



Handbook

**2024-2025
School Year**

*An electronic version of Granite Academy's Handbook can be found on our website at
www.jri.org/graniteacademy*

Dear Caregivers, 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 emotions
- Prepare for independence

The involvement of a student's caregivers 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 help ensure 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

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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 caregivers 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, caregivers, 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 student's 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 32220	abarber@jrischools.org
Education Director	Tatyana Rozenblyum x 32263	trozenblyum@jrischools.org
Clinical Director and Human Rights Officer	Lynne Mitchell x32241	lmitchell@jrischools.org
Intake Coordinator	Laura McGrath x32257	lmcgrath@jrischools.org
School Nurse	Emily Generous x32215	egenerous@jrischools.org

Directions

Public transportation does not reach Granite Academy

*Please note: If you are using your GPS, there is also **6 Columbian Street in Weymouth** that can lead to some confusion.*

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

Admission, Intake Process, Annual Forms

Admission

Granite Academy has established the following admission criteria:

Granite Academy works closely with caregivers, students, and districts throughout the admissions process. The school requires a formal referral packet, including recent testing, current IEP, 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 the information he/she/they need in order to make the best decision possible; while providing an explanation of the school's purpose, services, policies regarding student and guardian/caretaker 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 caregivers, 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 guardian/caretaker to see the facilities and meet staff and enrolled students.

Granite Academy provides guardian/caretaker 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 guardian/caregiver 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/Grievance Policy
17. Approved School Calendar
18. Anti-Hazing policy and Massachusetts Anti-Hazing Law, Granite Academy's Bullying Prevention and Intervention Plan
19. Student and Guardian/Caretaker Rights and student record policies, FERPA, and record-keeping policies
20. Statement of Non-Discrimination
21. 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 guardian/caretaker and/or collateral service providers to explore an interest in the program.
- A tour and interview at Granite Academy are scheduled for guardian/caretaker, student, and sending school district representative.
- Granite Academy may request to observe referred students at their current school placement. Students may also request to observe/be requested to be observed in the Granite setting and will be assigned a student ambassador to support student success.
- Guardian/caretaker, or the referring school system, may request to observe Granite Academy classrooms, etc.
- Guardian/caretaker and the referring school system are provided information about Granite Academy services and a copy of the Granite Academy Handbook.
- The guardian/caretaker and student are provided with information on Granite Academy's Therapeutic Response System as well as the Policies and Procedures.
- After the intake interview, the Intake Coordinator has a follow-up telephone discussion with guardian/caretaker and collateral agencies pertaining to enrollment candidacy.
- Acceptance to Granite Academy is confirmed by telephone/email with the guardian/caretaker 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, and other involved agencies.)
- During the intake, guardians/caregivers 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 by 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/caregiver compliance with the MA state healthcare requirements
- Maintenance of school health record
- Collaboration with caregivers and 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, guardians/caregivers, and outside providers to meet the health needs of the students. We have an emergency response system in place, and staff members 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 caregivers 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 caregivers, as necessitated by symptoms observed.

Allergy Management

The school will coordinate with caregivers, 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 Granite Academy with a myriad of symptoms and histories and have various reactions to various stimuli -- some students may be triggered by seeing scars, others are triggered by having to cover theirs. One policy alone does not address all of these needs. The school works closely with students, caregivers, 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 Addendum G 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 (for 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 may carry these items with them due to 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, caregivers, and Advisory Team, will develop plans to ensure self administration of a student's inhaler is documented and appropriately supported by staff.

Guardians/caregivers 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 guardians/caregivers 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 guardians/caregivers in making arrangements for medication transport. The school collects immunization records and health screenings in alignment with DESE regulations. Guardians/caregivers are asked to submit updated physicals and dental screenings to the nurse as they occur. The nurse is able to provide the required hearing and vision screenings should a doctor's visit not include these.

Medical Records Requirement

At the time of admission, guardians/caregivers 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 guardian/caretaker 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 guardians/caregivers must submit documentation of physical and dental examinations annually. The Granite Academy nurse will review examination reports upon admission and annually, as well as consult with the examiner regarding any results that indicate a modification of activities programmed at Granite Academy.

Granite Academy has 4 doses of NARCAN for emergency opioid overdose or suspected opioid overdose. If NARCAN is administered 911 and guardians/caregivers will be contacted. All staff members are trained on how to use NARCAN.

Screenings

Massachusetts requires that students have periodic hearing, posture, and vision screenings. Granite Academy works with guardians/caregivers 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 guardians/caregivers/responsible public schools of the regulatory requirement for screenings and requests copies of the screenings. Granite Academy also keeps track of when screenings expire and notify guardians/caregivers/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 strives to be a culturally responsive learning environment where culture and identity are viewed as assets and valuable resources. We believe that in order to be highly effective, staff must develop an authentic understanding of the students and adults in their school communities, ensure that their students' experiences in school are affirming of who they are and what they bring to the school community, and unpack how their own culture impacts their worldview and approach.

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. This is a total of 202 school days.

A student with an INCOMPLETE(I) due to chronic absenteeism 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 for 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.

