

Anchor Academy

Student Handbook



2025-2026

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

The electronic version of the Student Handbook is available on the website reflecting the most current version and will contain any updates.

Please access our student handbook on our website at <https://jri.org/anchor-berkley>

Table of Contents

Page #	Section
2	Welcome
3-4	Anchor Academy Mission/Vision/Commitment/Statement of Nondiscrimination/Title IX
4-5	Interview, Intake and Admission
6-7	School Contact, Hours & Summer Description
7-14	Student Confidentiality, Rights of Person Served, Complaint & Grievance Policy Bullying Prevention & Intervention Plan, Anti-Hazing & MA. Anti Hazing Law
14-24	General School Information
24-26	Nursing Information
26-33	Educational Services, Google Classroom & Gradelink Directions and Support Services
33-34	Transitional, Vocational, Gap Year Opportunities
34-36	Therapeutic Model and Services
36-38	Behavioral Supports, Policies, and Procedures
38-39	Clinical Services

Welcome to Anchor Academy Berkley Campus!

Anchor Academy is a special education, therapeutic day school that serves school-aged students between the ages of 10-22. The school exists within the larger agency of Justice Resource Institute. More information about our agency can be found at <http://www.jri.org>.

Anchor Academy operates as an extended year, 11 month academic program, with an optional summer component. Certified special education teachers provide students with a curriculum that is aligned with the Massachusetts Curriculum Frameworks. The curriculum prepares our students for high school graduation and a transition to post-secondary education, career, or vocational training.

Anchor Academy promotes a transformational learning experience for students who require alternative pathways for educational and emotional success and growth. Anchor Academy utilizes a Therapeutic Support System, in conjunction with a trauma informed framework - Attachment, Self-Regulation and Competency (ARC) – to foster a safe, educational environment. The dual approach provides each student with opportunities to increase self-awareness, develop the skills needed to regulate, and access various levels of educational and emotional support.

We are pleased that you chose Anchor Academy, and we look forward to working together with you and your team on your goals!

Sincerely,

Rachel Joseph, M.Ed., LSW
Rachel Joseph, M.Ed. LSW
Director
Anchor Academy Berkley Campus

Mission Statement

Anchor Academy exists to provide challenging academics in a safe and supportive therapeutic rich environment. Through a strength-based approach, we offer a transformational learning experience that fosters resiliency and prepares students to become skilled, informed and responsible citizens. We design our program around [anchoring](#) our students with the support they require to successfully achieve their academic, social and emotional goals.

Vision Statement

Anchor Academy maintains a safe, welcoming environment that fosters the development of strong, trusting relationships with all members of the school community. Staff seek to provide individual support for all students by creating a challenging, learning environment through a strength-based approach to ensure success for all students. Students' individual attributes are recognized and honored, while skills and self-confidence are explored and developed. Staff members seamlessly work patiently with all students and their team of support to ensure growth socially, emotionally and academically, to help students feel empowered with new opportunities, and to become responsible citizens upon graduation.

Commitment to Equal Opportunity

Anchor Academy is committed to ensuring equal educational opportunities for all students.

Commitment to Quality

Anchor Academy is a private special education program that has Full Approval Status from the Massachusetts Department of Elementary and Secondary Education.

We Always Remember

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

Statement of Nondiscrimination

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

Title IX

The School maintains a policy for reporting and investigating allegations of sex discrimination including sexual harassment that aligns with all Title IX requirements. The School has named the Program Director as the Title IX Coordinator. A copy of the full policy is available upon request, and is provided at intake.

Interview, Intake and Admission

Anchor Academy has the following admissions plan in place to best orient and support you and your student to our school. Our goal is to ensure that positive attachments and working relationships are prioritized and developed prior to admission. We look forward to working with prospective students and families, caregivers, guardians and others involved in their care.

1. The Admissions Coordinator and/or the Program Director is the primary contact for all referrals. The Admissions Coordinator, Sydney Murphy, can be reached at 508-907-5084 or smmurphy@jri.org or the Program Director, Rachel Joseph, can be reached at 508-223-4130 ext. 38003 rejoeph@jri.org
2. A referral packet is required for all potential students and should include the current IEP, academic testing and evaluations, immunization records, discipline records, discharge summaries or statement of current status/functioning, MCAS scores, SASID number and other pertinent information.
3. Within one school day of receipt of the referral packet, the sending school district is contacted, and a determination of whether to pursue a tour and interview is made.
4. The caregiver/guardian, educational surrogate parent or foster parents are then contacted to arrange for a tour and interview. LEA representatives are invited to attend as well. Anchor Academy does require a legal guardian present at the tour/interview. Prior to admitting the student, the student does need to participate in an in-person tour/interview.
5. The interview and tour gives the student and team an opportunity to learn about the school, and the school staff time to assess the needs of the student and determine whether Anchor Academy can successfully address those needs. During the interview, the student and caregiver/guardian are provided with an overview of the school, its philosophy, mission and vision, as well as, the school's educational, clinical, and transitional services. In alignment with Department of Elementary and Secondary Education regulations, accepted students and their caregiver/guardian are provided with information on student and parent rights, bullying and anti-hazing policies, restraint policy, treatment team involvement, student expectations, student discipline, the health program and emergency and preventative health procedures, and termination procedures. The student and caregiver/guardian will receive a copy of the student handbook and current school calendar, as well as other relevant information about the school and its policies in the admissions packet. Furthermore, Anchor Academy maintains a copy of the policies and procedures manual on campus. Students and caregiver/guardian are provided with written notice that policies and procedures manuals are available on request.
6. Within 48 hours of the interview, the Administrative Team at Anchor Academy will make a determination if the school is able to meet the needs of the student.
7. The Admissions Coordinator or the Program Director will then notify the school representative from the sending school district to discuss the decision. If a student is accepted, the sending

