use Policy	43
Parent/Guardian Internet Use Consent	43
Visitors	44
Your Rights and Responsibilities	44-50
Parent/Guardian Responsibilities	44-45
Student Records: Your Rights	45
Parent and Student Rights	45-46
Protecting Your Rights	46-47
Anti-Hazing Policy	47-48
Bullying Prevention and Response Policy	48-49
Active Shooter and Lockdown Response	50
Addendums A through H	50
Acknowledgment of Handbook	51

Granite Academy's Mission

Granite Academy is a vibrant school community that celebrates and encourages individuality - in the classroom and in life. Learning is individualized to meet the unique needs of each student, and is delivered with fully integrated social, emotional, and transitional support. Our close partnerships with families and students, public schools and collateral agencies, combined with data-driven interventions, enable us to support each student on their individual path to success.

Granite Academy's Vision

Granite Academy recognizes that each student learns differently and strives to provide students with a rich array of classroom, hands-on, and community-based learning opportunities; all supported by fully integrated clinical, emotional, social, and transitional supports. We partner closely with students, parents, and collateral team members and rely on their voices to plan for and achieve the students' goals. This collaborative process is used to design strategies that address our students' diverse academic and social/emotional goals to bring about sustainable, long-term success. The school supports this work with research-based, data-driven interventions, which allow us to customize learning for each students' unique strengths and needs.

Granite Academy's Values

- Individuality
- Each student's personal voice and story
- A strengths-based approach
- Independence and self-advocacy
- Respect
- Collaborative approaches and partnership
- Honesty
- Integrity
- The use of data to boost school performance

General Information

SCHOOL CONTACT INFORMATION

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

Address: 6 Columbian Street Braintree, MA 02184

Main Number: 781-380-3945

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

Web Site: <https://jri.org>

All staff have email; the formula (with a few exceptions) for reaching someone on staff is as follows: First initial of first name and last name @jrischools.org. An example is John Doe's email address would be jdoe@jrischools.org.

Head of School	Amy Barber x 220	abarber@jrischools.org
Education Director	Tatyana Rozenblyum x 263	trozenblyum@jrischools.org
Clinical Director	Lynne Mitchell x241	lmitchell@jrischools.org
Intake Coordinator	Laura McGrath x257	lmcgrath@jrischools.org
Human Rights Officer	Scott McGinn x224	smcginn@jrischools.org
School Nurse	Meaghan Murphy x215	mmmurphy@jrischools.org

Directions

Public transportation does not reach Granite Academy

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

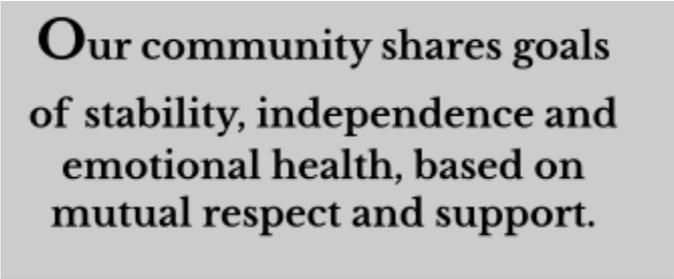
From Boston: Expressway South to Route 3 South to Exit 16B (Route 18 South)

From Routes 95 and 24: Route 93 North to Route 3 South to Exit 16B (Route 18 South).

From Cape Area: Route 3 North to Exit 16. Turn left at the end of the ramp onto Route 18 South.

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

East and West buildings have signs over their main entrances



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

Admission Criteria

Granite Academy has established the following admission criteria:

Granite Academy works closely with families, students, and districts throughout the admissions process. The school requires a formal referral packet, including recent testing, current IEP and progress updates from the most recent two reporting periods, transcript with current classes highlighted, recommendations, attendance history, and MCAS scores if applicable, 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 with the school. 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; while providing 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.

Interviews are scheduled with a member of the Administrative Team (Ad 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.

Granite Academy provides parents and local school districts, in alignment with DESE regulations, a written copy of the school's policies and procedures which are detailed in this Handbook including:

1. Granite Academy's statement of purpose
2. The types of services provided
3. Granite Academy's admission criteria
4. Review of parent rights and involvement through our Parent Advisory Committee; this group shall advise the school on matters that pertain to the education, health, and safety of students in our program.
5. Granite Academy's health care process, including provisions for emergency health care and/or hospitalization
6. Granite Academy's Suspension Policies and Planning for both unforeseen and emergency terminations
7. Student Behavioral Support Procedures which align with Granite Academy's philosophy of ARC and proper use of non-violent restraints as a method of support management, violence prevention, discipline, and management of harmful behavior by a student to himself/herself/themselves or others.

8. Activities around supporting and preparing student skill development and daily living skills
9. Contractual obligations with regard to payment of services: self-pay students only
10. School Dress Code
11. Daily Schedules
12. Treatment strategies
13. Religious Practices Policy
14. Visiting Policy
15. Name and telephone number of school contacts
16. Complaint Policy
17. Approved School Calendar
18. Granite Academy's Therapeutic Response System (TRS)
19. Anti-Hazing policy and Massachusetts Anti-Hazing Law, GA's Bullying Prevention and Intervention Plan
20. Student and Parent Rights and student record policies, FERPA and record keeping policies
21. Statement of Non-Discrimination
22. Cell Phone policy and Acceptable use policy regarding internet and technology use

Intake Procedures

Granite Academy admission procedures:

- Referrals are reviewed by the Intake Coordinator in collaboration with the Clinical and Education Directors
- Contact is made with the referring public school administrator or referral source.
- Contact is made with the parent/guardian and/or collateral service providers to explore an interest in the program.
- A tour and interview at Granite Academy are scheduled for parent/guardian, student, and sending school district representative.
- Granite Academy may request to observe referred students at their current school placement. Students will be assigned a student ambassador to support student success.
- Parents/guardians or the referring school system may request to observe Granite Academy classrooms, etc.