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 guardians/caregivers 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 guardians/caregivers 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 emailed to guardians/caregivers 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 Granite Academy-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 guardian/caretaker maintains a file of their child's transcripts from various settings to verify the entire credit accrual history.

Educational Field Trips

Linking our curriculum with real-life experience is Granite Academy's priority. Granite Academy organizes and facilitates annual trips to increase students' cultural proficiency through organized and curated events. These trips are properly supervised as part of our instructional program. Guardians/caregivers 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 guardians/caregivers and students regarding the upcoming field trips. Close supervision, safe transportation, and bagged lunches are provided to all students during these enriching activities.

Video Monitoring in Vans

Granite Academy recognizes the use of cameras in all school vehicles as an important tool in the safety of all students and staff. Granite Academy uses digital video equipment in all school vehicles. Students or staff identified on video recording who are in violation of Granite Academy's policies and procedures may be subject to disciplinary action. Violations of the law may be referred to law enforcement agencies and the recorded video recordings may be provided to law enforcement agencies. Each Granite Academy vehicle has a notice stating, "This vehicle is equipped with a video monitoring system."

Swimming/Water-Related Activities

All students are required to have written consent from a caregiver/guardian to participate in any swimming/water related activities. This includes the caregiver/guardian noting the student's swimming ability. Students are required to pass a swim test by a school-appointed certified lifeguard. The supervision ratio is subject to change based on each student's age, behavioral needs, medical needs, swimming proficiency, and type of activity.

Any activities that involve a boat will comply with any required federal, state, or local registration, and meet safety standards. All students and staff engaged in boating activities are required to wear personal floatation devices which are Coast Guard approved.

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.

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, guardian/caretaker, 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.

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, Granite Academy students build their range of exposure by connecting with the curricula in Biology, Physics, Chemistry, and Environmental Science.

History/ELA

Our History and ELA 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. The anchor texts utilized in our classes are selected thoughtfully to empower our students in becoming analytical, independent, and productive 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, and 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 include:

- Web Design
- Woodshop
- Social Justice

- Coding
- Sports Medicine
- Yearbook
- Mathletes
- Student Government
- Basketball
- Educational field trips
- Creative Writing
- Chorus
- Chess
- 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 guardian's/caregiver's and students' preferences. A student considering getting a headstart on their college degree, learning strategies for a 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 online college classes are available through Massasoit Dual Enrollment programming.

Education Technology

Granite Academy uses technology as a resource to increase student engagement, help students meet their IEP goals, and build skills around digital citizenship. The school utilizes Google for Education software, Google Classroom, and Chromebook computers for all students. Each student receives a Chromebook, a computer bag, and a JRISCHOOLS.ORG email address on their first day of enrollment. Chromebooks are charged at the end of each school day and remain at Granite Academy. Students who require Chromebook use at home should go through the Education Director to arrange for accommodations. Google Classroom is utilized on a daily basis and guardians/caregivers are encouraged to learn how the platform works so they can better assist students in the home environment.

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.

We cannot guarantee that the information found on the Internet will be valuable, reliable or inoffensive, but we can and do focus on teaching safe engagement online through digital citizenship skills. This is embedded throughout the curriculum which starts with the Acceptable Use Policy that each student reviews and signs prior to using technology on campus.

Acceptable Use Policy

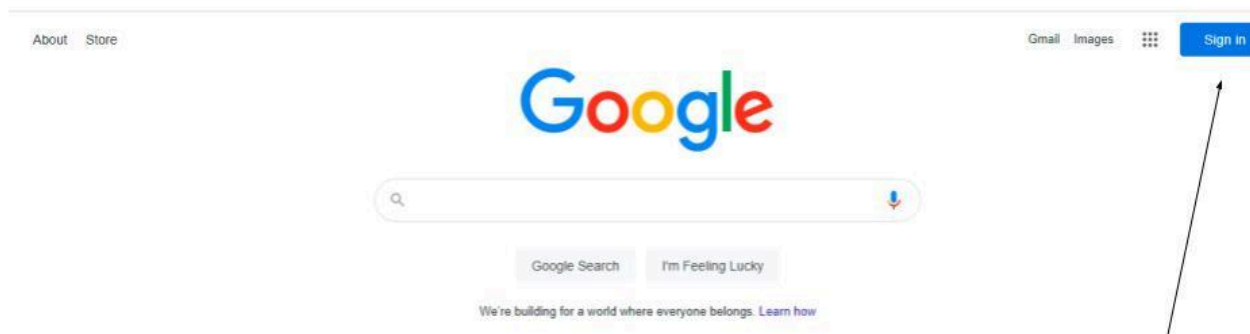
1. Computer and network access is a privilege, not a right. The privilege may be revoked if violations occur.
2. Computer/device/internet use is at staff discretion and may occur only with staff permission.
3. The rules of the school apply to time on the internet/use of devices. Students are not permitted 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. 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.