school district will speak with the caregiver/guardian and make a determination if the student will attend Anchor Academy. Anchor Academy designates the responsibility of notifying students and their caregivers of non-acceptance to the district. Accordingly, Anchor Academy will neither initiate communication with families regarding non-acceptance decisions nor respond to inquiries from caregivers seeking explanations for such outcomes.

8. If the school representative and caregiver/guardian have agreed to send a student to Anchor Academy, the guardian must complete the admissions packet that contains releases, policies and procedures, as well as, an acknowledgement that they have received the student handbook. Anchor Academy requires a signed placement agreement, a valid IEP, current transcripts, immunization record and proof of medical physical (including vision, hearing, postural screenings and dental exams within 12 months of admission date prior to starting at Anchor Academy). Should a student be accepted and not have a current physical, one will be required within the first 30 days.
9. Students may not begin enrollment until all necessary documents within the admissions packet are completed along with confirmation of a received placement agreement.
10. On the student's first day, a school staff member will be assigned as a point person to help orient and familiarize the student with the structure, daily routine and physical plant of the school. Anchor Academy requires a clear photograph of the student's face for their student management system. This photograph may be provided to outside agencies in emergency situations. This photograph will never be used for marketing purposes. Staff will review the school's policies and procedures, routines, and expectations with the student. The student will meet with the clinician to complete initial assessments and begin to build rapport. A school administrator or the clinician will update the caregiver/guardian on the student's progress at the end of the day.

School Contact Information

Address: 132 South Main Street, Berkley, MA 02779

Main number: 508-223-4130

Fax number: 508-223-4131

Information regarding a student's absence, late arrival, early dismissals, or any other essential information should be communicated to the Administrative Assistant at 508-223-4130 ext. 38000.

The student's clinician serves as the primary liaison between the school and the student's treatment team. The name of the student's clinician, phone extension and email address will be provided to all treatment team members upon admission to Anchor Academy.

Employee Directory

Lauren Cohen	Director	508-223-4130 ext. 38001	lcohen@jri.org
Rachel Joseph	Program Director	508-223-4130 ext. 38003	rejoseph@jri.org
Fred Randall	Director of Education	508-223-4130 ext. 38004	frandall@jri.org
Michelle Kennedy	Director of Clinical Services	508-223-4130 ext. 38014	mkennedygermano@jri.org
Kayla O'Grady	School Nurse	508-223-4130 ext. 38006	kogrady@jri.org
Darlene Silva	Administrative Assistant	508-223-4130 ext. 38000	dmsilva@jri.org
Sydney Murphy	Admissions Coordinator	508-907-5084	mmurphy@jri.org

School Year Hours

Monday through Thursday: 7:30am – 2:00pm

Friday: 7:30am – 12:00pm

Summer Program Hours

Monday through Thursday: 8:00am – 2:00pm

Friday: 8:00am - 12:00pm

Anchor Academy is a Smoke Free Facility

Anchor Academy is a smoke free facility. Smoking, Vaping, E-cigarette usage is not authorized on site, within the building or on the school campus. For more information, please refer to the Day School Division Student Vaping and E-Cigarette Policy.

Anchor Academy Policy and Procedures and Emergency Postings

In alignment with the Department of Elementary and Secondary Education, Anchor Academy has a Policy and Procedure Manual, a Health Care Manual, and Emergency Procedures for evacuation purposes and phone numbers for immediate contact. The manuals and postings are located in the reception area of the school and are available upon request.

Summer Program Description

Anchor Academy's summer program, which consists of licensed and trained staff, offers students further social, emotional, vocational, and academic support. Students have opportunities to learn through hands-on experiences, in addition to participating in structured summer fun.

During this time, Anchor Academy provides additional support and alternative learning styles for students who need to obtain credit recovery and/or MCAS preparation by offering extended time and learning opportunities. Students are taught by licensed teachers who recognize and teach various learning styles while utilizing project-based, cross curricular approaches.

Anchor Academy provides students with social and emotional support from licensed and trained clinicians, who utilize the ARC framework. The therapeutic model provides students with opportunities to increase self awareness, develop skills needed to regulate, and access to various levels of support. Therapeutic interventions are integrated throughout the school to promote healthy attachments and to provide experiences for students to build a stronger sense of self.