- Parents/guardians and the referring school system are provided information about Granite Academy services and a copy of the Granite Academy Handbook.
- The parent/guardian and student are provided with information on Granite Academy's Therapeutic Response System and policies and procedures.
- After the intake interview, the Intake Coordinator has a follow-up telephone discussion with parents/guardian/ collateral agencies pertaining to enrollment candidacy.
- Acceptance to Granite Academy is confirmed by telephone/email with parent/guardian and referring public school.
- Prior to enrollment, all required documentation must be submitted including the PL 1 form and consents and releases for outside providers (examples include Community Health Providers, Primary Care Physician, Psychiatrist, other involved agencies.)
- During the intake, parents are asked to join the Granite Academy Parent Advisory Group. This group advises school administration on matters that pertain to the education and health and safety of the students.

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 administration on campus, and required screenings
- Consent forms, which include:
 - Internal publication/yearbook consent
 - Emergency medical treatment consent
 - Student allergy update
 - Student transportation release
 - Routine PRN administration consent
 - Acknowledgment of the school's health and sexual education curriculum
 - Acknowledgment of receipt of Complaint/grievance policy and FERPA privacy notice

Health Services

The school nurse is on-site daily from 8:00 am to 3:15 pm 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 is used by one student at a time, and is reserved for students who are ill, hurt, or need medication administered. Granite Academy provides basic nursing care for our students, including:

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

Granite Academy employs a full-time registered nurse. We believe that a proper health care program will improve the quality of life for students and those around them. Our health care program is both preventative and prescriptive.

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

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

your child's hygiene and grooming needs with our nurse or with your child's counselor.

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 main office 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.

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 see these scars. Students come to Granite Academy with a myriad of symptoms and 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.

Lithium Battery Ingestion Procedure

In alignment with agency regulations, if a student has ingested a lithium battery, the school has a process on how to respond to this situation. Please see the applicable addendum at the end of the handbook for more information.

COVID Protocols

Granite Academy is committed to the safety and health of all members of its community. In response to the global COVID-19 pandemic, Granite Academy developed protocols to help ensure the safety of its students, staff, and visitors. These policies are continually updated as CDC, State, and local Board of Health guidelines are updated, and can be found on the school's website or by contacting the school directly.

These policies have helped support Granite Academy in maintaining in-person learning throughout the pandemic period. Should a situation occur where learning must be accessed remotely (such as due to a State mandated shift to remote learning, or in specific student instances where a student's Team has determined this need and reflected such in their IEP), all School rules remain in effect and are applicable to remote learners.

Medications:

Student medications (with few exceptions, see below) are kept locked and are dispensed only by the school nurse or a designated staff member 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 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 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 do not transport medications to/from school; the nurse is available to support parents in making arrangements for medication transport. 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.

Medical Records Requirement

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

Student records will be audited at least annually to ensure that records of physical and dental examinations are current, thus parents must submit documentation of physical and dental examinations annually. The Granite Academy nurse will review examination reports upon admission and annually and consult with the examiner regarding any results that indicate a modification of activities programmed at Granite Academy.

GA contains 4 doses of NARCAN for emergency opioid overdose or suspected opioid overdose. If NARCAN is administered 911 and parents/guardians will be contacted. All staff are trained on how to use NARCAN.

Screenings

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

the records of these screenings are on file at Granite Academy. At the time of admission, Granite Academy informs parents/guardians/responsible public school of the regulatory requirement for screenings and requests copies of the screenings. Granite Academy also keeps track of when screenings expire and notify parents/guardians/responsible public school of the need to update the screenings.

Education Services

Granite Academy endeavors to present required academic subject matter in meaningful contexts that recognize unique learning styles. We believe that all students can learn. We emphasize project-based, cooperative learning wherever possible. We evaluate progress through ongoing evaluation (tests and quizzes), level of student academic engagement, and performance as measured by grades.

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

Granite Academy integrates technology as a creative tool for communication, research, and high-interest activity development. We believe this exposure is critical to the preparation of our students for further education and for successful employment in the 21st century.

Daily Instructional Hours

There are 202 instructional days in our school year.

Staff to Student Ratio

The Department of Elementary and Secondary Education has approved Granite Academy for a student to staff ratio of 8:1 or 12:1:1.

Attendance Policy

In addition to course requirements, students must adhere to the attendance requirements listed below. Students are provided with the opportunity to make up work when approved by the Director of Education.

Excused absences include:

- A doctor or school nurse verified illness or injury that prevents the student from attending school
- Doctor, dental, therapy, psychiatry or other provider appointments
- In-hospital care
- Religious holidays
- Other extenuating circumstances as approved by the Director of Education

Granite Academy's school year consists of three trimesters totaling 188 school days and a summer term totaling 14 school days.

During the trimesters, students with above 11 unexcused absences will receive a grade of INCOMPLETE (I). A student with an INCOMPLETE(I) will be provided with an opportunity to get additional instruction by a subject teacher and make up assignments to demonstrate their proficiency to gain a passing grade for an identified class. If the student opts not to take this opportunity their Incomplete will be changed to a NO GRADE (NG)

During the summer session, Granite Academy does not issue INCOMPLETE GRADES, but students with 3 or more unexcused absences will receive grades of NO GRADE (NG).

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

Tardiness

Students are expected to be on time for school. Unexcused tardiness impacts participation credit and can thus negatively impact a student's grade.

Truancy

Please note that two day truancy in a week may result in an emergency meeting with the treatment team and outside providers.

Report Cards

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

Mid-Trimester Reports

Mid-Trimester Reports are shared with the student and are designed for monitoring purposes and allowing sufficient time to improve work production in specific areas of need to ensure an opportunity to succeed. A copy of the Mid-Trimester Report is mailed to parents/guardians and the collaborating school system.

Individualized Education Program Progress Reports

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

Transcripts

Granite Academy generates report cards of academic grades earned during enrollment. You may request a copy of your child's report card at any time. These documents are shared with the corresponding Districts and the Districts translate GA-generated Report Cards into official Transcripts that are District-based.