Personal Devices with Wi-Fi

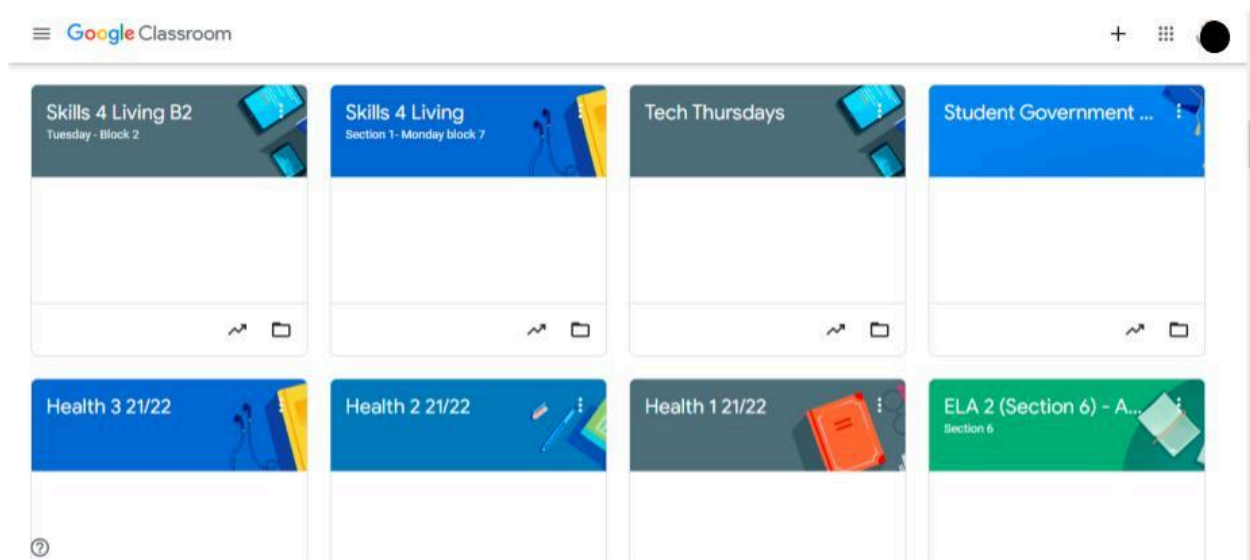
Chromebooks are provided to each student and are secured within the school network. As a result, personal computers are not to be brought in or used at Granite Academy unless one is required and approved for a specific educational plan. iPads and other personal devices should not be utilized in the classroom environment unless approved during non-academic time (lunch, incentive blocks, etc.). Students with iPods or MP3 players should not connect these products to school computers and headphones are required for listening. As a general rule, personal devices that play music should not be used during class time unless approved by staff.

Google Classroom Directs for Caregivers/Guardians

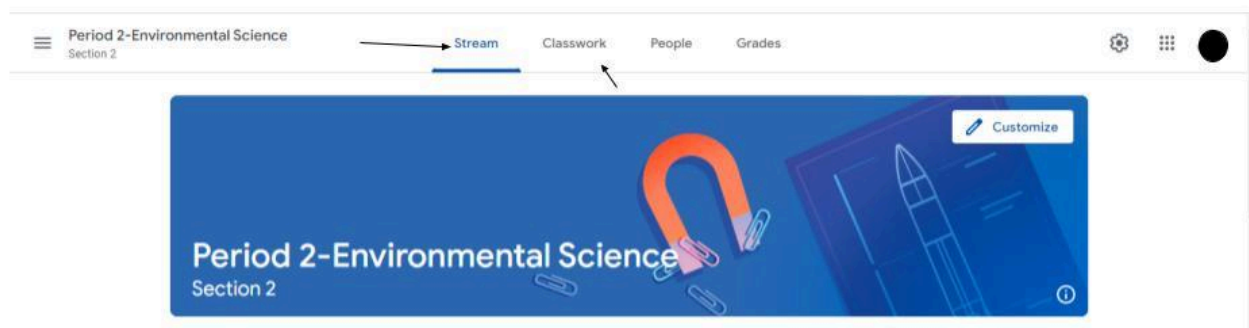
Using your internet browser (Google Chrome will work best), go to **classroom.google.com**. You may be directed to log into a google account, or, if you are already logged into a google account, you will be directed to the Google Classroom screen. Each student is assigned a **JRISCHOOLS.ORG** account. Please email your child's counselor if your child forgets their username or password to log into Google. Then log in using the jrischools.org username and password.



Once you are logged in, click on the Google Classroom icon that is located when you click the square (9 dots) to the left of the sign in. Once on the Google Classroom dashboard, you will see all classes that your child has been assigned to. Students must click “join” to officially be in the classroom. If a student was not added to a classroom, please email your child’s counselor so the teacher can resubmit the request to join, or, we can provide a classroom code.




Once you select a specific classroom, you will be brought to the classroom’s homepage. The “stream” is a list of announcements and postings. Specific work can be located in the “Classwork” tab at the top of the page.