Anchor Academy offers students on-campus and community based, vocational experiences include individualized vocational , community service opportunities and group projects. Individualized opportunities are driven by student interest, and supported with therapeutic coaching. Examples include: Community Boating Center, Battleship Cove, Wellspring Farms, Full EnVision Farm, JRI's Grow Greenhouse, and several local animal shelters. On-campus activities may include development and maintenance of the school vegetable garden, landscaping, and a variety of culinary opportunities. Teachers incorporate the academic curriculum into each vocational opportunity to provide experiential learning coupled with social skill development.

Students participate in community based competency activities that promote wellness, team building, and executive functioning throughout both the school year and the summer program. Some of the activities have included sailing, whale watching, swimming, trips to local museums, visits to Mass Maritime, CPR/First Aid training, and various college tours.

Student Confidentiality and Rights

Anchor Academy Annual Notice - The Family Education Rights and Privacy Act Massachusetts Student Records Regulations¹

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

(a) The **right to access** the student's education records. Parents or eligible students should submit their request in writing for access to Anchor Academy's Director. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other

documentation to the school Director on an annual basis. Information about these procedures can be obtained from the student's primary clinician.

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

(c) The **right to consent to disclose 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. Anchor 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.

Anchor 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 Anchor Academy's Director. Absent receipt of a written request, the directory information will not be released.

As required by federal law, Anchor Academy 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 Anchor Academy's Director. Absent receipt of a written objection from the parent or eligible student **[within two weeks from the date of the notice]**, this information will be released without further notice or consent.

JRI staff will not share information with other people without your consent, outside of the following limitations on the confidentiality: **Mandated Reporting**-if information is shared that a child, elderly person or disabled person is being harmed, JRI staff are required to report it to the appropriate state agency; if you report that you intend to harm yourself or others, JRI staff are required to take action to protect you/anyone else, and law requires us to notify anyone who may be in immediate danger of being harmed; when court actions (custody, mental health related, actions against the school, abuse/neglect cases) involve subpoenas, records may be required to be released.

(d) The **right to file a complaint** concerning alleged failures by Anchor Academy 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 10107), requires disclosure of directory information to military recruiters and institutions of higher learning unless the parent/eligible student objects.]

Rights and Responsibilities of Persons Served

These rights and responsibilities extend to the parents/guardians in the case of those persons served in JRI programs who are minors, have legal guardians, or who are unable to understand their rights because of mental, physical or emotional 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, rights and responsibilities. Staff will assist you in understanding these communications.
4. You have a right to know the qualifications of your providers and to request a change in provider (including clinical interns, all of whom are directly supervised by licensed providers) if necessary. You have a right to know any risks, side effects, or benefits of services and interventions. You have a right to know what alternative treatments are available to you.
5. You have the right to be informed about transition and discharge planning, and to provide input into these decisions as a Team member.
6. You have the right to refuse treatment.
7. You have a right to informed consent, and to refuse to be part of any study or research that is proposed to you.
8. You have a right to ask questions about these rights by contacting the school's Human Rights Officer or the Program Director. You have a right to present a concern or complaint of the care you receive, and the right to a response from the school. If you feel your concern or complaint has not been resolved with the school, the Department of Elementary and Secondary Education has a Problem Resolution System which can be reached at www.doe.mass.edu/pqa/prs.
9. You have the right to know the cost to you of services you receive, the source of payment, and any limitations placed on the duration of services.
10. You have the right to be free from mental, physical, sexual and verbal abuse, neglect, excessive force, psychological or emotional abuse, retaliation, humiliation, exploitation, or hazing.

Your Responsibilities

1. You have a right to know what is expected of you while at school with JRI. You are provided with a copy of the school's Handbook and Student 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.

Student Complaint and Grievance Policy Notice

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

Anchor 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 on the Rights board and are available to students and 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 a report on behalf of a student or parent should a complaint be expressed verbally.

Complaints are defined as any situation that arises from a concern about the treatment of the person served by JRI programs and services. This includes any situation or action that the person submitting the complaint may have considered to be dangerous, illegal, or inhumane, violated the JRI Rules of Conduct or violated professional ethics.

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

It is important to note that complaints will NOT result in retaliation or barriers to services.

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, you may make a complaint in writing by completing the JRI Complaint Form. Complaint forms can be found in each classroom, or from the Human Rights Officer. You also may make a complaint by speaking to the Human Rights Officer or any other senior program staff.

The Human Rights Officer and all staff are available to assist anyone who needs help filing a complaint. Completed complaint forms may be delivered in a sealed envelope, or 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 by the next school day.

For non-abuse issues, the Rights Officer (or member of Ad-Team) will investigate the situation and take corrective action where necessary within three school days. If the issues are not clear cut or

require further investigation, it may be referred to the Program Director, Rachel Joseph. The Human Rights Officer will let you know about any decision made. If you are not satisfied with the decision, you can appeal to the program's supervising Division Director, Superintendent Lindsay Savageau, within three days of receiving the response. This appeal will be resolved within ten school days, and you will be notified of the decision. You also have the option of consulting with your attorney.