Since many Granite Academy students attend more than one school, it is essential that the parent/guardian maintains a file of their child's transcripts from various settings to verify the entire credit accrual history.

Educational Field Trips

Properly supervised and planned educational field trips are part of our instructional program. Parents/guardians provide permission for field trips at the time of admission and then revisit the process annually at the IEP meeting. Granite Academy provides information to parents and students regarding the upcoming field trips. Close supervision, safe transportation, and bagged lunches are provided to all students during this enriching activity.

Implementation of Educational Services

All core curricula are based upon the Massachusetts Curriculum Frameworks and Common Core. Each year during orientation, teachers are provided with training in their subject area frameworks. This training instructs our educators on creating lesson plans based on the frameworks and differentiating instruction to meet their students' unique needs and IEP goals while meeting the high standards as set forth by the Massachusetts Department of Elementary and Secondary Education.

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

Students with Limited English Proficiency

At Granite Academy, we are committed to serving students with Limited English Proficiency. Please see this [link](#) for more information.

Communication Needs

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

Academic Strategies

Students participating in the High School MCAS retest are provided with structured support in the area of need. A subject matter expert leads an identified student through lessons designed to support their confidence and test-taking skills by identifying and filling the gaps in Science, ELA, or Math.

Educational Proficiency Plans (EPPs)

Students who meet the threshold of Needs Improvement in their MCAS participate in the Educational Proficiency Plan program that is monitored by an identified subject teacher and the director of education. An Educational Proficiency Plan encompasses passing the required classes and a teacher-generated assessment that ensures that a student has mastered the

required skills. Successful EPP completion leads to eligibility for graduation in place of passing MCAS.

Suspension Policy

Suspension may be necessitated for significant violations of the Code of Conduct. Granite Academy will immediately notify the parents/guardians and school districts responsible for the placement of the student involved. Students will not be sent home unless there is a responsible adult available to receive the student. During a suspension, students are provided with school work they are expected to complete. Due to the severity of a suspension there are times students and/or families will be expected to attend a re-entry meeting within the school. These meetings are normally scheduled for suspensions of serious nature or for suspensions fewer than three consecutive days or five non consecutive school days within a school year. Re-entry meetings allow the opportunity to discuss the incident, the expectations, and evaluate the plans that need to be made and agreed upon prior to the student returning to school. Suspensions that consist of a series of events that constitute a pattern of behavior will be discussed with the support of a full Team meeting. School Districts and supporting contacts to the student are invited to attend this meeting. The meeting will discuss the events and determine if the behavior is a manifestation of the disability. Based on the outcomes and team assessments the entire team will determine the intervention, support, or best suitable placement options of the student that will best meet their needs and goals.

Termination Policy

Granite Academy's main priority is to support the student's vision, goals, and transition process. GA has provisions for both planned or emergency terminations. Planned terminations provide the opportunity for parents, the district, and GA to participate in an IEP review meeting which details a clear and specific termination plan for the student that shall be implemented no less than thirty days unless all parties agree to an earlier termination date. Emergency terminations occur when students present a clear and present threat to the health and safety of him/her/themself or others. Notice is provided to all parties and agreed

upon by the school district, parents, and the Department of Elementary and Secondary Education. GA will not terminate any student without the school district's opportunity to hold an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination from the school.

Math

We build a bridge between our Math Department's commitment to high standards and practicing our students' real life readiness for the 21st century experience. We implement a Math Life Applications curriculum that incorporates real life scenarios for students to practice their previously learned math competencies. Our Integrated Math curriculum encapsulates Algebra and Geometry to enable our students to succeed in taking HS MCAS and continue their advancement in higher skill acquisition.

Science

Our Middle School scientists explore all aspects of Science-Earth, Physical, and Life. Over their High School career, GA students build their range of exposure by connecting with the curricula in Biology, Physics, Chemistry, and Environmental Science.

History/ELA

Our History and English Language and Arts Departments collaborate in order to assist our students in acquiring skills in reading, writing, and comprehension as well as being fully dedicated to Social Justice that many of our students and all of our staff feel strongly about. Our anchor texts in ELA and the History curriculum are linked for guiding our students in furthering our students' academic development and empowering them in becoming productive and thoughtful members of our society.

Health/Wellness/Physical Education

Granite Academy provides a Health and Wellness curriculum that is aligned with state curriculum frameworks and addresses the unique needs of our diverse student population. Health education includes the promotion of healthy habits such as nutrition and hygiene. The curriculum includes instruments for positive decision-making techniques to recognize peer pressure and tools for avoiding making choices that may negatively impact the individuals involved and the community at large. Stages of human

development, identifying truths and fallacies, recognizing the impact of alcohol and drugs on the human body and brain, the complexity of human sexuality, safe sex practices, digital safety, and appropriate peer communication techniques are among the topics taught in Health classes. In this class, students are led into highly structured, age and developmentally appropriate, respectful, and skillfully moderated discussions.

Granite Academy provides opportunities for every student to participate in highly structured Physical Education. PE classes develop students' confidence in a wide range of physical activities. Students' preferences and skill levels are highly considered in developing specific activities for each class. The lessons vary from self-paced lessons in yoga to paired lessons by similarly skilled students in badminton, to highly competitive team sports of basketball and other movement-generating fitness structures. Physical Education classes are built around teaching students the importance of movement, self-care skills, confidence building, and it links these activities to the Health and Wellness curriculum.