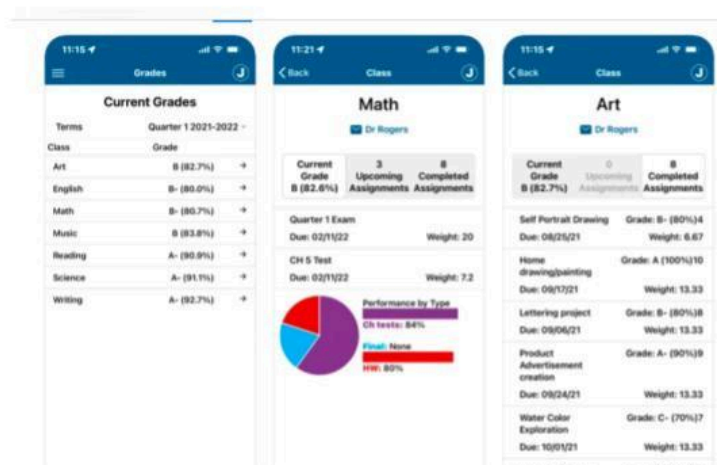


Gradelink Parent/Student Portal

Granite Academy uses Gradelink as its Student Information System. Gradelink allows students and guardians/caregivers to have access to schedules and grades through smartphones or the web.

Desktop Computer Access	Mobile Device Access
<p>https://www.gradelink.com/</p> <p>Click on the Login Button on the top of the screen.</p> <p>You will need the school code (2188), your login name, and your password.</p> <p>Your child's counselor should reach out to you with this information. If you have questions about accessing Gradelink, you may reach out to trozenblyum@jrischools.org</p>	<p>Download the Gradelink App for free on your iOS or Android mobile device.</p> <div data-bbox="781 1171 1421 1501">  </div>

Grades are updated weekly. Please note that transcripts are generated by the sending school district. Gradelink Parent and Student Portal should be used primarily to check current grades and have quick access to schedules and assignments owed.



Changing the Language or Passwords in Gradelink

All Gradelink users, whether they are Staff, Students, or Parents, have access to the **My Settings** page. This page allows you to control two of the most important aspects of your account: the **Language** that Gradelink displays and your **Password**. To access this page, click on the circular icon at the top of the page and then click on **My Settings**.

The screenshot shows the Gradelink 'My Settings' page. The 'Language' section has a dropdown menu set to 'English'. The 'Security' section includes fields for 'Current Password', 'New Password', and 'Confirm New Password', along with a 'Submit' button. A sidebar on the left contains various navigation options, and a top navigation bar includes a calendar, user profile, and help icon.

Language

English

Security

Must include at least 3 of these character types:

- uppercase letters
- numbers
- lowercase letters
- symbols (@#%\$...)

Current Password:

New Password:

Confirm New Password:

The **Language** setting allows Gradelink users to control the language in which they view Gradelink. This setting is unique to each account. To change the active Language, simply select the language you'd like from the dropdown menu and hit **Submit**. A window will pop up prompting you to login again, and when the page refreshes the Gradelink interface will appear in the selected language. Gradelink users can change their **Password** whenever

they wish. Simply enter your current password and then enter the new password, twice. If you are going to change your password, it's important to remember that Gradelink has several security requirements.

Guardian Connection (Academic)

Granite Academy encourages guardian/caretaker/teacher communication to have full understanding and transparency regarding any student's performance in their classes. Guardians/caregivers are provided with access to Gradelink, a Student Information System that is updated regularly with the current grades and student progress (outlined above). Teachers typically update their grades on a biweekly basis.

In the event that a guardian/caretaker would like to inquire about their child's performance or needs more detailed information regarding a specific subject, they are encouraged to reach out to the teacher via email (email addresses are provided to all guardians/caregivers upon a student being assigned to a specific teacher). Due to the nature of the teachers' classroom commitments, meeting assignments, and collaborative experiences, they have limited opportunities for responding to emails during the course of the day. Please allow up to 72 hours for their response.

Granite Academy is committed to discussing student academic progress during any scheduled meetings with the districts and the Education Department will make all efforts to accommodate guardians/caregivers getting the information to support a student between all settings. An education-focused phone call or meeting may be requested by Granite Academy or a guardian/caretaker to discuss supporting a student when they are struggling academically.

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.

Skills for Living classes are offered beginning with our middle school students. These classes focus on the beginning of independent living skills as well as the beginning of community awareness and safety. The Skills for Living middle school curriculum is designed to support preparedness for the high school level Skills for Living classes.

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 a 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: Functional Skills

The Transition Coordinator works with students on skills of daily living in a more hands on and detailed way to support the development of independent living skills. This class supplements the Skills 4 Living class and meets once a week for one trimester. Students work with the Transition Coordinator either 1:1 or in small groups and practice skills of daily living such as laundry, basic housekeeping and home repairs and making appointments on their own. Some of the students in this class work on the skills themselves and others focus on coping with the anxiety that accompanies these skills.

Independent Living Skills: Community Skills

The Transition Coordinator works with students on skills of daily living in a more hands on and detailed way to support the development of independent living skills. This class supplements the Skills 4 Living class and meets for a double block each week for one trimester. This class meets some weeks at school to plan a trip, discussing the skills being practiced, why they are important and the barriers to executing the skills on their own. Other weeks this class goes into the community to practice the skills they discussed. They may go to a store, a bank, a restaurant or any other place that can facilitate practice of the skills. Finally the class also meets in the school to review the trip and discuss what was easy, what was hard and how they can do things differently so that they can execute the skill with as much independence as possible.