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

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

Bullying Prevention and Intervention Plan

Anchor Academy expects every member of its community to treat one another with respect for all differences. Anchor Academy believes that every member of the school community has the right to learn in a school environment where students feel safe physically, emotionally and intellectually. Each member of the school community has the responsibility to act in ways that respect this right. Anchor Academy believes in a learning environment that develops the whole student in areas of academic, social and emotional growth. This will be done in partnership with caregivers/guardians, public schools, both private and state agencies and the surrounding community. Anchor Academy will provide students the opportunity to develop their full academic, social and emotional abilities so they may contribute successfully to their communities.

Anchor Academy will not tolerate any unlawful behavior, including any type of bullying, cyber bullying, or retaliation, within the school building or on the school's campus. Anchor Academy will promptly investigate all reports and complaints and take swift action to help end the behavior.

Bullying is defined as any repeated actions (verbal, written, or electronic) of one or more students towards 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, an Amendment highlighted certain groups of students that could be more vulnerable to being targeted, and also noted that any school employee employed by the school (including, but not limited to teachers, clinicians, case managers, the school nurse, administrators, assistants) as well as students could be aggressors; plans are required to address both of these areas. Anchor Academy is committed to providing all students with a safe learning environment that is free from bullying, and from retaliation following reports from bullying.

If a student feels that he/she/they is being bullied, or sees bullying happening in the school's community, Anchor Academy strongly encourages the student to report it. Students can talk to school employees, file a complaint, or write a note and leave it with a school employee. Reports may be written or oral. The most important piece is to report what was seen or heard. All school employees are required to report any instances of possible bullying directly to the Director/designee immediately. All school employees are mandated to intervene to provide safety for all involved.

When reports about possible bullying are made, school employees will first make sure all involved students feel safe. School employees will work directly with involved students to determine what steps need to be taken to ensure safety; the student's voice is important 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. The Director/designee will notify caregivers/guardians of the "target" and the "aggressor" of the incident and steps that Anchor Academy employees are taking to resolve the incident. The Director/designee will investigate all reports. This may include an interview with the "individual targeted," "aggressor," school employees, or any witnesses when the incident occurred.

The Director/designee will make a decision once all facts have been reviewed. Once this occurs and the decision is that a bullying incident has occurred, Anchor Academy will determine what action is required to prevent the incident from happening again. This may be but not limited to the following: consult with parties involved, consult with school clinician(s), teaching of appropriate skills, written behavioral plans, social skills groups, individualized curricula, modeling, teaching, and rewarding pro-social and respectful behaviors, conflict resolution or supports that aid in social and emotional development, etc.

Anti-Hazing Policy

Anchor Academy strives to maintain a safe school community where diversity and differences are to be respected by others. The school prohibits unlawful or disruptive behavior, including any form of bullying, cyber bullying, hazing, harassment, or retaliation following reports of bullying, in school, on school grounds, on school trips, or in school related activities. Anchor Academy aligns fully with the Massachusetts Anti-Hazing Law and the DESE reporting requirements around such, and maintains the following policy regarding hazing.

Anchor Academy issues a copy of the policy on An Act Prohibiting the Practice of Hazing, M.G.L. c. 269, ss17-19. to each student enrolled at our school. Parent/guardians and students are to sign stating that they have received a copy of the policy and agree to comply with the law.

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

1. The school has issued a copy of M.G.L. c. 269, ss 17 through 19 to every student enrolled in our school.
2. The school has obtained acknowledgement of receipt from a parent/guardian and student who has received a copy of M.G.L. c. 269, ss 17 through 19.
3. The school has adopted a disciplinary policy that has been included in our Student Handbook and is explained to and discussed with all students.

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

Students who engage in this behavior either as organizers or as participants will be subject to interventions in keeping with the Student Conduct. Anchor Academy employees investigate all allegations of hazing, and investigations are overseen by the Human Rights Officer. If a case of hazing is proven to have taken place, either on or off the school's campus, disciplinary action may be warranted, as outlined in the Student Conduct.

Commonwealth of Massachusetts: Anti-Hazing Law

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

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

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

Chapter 269: Section 18. Failure to report hazing

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

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

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

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

organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

General School Information

Annual Forms

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

- Student allergy update
- Acknowledgement of the school's health and sexual education curriculum
- Parental and Physical consent to administer medications at Anchor Academy for both Over The Counter (OTC), PRN, and Prescription Medications
- Updated medical plans
- Treatment for medical or health emergencies by either Anchor Academy staff and/or a local hospital
- Emergency contact information
- Acknowledgement of JRI's Notice of Privacy Practices
- Consent for local transportation by Anchor Academy staff
- Consent for internal publication and yearbook consent which includes school identification
- Known location of school's policy and procedure manual
- Acknowledgement of receipt of the school's official Bullying Prevention and Intervention Plan
- Behavior Support Policies
- Receipt of the current school year handbook which includes receipt of:
 - Family Education Rights and Privacy Act (FERPA)
 - Implementation and Protection of Pupil Rights Amendments
 - Rights and Responsibilities of Persons Served
 - Commonwealth of MA - Anti-Hazing Law

At the time of admission, Anchor Academy requires a clear photograph of the students face for their student management system. This photograph may be provided to outside agencies in emergency situations. This photograph will never be used for marketing purposes.