Enrichment

In our fidelity to developing a whole person we offer enrichment classes that are high interest, challenging, and thought provoking. These classes let our students explore new careers, areas of study that are available after High School, and are a great platform for widening our students' horizons. Some examples of these enrichment opportunities are:

- Anatomy and Physiology
- Building Wall
- Social Justice
- Computer coding
- Sports medicine
- Chess
- Culinary
- Woodshop / Building Wall
- 3D printing
- Yearbook
- Mathletes
- Student government
- Basketball
- Podcasting
- FAST (Fitness, Agility & Strength Training)

- Educational field trips
- Poetry
- Music Production (Soundtrap)
- CPR/First Aid

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

Dual Enrollment

Granite Academy seniors, with approval from the Granite Academy team, guardians, sending district and other stakeholders may choose to participate in a dual enrollment opportunity. Granite Academy has a strong partnership with Massasoit Community College with campuses in Brockton, Canton, and Middleborough. In addition we are open to working with other colleges according to the parents' and students' preferences. A student considering getting a headstart on their college degree, learning strategies for successful transition from high school to college, or experiencing college life while getting support from Granite Academy may be required to take college placement examinations in reading, writing, and mathematics and meet all course prerequisites to find an appropriate academic fit for their college classes. Some on-line college classes are available through Massasoit Dual Enrollment programming.

Transition Services

The Transition Coordinator is a master's level counselor/instructor who provides programming that focuses on "what comes next". The transition services at Granite Academy start where the student is and where they plan to be next. The transition coordinator works with students individually, in small groups and in full classroom instruction. The content of these interventions can be support and instruction in skills of daily living, community engagement, college preparedness or finding each student's path toward a career or the military. Transitional programming at Granite Academy is a combination of clinical understanding and support with direct skill instruction across numerous areas of need.

Transitional services take many forms in order to meet the needs of each individual student.

Skills 4 Living Classes

Skills 4 Living Classes, taught by the Transition Coordinator, cover areas specifically targeted to student age and needs. These interactive classes implement hands-on learning opportunities that highlight the self-understanding that is needed to determine each student's best path forward.

Students in 9th and 10th grade focus on developing strong self-understanding and skills that will be needed as they enter the community as independent citizens, employees, and students. These skills include identifying their strengths, weaknesses, and areas of interest as well as curriculum focused on building greater independence in the areas of organization, time management, conflict resolution, societal expectations regarding interacting with others in the community, initial career exploration, and the importance of community involvement. In addition, students spend time learning about digital etiquette focused on learning safe practices when collaborating online, including how to anticipate potentially dangerous situations as well as digital wellness focused on identifying ways to use technology to support lifelong learning.

As students move through the Skills 4 Living curriculum, the focus shifts from a focus on the students' understanding of themselves to an understanding of the world around them; employment, further education, and community. Upperclassmen focus on career possibilities, the higher education that accompanies various career paths, and personal goal setting. Students participate in writing resumes/cover letters, participate in mock interviews, fill out job applications, attend college tours, and are supported in filling out college applications. Digital literacy and digital communication are part of the Skills 4 Living curriculum as students prepare for greater independence following high school. In addition, the curriculum also explores some of the life skills needed to gain independence such as money management, banking, finding and renting apartments, budgeting, identifying needs vs wants, nutrition/shopping/cooking, cleaning, and small home repair.

Independent Living Skills

The Transition Coordinator works with students on skills of daily living to support the development of independent living skills. This class supplements the Skills 4 Living class. Students work with the Transition Coordinator either 1:1 or in small groups and practice skills of daily living such as laundry, exploring nutrition, preparing a menu and shopping list, and even going to the store to purchase items. Some of the students in this class work on the skills themselves and others focus on coping with anxiety that accompanies these skills and/or being in the community.

Culinary Arts

Granite Academy has a chef as part of our educational team. The chef works 1:1 with interested students at individually scheduled times during the week. These students gain real-life experience through meal preparation, meal planning, instruction in kitchen cleanliness, serving food, clean-up and safely using knives, oven, stove, dishwasher, and more. In addition, students have an opportunity to practice job readiness skills, have the experience to put on a resume, and use social skills during in-the-moment interactions. Granite Academy students who participate in the culinary arts program find that it provides a boost to their self-esteem and confidence.

Job Readiness

The Transition Coordinator also oversees the on-campus work opportunities included in the job-readiness program. Students interested in having one of the on-campus jobs must fill out an application, request references, and complete an interview. Jobs last for one trimester. Once a student completes the application process and begins to work, job evaluations will be completed by the student's supervisor at the midpoint of the trimester and at the end of the trimester. The student works with the transition coordinator not only on the actual skills needed to complete the job but also on time management, working with a supervisor, and money management. In addition, the transition coordinator and the student explore how the student's learning profile and social-emotional needs interact with their success as an employee. Students practice advocating for what they need to be successful employees and also practice accepting feedback from their supervisor. Jobs have included, but are not limited to kitchen supervisor, librarian, building supervisor, and office assistant.

Students Working at School

Student are allowed to have a job at school under the following conditions:

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

School to Work Guidelines

For juniors and seniors with appropriate credit status and for students who experience significant difficulty passing the 10th-grade MCAS, and with the approval and guidance of the responsible public school district, Granite Academy will support a partial academic day that is supplemented by employment activities.

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

Transition Drop-In Services

The Transition Coordinator also offers identified drop-in hours each week providing each student with access to 1:1 time with the Transition Coordinator to explore specific questions. Some of the topics students have brought to drop-in hours include; process for getting working papers, the process for getting a driving permit and license, how to search for a job, how to register for the PSATs and/or SATs, how to fill out a job and/or college application, how to complete a college search and support in preparing for an interview.

Cafes

Student-run Cafes have become a Granite Academy tradition in which students are able to celebrate their strengths and skills with peers, family, and treatment providers. Cafes are used as an experiential way to build many

real-life skills including all aspects of event planning such as; organization of the event, decorating the event venue, planning a menu, designing a menu, greeting guests, serving food, collecting money/making change and participating in clean-up. In addition, cafes offer an opportunity for students to build their self-confidence and sense of accomplishment.

Clinical Support in Transition Services

Our counselors are deeply involved in supporting all transition services. School counselors work closely with the Transition Coordinator and focus on the social-emotional needs that surround transition. Counselors also support specific skill development and help students stay organized and focused on their goals. With their in-depth understanding of each student and close relationships with families, our counselors are uniquely able to help students work independently on developing the skills and knowledge needed to transition successfully.