Independent Living Skills: Culinary Arts

The Transition Coordinator works in conjunction with Granite Academy's chef with a small group of students on skills of daily living in a more hands on and detailed way to support the development of independent culinary skills. This class supplements the Skills 4 Living class and meets once a week for one trimester. These students gain real-life experience through meal preparation, meal planning, instruction in kitchen cleanliness, serving food, clean-up, and safely using knives, ovens, stoves, dishwashers, and more. This class provides participating students an introduction in how to plan, shop for and prepare nutritionally based meals. Students are encouraged to make requests regarding what they would like to prepare. This helps make the experience more practical as students are more likely to prepare the meals they practice in the future. When the meals are completed, students get to eat their creation which is inevitably the highlight of the class.

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 supervisors. Jobs have included, but are not limited to: kitchen supervisor, building supervisor, event coordinator, and lunch assistant.

Students Working at School

Students 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 guardian/caretaker 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; the 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.

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 caregivers, 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 licensed clinicians provides ongoing, individualized support for students through regularly scheduled individual and group meetings, in-the-moment therapeutic processing, caregiver outreach, and collaboration with collateral contacts. Student plans are individualized and designed with the student, caregivers, 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.

The 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 students' 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 the 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, and/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 varies according to student interest to ensure high levels of engagement. The specific groups offered at any one time change according to student interests and treatment needs.

Psychoeducation Groups

Psychoeducational groups are 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

Which 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 into their daily lives.

Therapeutic Sketching

Develops students' awareness of their emotional state, and 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 Groups

Based on *Michelle Garcia Winner's* Social Thinking theory, this 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 psychoeducational 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 gameplay.

Graphic Novel

The Graphic Novel Therapeutic group focuses on supporting growth in the area of pragmatic language skills as well as social skill development as a whole. Through reading a graphic novel the participants will discuss the social interactions of the characters. Students in the graphic novel group will practice a routine of checking in during the beginning of group, which includes sharing about positive and potentially difficult experiences that have occurred during the week, along with their energy level. While reading the mentioned graphic novel above, students will have time to practice turn-taking, active listening, discussion and navigation of healthy and unhealthy friendship and relationship dynamics along with observation and practice of perspective-taking skills through making educated guesses about what thoughts and emotions characters might be eliciting throughout the book. Students will also have the opportunity to connect themes in the graphic novel to personal experiences.

Creative Mode

During this group, students practice verbal and nonverbal 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 the 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)

Over the school year, students in the Sexuality and Gender Alliance (SAGA) therapeutic group learn about diversity within and among LGBTQ+ communities. Students in SAGA learn about labels and stereotypes and how to recognize and combat bullying against those who are LGBTQ+. Current events and LGBTQ history will be reviewed and considered through an educational and advocacy-based lens while reflecting on possible implications towards self and community. In addition, students will receive affirmation of identities and experiences, gain an understanding of intersectionality and diversity, along with learning about how to identify bullying and participate in strategies to take an active role against bullying. Students participate in the development of the Day of Silence event, a student-led national event where people participate in being silent during the school day to highlight the silencing and bullying of LGBTQ+ people in educational environments. Students in SAGA practice problem-solving, pro-social verbal and non-verbal communication skills, and collaboration through working towards providing education materials to staff and students. The primary goal of SAGA is to help students gain a sense of their own identity as they gain self-understanding and self-esteem.

Guardian/Caretaker Connection (Clinical)

Guardians/caregivers are an important part of each student's enrollment at Granite Academy. A student's clinician is the point of contact for guardians/caregivers in regard to most aspects of their student's progress at school. In addition, guardians/caregivers are encouraged to share their concerns, thoughts, and questions at any time. Guardians/caregivers are always an integral part of the student's educational/treatment plan. Clinicians make sure to highlight upcoming events and opportunities for guardian/caretaker 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 guardians/caregivers. Communication is maintained with individual therapists, prescribers, family/caregiver therapists, therapeutic mentors, in-home therapists, and any other member of the student's clinical team as requested by the guardians/caregivers.

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. Granite Academy is able to offer this 6-week program to three groups of 2-3 students each year. 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. Our animals—which include fish, a tortoise, sheep, goats, and a rabbit—provide a soothing presence and 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/Caregiver Engagement (CAC)

Working with guardians/caregivers is a collaborative enterprise in which guardians/caregivers are encouraged and supported to develop an understanding of their child’s educational experience. Since guardians/caregivers 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 Caregiver Workshop Meetings (CAC)
- Volunteer educator
- Guardian/caretaker workshops

Our communication with you is vital to the success of your child. Guardians/caregivers receive weekly email 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.