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

Student Conduct

Anchor Academy prides itself on being a safe and therapeutic environment. The physical and emotional safety of all students, school staff and the greater community are taken very seriously. In accordance with JRI/DESE regulations, Anchor Academy provides ongoing supervision and monitoring of all students at all times. All members of the school community play a pivotal role to ensure that a positive school culture is conducive to academic learning, and social and emotional growth.

The following activities are not allowed at Anchor Academy and can result in loss of school privileges and/or disciplinary action, up to and including emergency termination:

- Smoking or using tobacco products on campus or any school-sponsored activity.
- Use or possession of drugs/alcohol/non-prescribed medications.
- Being under the influence or suspected of being under the influence of any drugs/alcohol/non-prescribed substances while on school campus.

- Inflicting physical harm upon any member of the school community on or off campus.
- Leaving the school campus without permission; leaving designated areas on or off campus during school-sponsored activities.
- Carrying, using, or transferring potentially harmful or dangerous instruments, as determined by school staff. These items include, but are not limited to, weapons or objects that could be used as weapons, lighters, or drugs of any kind.
- Threatening, intimidating, hazing or (cyber) bullying of any kind, including verbal, emotional, physical, and via electronic means; retaliation towards those who report bullying or hazing activity.
- Involvement in discrimination or hate crimes; comments or innuendos pertaining to personal insult, sexual or other forms of harassment.
- Sexual, aggressive, or unsolicited physical contact with any member of the school community.
- Physical contact between students with the exception of a high-five or fist bump.
- Any disrespect of students and/or of staff in person and/or via electronic means based on a person's real or perceived race, religion, gender identity, sex, sexual orientation, color, appearance, disability, national origin, ethnic group, or living status.
- Stealing property that belongs to other students, school staff, or the school.
- Use of foul, vulgar, discriminatory or sexualized language.
- Excessive refusal to follow directions from school staff or continued violations of handbook expectations.
- Violations of academic integrity.
- Engaging in any illegal activity on or off campus.
- Property destruction/vandalism: All Anchor Academy students are expected to treat school property and the property of others with respect and will be held accountable for damage they create. Any damaged property must be replaced or reimbursed. Students who engage in these behaviors will be subject to disciplinary consequences that could include, but are not limited to, being asked to repair/replace the item and/or pay for the damage. The action taken by Anchor Academy administration will be based on the severity and amount of damage caused by the student's actions.
- Littering: Anchor Academy students are encouraged to be respectful of their surroundings and the environment. Students must dispose of trash appropriately; littering is not permitted.
- Initiating a false emergency alarm or interrupting an emergency drill, including but not limited to, not following staff directions or protocols during an emergency or emergency drill.
- Idling vehicles on the school's campus (including school staff, students and visitors).
- Disruption to the learning environment.
- Any additional safety concerns or policy violations at the discretion of school administration.

Emergency Procedures

Anchor Academy maintains procedures for emergency evacuation and sheltering in place, and also trains in Run, Hide, Fight, a protocol to respond to an intruder. Drill procedures are reviewed school-wide at the beginning of each school year, and drills occur on a quarterly basis. Students are expected to follow all relevant procedures during a drill.

In emergency situations, emergency health care may be sought for students who have been injured and require more assistance than the school nurse can provide, or if a student has been determined to be at risk to themselves or others. In these instances, the student's caregivers/guardians are notified and

consulted immediately. The school is able to coordinate with the local hospital and the local crisis team, both of whom are able to provide services outside of the realm of Anchor Academy.

If an emergency occurs at the school, caregivers/guardians will be contacted through the school's One-Call system.

Active Shooter and Lockdown Response

The safety and security at Anchor Academy is of the utmost importance. Anchor Academy conducts annual Run, Hide, Fight 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. Run, Hide, Fight helps school staff and students utilize a proactive approach to decide the best course of action for different situations.

Weapons and Fire Arms

Massachusetts state law and federal law, as well as Anchor Academy, forbids bringing dangerous or illegal weapons to Anchor Academy or to Anchor Academy sponsored activities, including into school vehicles or any vehicles used for school purposes.

A dangerous weapon can be defined as but not limited to any firearm, or air gun, knife or device, instrument, material or substance, whether animate or inanimate, which is calculated or designed to inflict death or serious bodily harm. Anchor Academy can treat objects that look like weapons, such as toy guns and toy knives, in the same manner as real weapons.