Clinical Services

The clinical foundation of Granite Academy is based on the ARC (Attachment, Regulation Competency) philosophy which focuses on building resilience through attachment, self-regulation, and competency as well as the Social Thinking philosophy which supports explicit teaching, coaching, and practice of social skills. These clinical approaches are woven throughout the student's day and are practiced by all Granite Academy staff. Clinical work at Granite Academy focuses on the importance of individualizing treatment to meet the specific needs of the particular student with an emphasis on strengths and abilities.

The school's team of Masters-level clinicians provides ongoing, individualized support for students through regularly scheduled individual and group meetings, in-the-moment therapeutic processing, family outreach, and collaboration with collateral contacts. Student plans are individualized and designed with the student, family, and team to support each student in developing the skills needed to reach their goals. Students have access to full-time nursing and sensory integration support.

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

Clinical intervention focuses on helping students be successful and feel confident in school, with particular attention paid to maintaining active engagement in academics, at their own level. Clinical services at Granite Academy target student strengths and interests to increase their involvement in their treatment with a belief that progress and success can be achieved. Clinicians support students as they gain academic, social, and emotional skills.

Individual Counseling

Students have regularly scheduled individual sessions with their clinician. In addition, clinicians are available on an as-needed basis to support the generalization of skills/techniques learned in session to in-the-moment situations. The scheduling of clinicians as back-ups within the classroom further supports the focus on generalization of skills that are explored within sessions. Clinicians also work with students and their families to develop meaningful short-term and long-term goals that match the student's current academic, social or emotional needs.

Group Therapy

Group therapy is offered on a weekly basis to all students. Numerous types of groups are offered so that each student's interests and needs can be addressed. The format of groups vary according to student interest to ensure high levels of engagement. The specific groups offered at any one time change according to student interest and treatment needs. The follow is an example of some of the groups offered:

Personal Resource Education Group – A psychoeducational group designed to support students as they explore topics such as self-advocacy, making healthy choices, developing emotional regulation tools and growing self-awareness within the context of working with others. There are a number of themed

groups that cover this information in a less formal, more experiential format. Some of those groups are:

Self-Care - Focuses on identifying various aspects of self-care, exposing students to various self-care tools, practicing these tools to discover what works for each individual and then exploring ways for students to incorporate these self-care practices in their daily lives.

Therapeutic Sketching - Develops student's awareness of their emotional state, their ability to name their feelings and then use this activity as a coping tool to ring about emotional regulation. In addition students are encouraged to think about the benefits of having a leisure activity that they enjoy, they find regulating and is an easily accessible part of their everyday life.

Mindful Crafting - This group uses the activity of creating a variety of crafts as a vehicle to support students in recognizing their level of emotional regulation and using a hobby as a tool for regulating their energy level and emotional state. Students are encouraged to express their individuality in each of the crafting projects. Students are also encouraged to reflect on which activities they enjoyed and which were not as relaxing for them. They are challenged to think about what characteristics of a hobby make it relaxing and regulating for them. In addition, particular attention is paid to the development of numerous social skills including taking turns and giving / receiving compliments.

Pragmatic Language Group – Based on Michelle Garcia Winner's Social Thinking theory. The group is designed to support the strengthening of a student's social skills, including non-verbal and verbal communication, perspective taking and conversation skills. Similar to Personal Resource Education groups there are a number of themed groups that cover this information in a less formal, more experiential format. Some of those groups are:

Social Games - During this group students are able to practice their social interaction skills during an informal, natural activity. Students participate in games that encourage turn-taking, sportsmanship and leadership skills. Participants also focus on being able to read and act upon the non-verbal communication of their peers as well as recognize the non-verbal cues they are sending to others during game play.

Creative Mode - During this group students practice verbal and non verbal social communication as well as perspective taking skills as they utilize hands on skills as well as their personal interests to create a 3D map of a video game, movie or TV show world that they would like to recreate. Specifically referencing the Minecraft video game increases interest and excitement among students. Their creations promote collaboration of shared ideas among peers. Students use a plethora of art mediums and materials to create a multimedia piece of work they will be able to display at the end of the trimester.

SAGA (Sexuality and Gender Alliance) – Designed to support students as they explore topics such as self-advocacy, making healthy choices, and growing self-awareness through the lens of the LGBTQ+ community.

Parent/Guardian Connection

Parents/guardians are an important part of each student’s enrollment at Granite Academy. A student’s clinician is the point of contact for parents/guardians in regard to most aspects of their student’s progress at school. In addition, parents/guardians are encouraged to share their concerns, thoughts, and questions at any time. Parents/guardians are always an integral part of the student’s educational/treatment plan. Clinicians make sure to highlight upcoming events and opportunities for parent/guardian involvement in their student’s education.

Coordination with Community Treatment Provider

Granite Academy clinicians maintain contact, share information and develop meaningful goals for all students through ongoing contact with all community-based treatment providers. Counselors attend clinical progress meetings when requested by parents/guardians. Communication is maintained with individual therapists, prescribers, family therapists, therapeutic mentors, in-home therapists and any other member of the student’s clinical team as requested by the parents/guardians.

Sensory Integration Support

Granite Academy provides students with sensory integration support as a part of the daily norm within our community. For some, the many experiences felt through the senses can become overwhelming and/or difficult to fully process effectively. We include the use of sensory tools in treatment plans to either decrease or increase arousal levels, depending on individual needs. These

plans are then implemented throughout the learning environment to provide support as students strive for success. Sensory tools are available for in-class use, use in the therapeutic milieu, in the sensory room, in the resource room or in either of Granite Academy's two libraries. Students take an active role in developing their sensory plan in conjunction with parents/guardians and community-based treatment providers. Students are encouraged to use many of these sensory tools at home and in the community as well as at school.