Code of Conduct and Therapeutic Levels of Support

Code of Conduct

Granite Academy adheres to a code of conduct in order 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, guardians/caregivers—work together to support these expectations. We expect all members of our community to:

- Be respectful to all students and staff in person and via electronic communication, regardless of a person’s race, religion, age, gender identity, sex, sexual orientation, color, appearance, disability, national origin, ethnic group, or living status
- Contribute to a safe, kind, and respectful school climate that is free from bullying, hazing, harassment, discrimination, exclusionary behavior, retaliation, and negativity

- Follow the school's expectations and policies around technology, [dress](#), [physical contact](#), and [belongings allowed in school](#)

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

- Behavior taken to excess that directly compromises the wellbeing of a staff or student
- Theft or damage to school, staff, or student property
- Possession of drugs/cigarettes/tobacco/e cigs/vape products/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 school grounds without permission
- On-going refusal to receive 1:1 support when deemed necessary for the wellbeing of the student and/or of the community

Therapeutic Levels of Support

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

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, in either of Granite Academy's two libraries, the learning park or any other setting at Granite Academy. Students take an *active role* in developing their sensory plan in conjunction with guardians/caregivers 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.

Sensory/Coping Tools

Students have access to an array of different tools that can help support them in the therapeutic milieu and classroom. Students work with their counselor and milieu coordinator during the orientation process as well as throughout their enrollment to develop strategies to be successful in and out of the classroom. A student may develop an individualized plan that is communicated to the team so that everyone may support student success. Some examples of class interventions include:

- ❖ Use of a standing desk, wobble stool and other seating options
- ❖ Foot-petals for class
- ❖ Walks outside with a staff
- ❖ Ice, chewing gum, frozen cloths
- ❖ Check-ins as needed

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.

Therapeutic Regroups

Therapeutic Regroup is the term used by Granite Academy to describe when a student requires the milieu for extra support. Milieu Coordinators work with students by offering coping strategies and choices with the goal of student regulation. Milieu Coordinators also may help process situations from class or facilitate processing between student and teacher(s).

Resource Room

Students who need to co-regulate on a 1:1 basis or could benefit from taking space away from the milieu can request to use the Resource Room. The Resource Room is equipped with additional sensory tools including a bean bag chair, weighted blankets and a punching bag and provides an opportunity for individualized co-regulation if available.

1:1 Support

Students who are unable to utilize the milieu or the Resource Room, but need support to regulate may receive 1:1 support. During 1:1 support, a staff works individually with a student with the overall goal of regulation.

Suspension Policy

Suspension is a last resort at Granite Academy reserved for significant violations of the Code of Conduct. Granite Academy will immediately notify the guardian/caretaker 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 caregivers 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 of three or more consecutive days or five non-consecutive school days within a school year. Re-entry meetings allow the opportunity to discuss the incident, 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 collateral Team members may be 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 outcome of the re-entry meeting and other Team assessments the entire Team will determine the intervention, support, or best suitable placement options that will best meet the student's needs and goals.

Termination Policy

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

Routines and Expectations

New Student Orientation

During the onboarding process at Granite Academy, new students meet with an Administrator, a milieu coordinator, advisory teacher, and counselor to go over topics that include:

- Chromebook use/Using Google Suite
- Gradelink Portal
- Student schedule and enrichment selections
- Code of conduct
- Transportation Expectations
- Individual Goals & Friday Incentive System
- Touch and Physical Contact Policy
- Student Photo (ID badge and Gradelink use only)
- ALICE protocol
- Attendance policy
- Grading and homework policies
- Clinical session time
- Safety inventory
- Transition Survey
- Entering cell phone number into Gradelink

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 anxiety from the new transition.

Morning Arrival Check-in/Safety Search Routine

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. Middle school students turn in their phones during the arrival process. A staff member takes a student's lunch order for the day and the student then transitions to class.

Individualized Goals and Friday Routine

At Granite Academy each student will have an individual goal designed by a multidisciplinary group of Granite Academy staff members in conjunction with the student and guardians/caregivers. 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 an academic block to catch up on school work, receive extra help with academics, and/or discuss steps to take to help them meet their goal the following week. Goals will be updated as needed to ensure that students continue to develop new skills and are able to obtain a sense of accomplishment.

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

The School follows JRI's complaint and grievance policy which outlines a process to help ensure any concerns that may arise and are addressed in a timely manner. 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 full complaint procedure policy is distributed to students and their families at the time of intake, and reviewed annually. If you would like another copy, please contact the school and one will be provided.

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, guardians/caregivers, 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 obtained through the Human Rights Officer or Head of School. 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 [Lynne Mitchell](#) 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, they 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 guardian/caretaker 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 guardian/caretaker that will detail the rights and responsibilities of the respective parties, stipulate an agreement that the guardian/caretaker 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 are expected for tuition encompassing that time period.

General School Policies

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 guardians/caregivers and the responsible school system. The most updated calendar, which may change due to things like snow days, can be found on the school's [website](#).

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 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 the One Call school system on whether school is canceled or if there is a delay.

Lunch/Breakfast

Breakfast, in the form of a morning snack, is offered to each student upon arrival.

We provide lunch every day. On field trip days, we provide a bagged lunch. Please inform us of any dietary restrictions, allergies, or religious beliefs that may impact lunch/breakfast at the school.