Any weapon taken from a student will be reported to the student's caregiver/guardian and treatment team. Any student bringing a weapon or firearm to Anchor Academy or Anchor Academy sponsored activities will receive disciplinary action up to and including immediate termination from the school, and can be referred to law enforcement authorities. Appropriate disciplinary or legal action or both may be pursued by Anchor Academy's administration team and law enforcement.

Active Threat buttons have been installed throughout Anchor Academy. Activating the Active Threat button will immediately call in "duress" to the Middleboro police department with the address and location of the alert in the building.

Search Procedures

Safety is the top priority at Anchor Academy. Therefore, all students and their personal belongings (pockets, bags, etc.) will be searched and scanned with a metal detector upon entering the school. School staff may search students and their belongings at any time at school or on a school activity if it is believed that the student may have an item or a substance that is potentially dangerous, illegal, not permitted at school or not their own.

If a school staff suspects a student is in possession of contraband, potentially harmful items, or illegal substances, the student will be separated from the student community and searched. Caregivers/guardians will be notified at staff's earliest convenience.

If potentially injurious or illegal items are discovered in a student's possession while in

the care of Anchor Academy, the student can be suspended or receive further disciplinary action. The item(s) will be confiscated; illegal items or substances could be submitted to the local police. Anchor Academy maintains the right to indefinitely withhold or dispose of contraband.

Smoking Policy

Anchor Academy has a no tolerance policy regarding smoking tobacco, vapes and marijuana on campus or during off-campus school events. This policy applies to all students, school staff, and visitors.

If a student is found smoking cigarettes or other smoking paraphernalia and/or a lighter, the object will be confiscated and disciplinary action will be implemented. Students will not be sent on school sponsored transportation with these items.

E- Cigarettes and Vaping Guidelines and Procedures

- Anchor Academy maintains this policy regarding the use of and presence of electronic cigarettes and vaping paraphernalia. This policy is distributed to each student and their caregiver/guardian at the time of admission to the school and serves as a formal notice to students, caregivers/guardians of the plan on how the day schools manage electronic cigarettes and vaping materials.
- Anchor Academy has 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.
- 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.
- Despite the absence of paraphernalia, in the event other indicators exist, the student may be subjected to disciplinary action.
- Caregiver/guardians, the school district and treatment teams will be notified of all violations and actions taken by the school.

Dress Code

Anchor Academy encourages students to dress appropriately for school and they must adhere to the following guidelines:

- Clothing, accessories and jewelry must be free from obscenities, nudity, sexually suggestive material, violence, advertising or promoting alcohol or illegal drugs, words or symbols that will offend and incite others or defame the beliefs or heritage of others and references to gangs.
- All attire should cover the student's upper thigh area.
- Clothing must not be see-through, low cut or excessively tight.
- Lingerie-like clothing is prohibited.
- During off-campus water-based activities, students are expected to wear appropriate swim-wear.

- Clothing must cover a student's torso and all undergarments.
- Shoes must be worn at all times in accordance with Massachusetts state law.
- Other clothing determined by a school administrator's discretion to be inappropriate for the school setting.

Clothing that does not meet the above standards will need to be covered up or changed. Anchor Academy maintains a small supply of clothing that students are able to use should they not meet the dress code. Caregivers/guardians will have the option to bring alternative clothing to their student, or take their student home to change. A student may be required to complete classwork or an activity in an area that is determined by a school staff until the dress code is met.

Inclement Weather Information

Anchor Academy utilizes a One-Call Service that will send out a phone call notification to all caregivers/guardians and students regarding any weather cancellations or delays. Please note that Anchor Academy will follow the Berkley Public School District in regards to school closures or delays regarding severe weather.

Attendance

It is the responsibility of the caregiver/guardian to notify Anchor Academy before 8:00am if a student is going to be absent. If the school does not receive notice of a student's absence, a school staff will contact the caregiver/guardian. Anchor Academy will notify the student's sending school district of any excessive absences.

Excused Absences

Excused absences do not count towards loss of credit. Excused absences could include:

- Bereavement or family crisis such as a serious illness
- Hospitalization
- Documented court or legal commitment
- Obligatory religious holidays
- Illness substantiated by a doctor's note and/or medical appointments or caregiver/guardian
- College visits
- Other extenuating circumstances approved by administration

Unexcused Absences

Any absence from school that does not meet the excused absence criteria or is not approved by school administration is considered unexcused. Students are expected to complete any missed assignments. In the event that the absence is unexcused, the student may not receive full credit for missed assignments.

Early Dismissal/Tardiness

It is the responsibility of the caregiver/guardian to sign in and sign out their student at the reception desk if the student is arriving late or leaving prior to the standard dismissal time. Students will only be dismissed to adults who have written permission from the caregiver/guardian.

If a student is their own guardian and chooses to sign themselves out of school for the day, they are not eligible to return to school campus on that day. Students must display safe and stable behaviors in order to dismiss themselves.