Therapeutic Milieu

Our therapeutic milieu supports the health and strengths of each student, which in turn contributes to a positive and supportive community. The therapeutic milieu is staffed throughout the day by a milieu coordinator who is able to support each student as they implement their individualized plans, and work toward their individual goals. They work closely with clinicians, teachers, and support staff to develop plans that address the needs of each student when they do not feel that they can be successful in the classroom at that moment. The therapeutic milieu offers students space where they can regulate through the use of sensory tools and therapeutic tools, or, through co-regulation with the goal of successfully returning to the classroom.

Equine Therapy

Granite Academy has forged a relationship with "Trot On", a JRI therapeutic riding program located at Furnace Brook Farm in Marshfield, MA. The student participants from Granite Academy will engage in equine therapy to promote their engagement in the therapeutic process, aided by the horse-human relationship. Students will learn and develop emotion identification and modulation skills. Students will build insight and awareness around the interconnection of their thoughts, feelings and behaviors, and will receive psychoeducation about the impacts of trauma in a developmentally appropriate manner. The staff of Granite Academy will have an awareness of students' group therapy goals so as to support their continued development of regulation skills across settings.

Therapeutic Support Animals

The primary concepts of the ARC therapeutic model focus on Attachment, Regulation, and Competency. At Granite Academy, students have an opportunity to enhance their therapeutic skills with a number of therapeutic support animals at the school. Each of our animals, including fish, hermit crabs, rabbit, and lambs provide a soothing/calming presence as well as an opportunity for low-risk attachment. In addition, students take part in many

aspects of care, such as feeding and cleaning these animals, which is an opportunity to build competency and increase self-esteem and confidence.

Parent/Guardian Engagement (PAC)

Working with parents/guardians is a collaborative enterprise in which parents are encouraged and supported to develop an understanding of their child's educational experience. Since parents/guardians are instrumental in bringing about positive change, we strongly encourage your involvement on many levels:

- Informational meetings with collateral resources and agencies
- Engagement in Granite Academy events
- Night of Excellence
- Participation in the Parent Advisory Council (PAC)
- Volunteer educator
- Monthly workshops

Our communication with you is vital to the success of your child. Parents receive weekly Blasts as an update on school initiatives and academic successes.

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

[PAC Meeting Calendar 2021-2022](#)

Positive Behavioral Interventions and Supports

Therapeutic Response System

At Granite Academy, our [Therapeutic Response System](#) ("TRS") refers to our language, practices, and guidelines for working with students in a therapeutic setting. Using an ARC-informed approach, Granite staff strive to provide clear expectations and equitable responses for all students. Within this approach,

Granite builds upon student strengths and encourages meeting individualized goals that promote academic, clinical, and transitional success.

Therapeutic Regroup

Therapeutic Regroup is the term used by Granite Academy to describe when a student needs extra support in the milieu. Regroups can result when student behavior becomes disruptive or is inappropriate for the learning environment. Milieu coordinators work with students to process these events and offer tools and choices with the goal of student regulation. All regroupings and time outside of the classroom are recorded using a Student Information System (database) and this information on time out of class is available to both student and parent/guardian.

Individualized Goals and Friday Incentives

At Granite Academy each student will have an individual goal designed by a multidisciplinary group of GA staff members in conjunction with the student and parents/guardians. Goals will be associated with student IEPs and be a way to measure progress in gaining new skills and overcoming old obstacles. Goals will be tracked daily so that students stay invested in their progress and ultimate success. When students meet their goal for the week they will be able to take part in the incentives scheduled on Friday afternoons. If they do not make their goal on a particular week, they will be able to use academic block to catch up on school work and receive extra help with academics and/or discuss what needs to happen so that they can meet their goal the next week. Goals will be updated as needed to ensure that students continue to develop new skills and are able to have a sense of accomplishment.

Routines and Expectations

School Calendar and School Schedule

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

The Massachusetts Department of Elementary and Secondary Education has approved Granite Academy as an 11 month program. The school year consists of three trimesters totaling 188 school days and a summer term totaling 14 school days (202 days total). Any snow days taken during the year will be made up by the end of June. IEPs will specify the importance and need for attending all school days so that the social/emotional and educational needs of students can be addressed.

School Calendar

2021-2022

School Cancellations

Granite Academy announces school cancellations on Channel 7 News and Channel 5 News under closings for Private Schools. Our school will be labeled among school cancellations as “Granite Academy / Braintree”.

Parents/Guardians will also be notified via an email blast through our Student Information System.

Lastly, on the day of a weather emergency, information about our status will be recorded on our main voicemail greeting at 781-380-3945.

New Student Orientation

During the onboarding process at Granite Academy, new students meet with the Assistant Campus Director, a milieu coordinator, advisory teacher, and counselor to go over topics including

- Chromebook use/Using Google Suite
- Student schedule and enrichment selections
- TRS (and school rules)
- Transportation Expectations
- Individual Goals & Friday Incentive System
- Student Photo (ID badge and Gradelink use only)
- Attendance policy
- Grading and homework policies
- Clinical session time
- Safety inventory

The purpose of the orientation is for students to understand the rules, routines, and expectations of Granite Academy. Your child is encouraged to ask any questions that may help alleviate any anxieties that stem from a new school environment.

School Rules

A list of clothing items and belongings not permitted at Granite Academy are listed in the next section. Routines, language, and expectations are outlined in our Therapeutic Response System (TRS) and for new students, these expectations are reviewed with a staff member during the first few days. We believe students benefit from purposeful structure and an understanding of expectations.

Dress Code and Prohibited Items

Granite Academy has a dress code. The following clothing and items are not allowed in school.

- Gang, drug, profanity, and sexualized images on clothing
- Exposed underwear
- Shorts with an inseam less than 3 inches
- See-through or clothes that expose too much skin
- E-Cigarettes/Vaping Products/Cigarettes
- Alcohol/drugs
- Weapons
- Tools/supplies that pose a safety risk (screwdrivers, wrenches, X-acto knives, etc.)
- Hot beverages
- Foods containing identified allergens
- Musical instruments and video game devices (can be checked in for approved time usage)

**Students assume all risks involved with bringing their personal instruments/gaming systems to the school for use*

Please Note: Staff may use additional discretion with other belongings from entering the community that may cause a disruption or risk to the learning environment. Items that serve a purpose but still pose a risk (such as a tool to be used in a Building Wall project) would be checked-in at arrival and used with staff supervision.