Snacks and Beverages

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

- 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
- Students are not permitted to share food 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 adequately secured (containers like Yetis preferred)
- 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 Academy 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 grade levels 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, smartwatches, 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, the use of phones/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 may 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 phones/devices if students choose 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.

Dress Code

In order to promote a healthy learning environment, Granite Academy has a dress code. Students are required to adhere to the following guidelines:

- Clothing and jewelry must be free from obscenities, nudity, sexualized language/images, excessive violence, advertisement/logos that promote alcohol/ drugs/pornography, and words/phrases/symbols equated with hate or discrimination of others
- Clothing with double entendre messaging is subject to administration approval
- Clothing must cover a student's front, side and back torso, and undergarments
- Clothing cannot be overtly see-through
- Footwear must be worn at all times in accordance with Massachusetts state law

Clothing that does not meet the above standards or is deemed inappropriate by an administrator will need to be changed/modified. Concerns about the Dress Code will be addressed by the Human Rights Officer or designee. Ongoing concerns or issues related to a student's choices—in regards to the dress code—will be addressed by the student's counselor.

Prohibited Items

The following describes items not allowed at Granite Academy:

- E-Cigarettes/Vaping Products/Cigarettes/Lighters
- Alcohol/drugs
- Weapons/dangerous items
- Foods containing identified allergens
- Musical instruments/ video game devices (should be checked for approved time usage only)

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

Please Note: Staff may use additional discretion in regards to other items 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 for a project) would be checked-in upon arrival and used with staff supervision.

Search and Seizure

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. Guardians/caregivers will be notified immediately. The police may be notified depending on the situation. Illegal items or substances will be submitted to the local police.

Touch and Physical Contact Policy

Granite Academy has clear expectations around touch and physical contact for the clinical wellbeing of students. Staff are trained on maintaining boundaries with students and are also trauma-informed. To ensure the safety and wellbeing of staff and students, the school adheres to the following expectations:

Prohibited Forms of Contact

- Hugging/kissing/all forms of *physical* intimacy
- Hand-holding
- Horseplay
- Massaging/rubbing in any way

Permitted Forms of Contact

- Handshakes
- High Fives
- Fist-bumps

Other Forms of Physical Contact

At times, it may be necessary for Granite Academy's school nurse to engage in physical contact with a student for medical purposes. During these times, verbal consent will be obtained.

Please also note that past and future COVID safety protocols may impact the list of permitted forms of contact.

Transportation Expectations

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. We ask that guardians/caregivers develop an open line of communication with the van company so that they may make arrangements for pickup in the event a student is dropped off late.

Caregivers placing their children privately must arrange their own transportation. For outings and other school activities, Granite Academy transports students using its own van. All staff members are required to pass a Transportation Safety training and have a valid Massachusetts driver's license.

Driving to School

Students may drive to school when:

- Guardian/caretaker 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 without permission
- 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.

Student Sign-Out Procedure/Form

Students who are 18 years old or older and are their own guardian may request to be dismissed from school using the Granite Academy sign-out form. This form can be obtained from either the Head of School or Granite Academy's Clinical Director.

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.

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 guardian's/caretaker'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.

Guardians/caregivers 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 of other students

Visitors

Guardians/caregivers may visit the school to observe the program and are required to sign in at the main entrance and a badge will be required to be worn by all visitors. A visitor agreement form must also be signed prior to visit. Visits by lawyers, clergy, or other professional service providers are also 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.

The Visitor Agreement Form can be obtained through Head of School, Amy Barber (abarber@irischools.org).

Parent/Guardian/Caretaker Volunteers

Any parent/guardian/caretaker that wishes to volunteer at the school where it involves direct contact with students is required to undergo a CORI check. Plans around volunteering should be brought to the attention of Head of School, Amy Barber.

Your Rights and Responsibilities

Guardian/Caretaker 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, etc. - anything that may affect your child's functioning at school.
- Keep us informed about your contact information. Be sure Granite Academy has current information: Guardian's/caretaker'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 guardian's/caregivers' 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 guardians/caregivers 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/Guardian/Caretaker and Student Rights

Disclaimer: Granite Academy provides the following information to incoming students and guardians/caregivers 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 whether it is actually current.

Students and guardians/caregivers, 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, guardian/caretaker 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 guardians/caregivers and their enrolled children. As a parent/guardian/caretaker, 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 relatives who may be involved in the program, by way of a student's enrollment. Please familiarize yourself with your rights and direct any questions you may have, either in person or in writing to the Head of School. If you have reason to believe that your rights are being neglected or violated, contact the Head of School or seek legal assistance. Among other rights that may exist, students have the right to the following:

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

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

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

As appropriate, the student, the caregivers/ 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, guardians/caregivers 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 guardian/caregiver.
- 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.
- Guardians/caregivers 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 toward 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 see 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 names. 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 guardians/caregivers, and looking at the information provided to us. When all the data is collected, the 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 are 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/caregiver 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 online 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 are 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.

Four Active Threat buttons are installed at 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

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 the 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 Head of School.