Transportation

Transportation to and from Anchor Academy is provided by the student's sending school district. It is the school district's responsibility to coordinate transportation arrangements. Anchor Academy does not arrange for or oversee the transportation. It is the caregivers/guardians responsibility to notify the transportation company regarding any transportation changes and/or concerns.

Students may be picked up by other individuals who are at least 18 years of age, with written approval from their caregiver/guardian. Identification will be required prior to dismissing a student to any individual who is not a caregiver/guardian.

Students are expected to follow all school policies, rules and individual plans prior to, during and following off-campus activities involving transportation with Anchor Academy vehicles. Anchor Academy students will be provided transportation in a school approved vehicle driven by a staff. There are cases in which students will be transported in a staff's personal vehicle. School staff may or may not be of the same gender pending a student's individualized plan. It is the discretion of school staff to restrict or modify a student's access to transportation provided by Anchor Academy.

Anchor Academy offers transportation to school related services such as field trips, work study/vocational placements, and to school/collateral meetings. This is a courtesy offered by Anchor Academy as part of its treatment services and programs. Seating arrangements will be employed for safety at staff discretion. The JRI Transportation Policy requires that staff operating a vehicle have taken precautions prior to consenting to transport students. All passengers must follow the following rules in order for this service to be offered:

1. Seat belts must be worn at all times.
2. No smoking, eating or drinking is allowed in the vehicle.
3. Passengers should behave courteously and in no way be distracting the driver.
4. All students must sit and remain in their assigned seat.

Field trips may go to local restaurants, events, beaches, etc. in Massachusetts and nearby states. Some of these activities may involve some risk such as swimming, roller skating, snow tubing, amusement rides and other sports activities. Caregivers/guardians release JRI, as well as its staff, clinicians, and Board of Trustees from any claims, rights, demands, causes of action suits, liabilities, damages or other obligations of any kind whatsoever, known or unknown, which may arise from the provision of transportation and from responsibility resulting from any accident while on such a trip.

For some specific activities/locations that require a specific consent form to be completed, these will be provided prior to the participation in the activity.

Video Monitoring in All School Vehicles

Anchor Academy recognizes the use of cameras in all school vehicles as an important tool in the safety of all students and staff. Anchor Academy uses digital video equipment in all school vehicles. Students or staff identified on video recording who are in violation of Anchor 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 Anchor 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 to note the students 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. All swim tests will be conducted annually.

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 flotation devices which are Coast Guard approved.

Student Driving Procedure

Anchor Academy helps prepare students to become skilled and responsible citizens. Anchor Academy fosters this competency by allowing students to independently transport themselves to and from school when eligible to do so. This is a privilege that students must earn and the following expectations must be followed at all times:

- Students must be enrolled and have attended Anchor Academy for minimally two weeks before transporting themselves to and from school.
- Students must have written permission from the school district to transport themselves to and from school.
- Students must have written permission from their caregiver(s)/guardian(s) if they are under the age of 18 to transport themselves to and from school.
- Students must submit a copy of their driver's license, car registration, and insurance to Anchor Academy staff.
- Students must be in good academic and behavioral standing.
- Students must remain at Anchor Academy for the duration of the school day unless an excused dismissal has been agreed upon.
- Students must turn their vehicle keys in to Anchor Academy staff upon arrival to school.
- Students may not access their vehicle keys or their vehicles during the school day.
- Students may not use their vehicles for any school field trips or vocational opportunities.
- Students may not return to school after they have been dismissed for the day unless it's for a documented/approved appointment.
- Students may not transport any other Anchor Academy students to or from school.
- Students' keys will be withheld if they are presenting with dysregulation and/or unsafe behaviors.

Personal Electronic Device Procedure

Anchor Academy recognizes that students may utilize an electronic device as a regulation strategy. The school supports healthy and appropriate regulation skills in which students may have the privilege to access their approved device. The following expectations are in place at Anchor Academy:

- Electronic devices (including but not limited to- cell phones, iPod's, iPad's, tablets, MP-3 players, Smartwatches, gaming systems) must be passed in and powered off to an Anchor Academy staff upon entry into the school building.
- Electronic devices will be secured in a locked cabinet only accessible by Anchor Academy staff.
- Students may request to check or utilize their electronic device throughout the school day by completing a check-in note.
- Access to electronic devices will be permitted at the discretion of Anchor Academy staff.
- A designated area for a student to utilize their electronic device will be determined by an Anchor Academy staff.
- Students are not permitted to utilize their electronic devices outside.
- Students must be in a designated area with an Anchor Academy staff when utilizing their electronic devices. No other students are permitted to be in the area.
- Only one student is permitted to access their electronic device at a time during school hours.
- Students are not permitted to utilize the camera function on any electronic device at Anchor Academy.
- Access to electronic devices is not permitted during meal times.
- Electronic devices are not permitted off campus during school hours.
- Students understand that checking or accessing electronic devices during school hours is a privilege not a right.
- Anchor Academy reserves the right to prohibit students from bringing electronic devices into the school building after repeated violations of the Electronic Device Policy.
- Repeated violations of any of the expectations noted above will result in students being ineligible to check or access an electronic device during school hours. Anchor Academy maintains the right to only return electronic devices to parents/guardians if procedure violations occur.