Morning Arrival Check-in/Safety Search

Upon arrival, each student must check in with a staff member. There is a safety search for each student and their belongings. Granite Academy uses a hand-held security wand metal detector which we use to facilitate non-intrusive searches.

Policies and Procedures that Support Your Rights

Registering Complaints

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

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. The complaint form and full procedure policy are found on the Student Rights' board, in the Human Rights Officer's office, 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.

Complaint and Grievance Notice

If you, as a student at Granite Academy, 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. Granite Academy has appointed [Scott McGinn](#) as Human Rights Officer. The Human Rights Officer or a member of the Administration 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 [Head of School, Amy Barber](#).

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 Savageau](#), 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 officer@jri.org. We look forward to working with you to resolve any concerns that may arise!

**Massachusetts Commission Against Discrimination
One Ashburton Place, 6th floor, room 601**

Boston, MA 02108 617-994-6000 TTY 617-994-6196

Program Quality Assurance Services Massachusetts DESE

350 Main Street, Malden, MA, 02148-5023

Telephone: (781) 338-3700

Fax: (781) 338-3710

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

Email: compliance@DESE.mass.edu

Sexual Harassment Policy

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

Non-Discrimination Policy

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

Granite Academy is committed to maintaining an educational environment free of bigotry and intolerance. Additionally, any form of coercion or harassment that insults the dignity of others and interferes with their freedom to learn is unacceptable. All of the preceding language and attribution categories apply to extracurricular activities or clubs that may be offered, and to any school-sponsored program, activity, or service.

Contractual Requirements and Payment

Granite Academy/JRI is required by the Massachusetts Department of Elementary and Secondary Education to have a written contract with each Public School System with an enrolled student. This contract stipulates the rights of the Public School, the requirements of Granite Academy/JRI and an agreement that the tuition as established by the Commonwealth will be paid. The parent/guardian may enroll the child at Granite Academy on a self-pay basis. In this case, there will also be a formal contract established between

Granite Academy/ JRI and the parent/guardian that will detail the rights and responsibilities of the respective parties, stipulate an agreement that the parent/guardian will pay the tuition as established by the Commonwealth according to a predefined payment schedule.

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

General Policies

Lunch Policy

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

Snacks and Beverage Policy

Snacks and beverages are permitted at Granite Academy with the following **exceptions**:

- Hot beverages of any kind
- If a Granite Academy staff or student has a specific food allergy, all families will be notified and snacks with that ingredient may not be allowed (i.e. nuts, strawberry etc.) or special conditions will be implemented

The following are also guidelines that relate to food and beverage expectations:

- Students are not permitted to share snacks with other students
- Eating snacks during class should not be disruptive. If snacking becomes disruptive in class, the student will be asked to eat/drink in the milieu

- Snacks brought in should not replace lunch. If lunch is ordered it is expected that the student will eat lunch
- No open-containers. All beverages must be covered (when student not drinking) in the proximity of Chromebooks
- Snacks brought in by students are the responsibility of the student. Unless a specific plan is in place due to dietary/medical needs, students should not bring in any food that needs to be stored or heated

Granite encourages independence and provides a curriculum in Health and Wellness classes meant to educate students on nutrition and making healthy choices in and outside the school setting. If a student struggles to follow expectations around food/beverages, staff may develop individualized plans to support success.

Granite Cell Phone/Personal Electronic Device Policy-Please note grades impacted

Students in Middle School are not permitted to have cell phones or personal electronic devices at Granite Academy. These items will be stored away during the arrival process, maintained in a secure location, and returned to the middle school students at dismissal.

Granite Academy recognizes that access to personal devices (cell phones, smart watches, tablets) is very much a part of everyday life. ***For students in ninth grade and above***, Granite 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 Granite Academy, and the school reserves the right to restrict or suspend access to devices when expectations are not met.

Granite 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 described below. While exceptions may be made at staff discretion, use of phone/devices are not permitted during class time or during group/clinical sessions. Use that is not aligned with these expectations, or which violates specific situations noted below, will lead to restriction or loss of phone/device use. Ultimately, Granite Academy

wishes to support students with digital citizenship and to help them use technology in productive ways.

The following violations will lead to restricted privileges:

- Device use without permission during any class
- Disrupting the learning environment
- Interfering with class or group participation (example: playing music on device without headphones)

The following are not permitted and may result in immediate/automatic loss of device privileges:

- Using a phone/device to record or photograph students, staff, or the school at any time.
**exception example: taking a photograph of notes/homework on the board with teacher consent*
- Sharing phone/device with another student
- Using phone/device for plagiarism or during testing situations
- Interactions/communication that constitute bullying, harassment, or unkind interactions
- Setting up hot spots for other students to circumvent network filtering
- Texting/social media use in class or during groups

Students who consistently struggle following expectations around personal devices will work with their Team on developing an individualized plan.

For all educational purposes, personal devices should not be used in lieu of Granite Academy issued Chromebooks. Unless approval is granted via Granite administration/teacher, students are to use Chromebooks for all education-related activities and work.

Granite Academy bears no responsibility for personal phone/devices if a student chooses to carry them throughout the day. Granite Academy is also not responsible for charging or storing devices if a student does not check them in.

Transportation

Students placed at Granite Academy by their public school districts will be transported to school daily and dismissed directly to their assigned vehicle. Guardians will be informed of any reported incidents involving students during transportation to and from school. Sending school districts will be notified when applicable and all parties will coordinate to ensure student safety at all times.

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

Driving to School

Students may drive to school when:

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

Driving students may not:

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

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

Restitution

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

Legal Action

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

Stolen and Lost Items

We discourage students from bringing expensive clothing, jewelry and electronics to school. Granite Academy cannot be responsible for lost or stolen items.