(a) The **right to access** the student’s education records. Parents or eligible students should submit their request for access to the Head of School. 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 the 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 Education 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. Granite Academy 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.

Granite Academy 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 Head of School. 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 Head of School. 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

Implementation of Protection of Pupil Rights Amendments

Granite Academy adheres to the Protection of Pupil Rights Amendment (PPRA), ²a federal law that affords caregivers of elementary and secondary 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. These include but are not limited to, the right to:

A.) Consent to federally funded surveys concerning "protected information." Schools must obtain written consent of the parent or eligible student before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the United States Department of Education (ED) -

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 and an opportunity to opt a student out of -

1. Any other 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; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does 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, students or educational institutions.)

C.) Inspect certain materials. Upon request, parents and eligible students have the right to request and before administration or use inspect -

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

These rights transfer from the caregiver to the student who is 18 years old or an emancipated minor under the State law.

D.) Receive notification of the district's policies on the PPRA. After consultation with parents, the Public Schools with assistance from Granite Academy, have adopted the following policies to implement the PPRA:

In consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes, Granite Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

Granite Academy will also directly notify, such as through U.S. Mail or email, parents/eligible students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/eligible student to opt his/her/their child out of participation in the specific activity or survey. Granite Academy will provide caregivers/eligible students with consent forms or the opportunity to opt a child out of activities, if applicable.

Granite Academy will make this notification to parents at the beginning of the school year if Granite has identified the specific or approximate dates of the activity or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to review any pertinent surveys. following is a list of specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

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

ADDENDUM C

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

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 are unable to understand their rights because of mental, physical, or emotional limitations.

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 Head of School. 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 D

Anti-Hazing Law

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 that 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 that 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 acknowledgment 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. 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 a 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 E

Policies and Procedures for Student Behavior and Support

General Guidelines Granite Academy 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. Description of the school's alternative to physical restraint

Granite Academy 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 manage possible crisis situations.

The school uses BCC and ARC as its primary student support system, combined with high levels of supervision, close coordination with collaterals, and other behavior support responses to prevent and respond to escalation in students.

B. 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. The training covers 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.

C. Description of the school's reporting requirements and follow-up procedures

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 caretakers, 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.

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

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

Granite Academy 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 from the Human Rights Officer. The Human Rights Officer as well as any staff member is available to assist anyone 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.

E. 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. Caretakers and students are notified of the behavior support systems and related policies at intake and again annually.

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

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

Parents/guardians are notified of incidents on the same day 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 Clinical Director or designee is responsible for ensuring timely follow-up to all incidents related to restraint or behavior support policies in alignment with related regulations.

G. 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; any 1:1 support time away from learning is documented.

H. 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 G

Day School Division E-Cigarettes and Vaping

General Guidelines and Procedures:

A) The JRI Therapeutic Day Schools maintain this policy regarding the use of and presence of electronic cigarettes and vaping paraphernalia. This policy is distributed to each student and their parent/guardian at the time of admission to the school and serves as a formal notice to students, parents/guardians of the plan on how the day schools manage electronic cigarettes and vaping materials.

B) The therapeutic day schools of JRI have a zero-tolerance policy when it comes to the possession and use of E-cigarettes and vaping materials. No student shall be permitted to possess any vaping materials or paraphernalia while in any school building, while on school grounds or property, at any school-sponsored or school-related event, or at any other time that students are under the authority of school personnel.

C) All vaping and E-cigarette materials found on school property and/or on students will be destroyed, with no exception. Students who engage in prohibited behaviors will be referred to a school administrator and consequences will be given in accordance with the student code of conduct. Students will be provided with health information related to the dangers of E-cigarettes and vaping.

D) Parents/guardians, the school district, and treatment teams will be notified of all violations and actions taken by the school.

ADDENDUM H

Day School Division Lithium Battery Ingestion

General Guidelines and Procedures:

- A) The JRI Therapeutic Day Schools maintain this policy regarding the ingestion of lithium batteries. This policy is distributed to each student and their parent/guardian at the time of admission to the school and serves as a formal notice to students, parents/guardians of the plan on how the day schools manage lithium battery ingestion.
- B) If a student swallows any type of battery or places any type of battery in the ear or nose, the National Battery Ingestion Hotline will be called at 800-498-8666 immediately. Lithium and button batteries need immediate medical attention due to the safety risks involved.
- C) If any student swallows a lithium or button battery or the battery type is unknown, the student will be transported immediately to the closest emergency room for further assessment, regardless of the presence of symptoms.
- D) The student will not be allowed food or drink until an x-ray is completed to confirm the location of the battery. **Do not induce vomiting.**
- E) If the ingested object is obstructing the student's airway, CPR should be initiated per protocol by trained staff members until the airway is clear or EMS arrives.
- F) Parents/guardians will be notified immediately.

Acknowledgment of Receipt of Handbook, 2024-2025

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 2024-2025 school year and have no questions at this time. Should any questions arise, I will contact my counselor.

Signatures:

Student: _____ Date: _____

Caregiver/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.iri.org/Graniteacademy

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