Computer and Internet Acceptable Use Policy

Internet access enables students and staff to explore a wealth of educational resources to help meet educational goals and objectives. We require that the systems and the information accessed be used in a responsible, ethical, and legal manner. Internet access is a privilege and Granite Academy reserves the right to revoke this privilege if the computer/ internet is used for inappropriate or illegal purposes.

Firewalls and Administrator Access

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

Parent/Guardian Internet Use Consent

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

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

Computer and Internet Use: What is NOT Permitted

- Accessing, submitting, posting, publishing, printing, or displaying any defamatory, abusive, libelous, obscene, profane, anonymous, sexually-oriented, threatening, racially offensive, harassing, or illegal material
- Accessing material that is illegal, defamatory, inaccurate or potentially offensive
- Unauthorized access, including so-called "hacking"; other unlawful

activities online

- Giving, receiving, vandalizing or copying the work of another person
- Unauthorized downloading of software. Granite Academy reserves the right to remove any objectionable files
- Using the internet for financial gain
- Tampering with, stealing, or damaging equipment. Deliberate damage to equipment may include banging of keyboard, removal of mouse components, and marking on computers
- Changing computer settings
- Plagiarism
- Using the network while access privileges are suspended or revoked.
- Accessing “chat rooms”
- Revealing anyone’s personal information such as names, addresses, telephone numbers, credit card information, social security numbers, and identifiable photos
- Giving out a password to others, logging on as another user, invading another user’s privacy, or encouraging others to violate this Use Policy
- Email and instant messaging

Visitors

Parents or family members may visit the school to observe the program. Visits by lawyers, clergy, or other professional service providers are permitted. Visits by friends are not permitted. Granite Academy requires advance notice of all visits and reserves the right to limit, postpone or terminate visits by any persons if it proves disruptive to the student being visited or to the student body in general.

Your Rights and Responsibilities

Parent/Guardian Responsibilities

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

- Have your child attend school every day, unless ill. Regular attendance is very important to academic and therapeutic progress.

Report absences to the bus company and the school as early as possible.

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

Student Records: Your Rights

Massachusetts law provides rights and protections pertaining to student records relating to care and education at Granite Academy. 603 CMR 23.00 is promulgated to ensure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records and to assist local school systems in adhering to the law

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

Parent and Student Rights

Disclaimer: Granite Academy provides the following information to incoming students and parents as a courtesy and for informational purposes. We endeavor to assure that the information provided is current, however, we make no claim as to the accuracy of the information or to whether it is actually current.

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

Protecting Your Rights

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

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

- The right to know who is providing the care and education for your child.
- The right to question our practices.
- The right to challenge or reject the IEP.
- The right to review your child's school records (subject to some restrictions based on the age of your child)
- The right to withdraw your child from Granite Academy.
- The right to obtain copies of all educational, clinical and operational policies and procedures.



Every student has the right to impartial access to education and treatment, regardless of race, religion, sex, ethnicity, age, disability, or ability to pay. Above all else, Granite Academy supports and protects the fundamental human, civil, constitutional, and statutory rights of each student enrolled in the program, as well as those of family members who may be involved in the program, by way of a student's enrollment. Please familiarize yourself with your rights and direct any questions you may have, either in person or in writing to the Head of School. If you have reason to believe that your rights

are being neglected or violated, contact the Head of School or seek legal assistance. Among other rights that may exist, students have the right to the following:

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

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

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

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

Anti-Hazing Policy

In accordance with Massachusetts Law, Granite Academy prohibits hazing activities of any type as they are defined in the Massachusetts statute. Please see [Addendum D](#) in this Handbook for the Anti-Hazing Law. Further, Granite Academy recognizes that hazing is a crime and will report any hazing activities or suspicion of hazing activities to the appropriate law enforcement authorities. Specific steps regarding the Granite Academy Anti-Hazing policy can be found [here](#).

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

Bullying Prevention and Response Policy

Granite Academy 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, cyberbullying, 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 online at the website (www.jri.org/graniteacademy) 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 of 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 the 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/psm. *A copy of our formal, DESE approved bullying policy can be found online at www.jri.org/graniteacademy. A hard copy is available upon request.*

Active Shooter and Lockdown Response

The safety and security at Granite Academy is of the utmost importance. Granite Academy conducts annual ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) training for an active shooter/active threat situation and mock lockdown responses for school staff and students; in addition, the training occurs upon hire for each school staff and upon admission for each student. ALICE helps school staff and students utilize a proactive approach to decide the best course of action for different situations.

Three Active Threat buttons have been installed in Granite Academy. Activating the Active Threat button will immediately call in “duress” to the Braintree police department with the address and location of the alert in the building.

ADDENDUM A

The Family Education Rights and Privacy Act Massachusetts Student Records Regulations

ADDENDUM B

Implementation of Protection of Pupil Rights Amendments

ADDENDUM C

Justice Resource Institute
Rights and Responsibilities of Persons Served-Granite Academy

ADDENDUM D

Anti-Hazing Law

ADDENDUM E

Policies and Procedures for Student Behavior and Support

ADDENDUM F

Day School Division
E-Cigarettes and Vaping

ADDENDUM G

Day School Division
Lithium Battery Ingestion

ADDENDUM H

Research and Experimentation
Observation by Independent Professionals & Interns

Acknowledgment of Receipt of Handbook, 2021-2022

Granite Academy
6 Columbian Street
Braintree, MA 02184
781-380-3945

Student Name: _____

In signing below, I verify that I have received and reviewed the Granite Academy Handbook for the 2021-2022 school year and have no questions at this time. Should any questions arise, I will contact my counselor.

Signatures:

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Granite Academy 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.

The electronic version of the Handbook is available on the school website and will contain any updates and amendments. Please access our student handbook on our website at www.jri.org/Graniteacademy

Please return this page, signed, to the school, attention Amy Barber. Thank you!