Internet Access Policy

Anchor Academy is committed to making advanced technology and increased learning opportunities available to our students and school employees. Anchor Academy believes that internet access can offer valuable resources for learning and communicating with others. At the same time, Anchor Academy is aware that material on the internet is uncensored, and we cannot guarantee that information found on the internet will be valuable, reliable, or inoffensive. However, Anchor Academy firmly believes that, with proper supervision, electronic controls, and compliance with state and federal statutes, the vast amount of information available and the interaction with other people made possible via the internet will be designed in a manner that points students to those resources that have been reviewed and evaluated prior to student use.

Access to the internet within school is viewed as a privilege, not a right. That access entails responsibility. Anchor Academy expects all users of the school's technology resources will do so in a responsible manner and will be considerate of all other users. Students utilizing the internet must have permission and must be supervised by an Anchor Academy school employee.

Internet use areas will be treated like class work in that they are the property of the school and, as such, their contents may be viewed at any time by a school employee. Network administrators and Anchor Academy employees may view files, communications and sites visited to maintain system integrity and

to ensure that users are using the system responsibly. Users should not expect that files accessed or stored are private. Anchor Academy will not be held liable for any lost, damaged, or unavailable information because of technical or other difficulties.

Student access will also require the signature of a caregiver/guardian. While accidental access to unsuitable internet areas may occur on occasion, repeated or intentionally inappropriate internet use will result in suspension or revocation of that privilege and may result in further disciplinary action.

The following will also apply to internet use within Anchor Academy:

1. All users of the internet within Anchor Academy are responsible for appropriate behavior on the internet, just as they are when involved in any school activity. General school rules and policies apply to all computer activity and communication.
2. The purpose of internet access at school is to support research and educational goals. Use of the internet must always support those goals.
3. Unless explicit permission is granted, games, messaging and chat lines may not be used.
4. Internet users must never:
 - Reveal personal addresses or phone numbers
 - Access personal social media accounts and/or platforms
 - Send or display offensive messages, data, graphics, or pictures
 - Use inappropriate language
 - Use another person's password or account
 - Share an account or password with anyone
 - Violate copyright law by copying or using unauthorized copies of programs/music
 - Access other people's folders, files, or programs without permission
 - Use information without giving proper credit to the author
 - Harass, insult, or attack other Internet users
 - Use of the internet for any commercial purposes
 - Willfully destroy or vandalize other people's work, computers, or computer programs

Visiting Campus

In order to best protect the safety of the students and school staff, Anchor Academy requests that all visitors sign-in and sign out at the main office and visitors may be asked to show identification. Visitors will be directed to an approved location by a school staff member. All visitors will remain within the designated area throughout the duration of the visit. Visitors will be accompanied by a staff member when traveling throughout the school. Privacy for visits is provided, however, the level of supervision is individualized depending on the individual student. School staff members may enter the area or interrupt a visit for safety concerns at any time. Visitors may not take photographs of any student without permission from the parent/guardian.

Some individuals receiving services from JRI may face difficulties that affect their capacity to consistently ensure safety and self-regulation. Persons served may unexpectedly exhibit unsafe and unplanned behaviors, including but not limited to self-injurious behaviors, and aggressive, threatening, or assaultive actions towards others. JRI is committed to creating the safest environments of care for everyone. To best serve all parties during visits, we expect a collaborative effort between JRI program staff and all visitors. Visitors should engage with persons served in a manner that promotes

compassion, thoughtfulness, and safety. This includes but is not limited to being aware of personal space, maintaining non-threatening and safe body language, being aware of tone of voice and messages being clear, and not engaging in verbal arguments.

Visitors to Anchor Academy will be provided with a visitor identification badge.

Anchor Academy encourages and welcomes treatment teams to visit the campus at any time. There are currently no organized visiting hours although it is preferred that appointments and visits are set up through a school administrator or the students clinician.

Any visitor who does not comply with the school's policies and procedures will not be permitted onto the campus and will be asked to leave.

Meals and Food

Anchor Academy will offer breakfast and lunch to all students. Students are welcome to bring their own breakfast and lunch to school. Microwaves and refrigerators are available for student use. Previously opened drinks are not permitted. Drinks entering the building must be sealed. All reusable bottles will be emptied upon arrival. Beverages that contain caffeine, as well as energy drinks are not permitted during school hours.

Anchor Academy provides students with an optional, healthy snack. During the designated snack time, only the provided snacks from Anchor Academy will be available. All personal food and drinks will be available during the student's designated breakfast and lunch time. Please ensure all dietary needs and allergies are communicated to the school nurse prior to enrollment.

Suspension Policy

Suspensions from Anchor Academy may be necessary at times when the safety of any student, school staff or property is compromised. Suspension is utilized as a last resort and for the shortest duration possible. The length of the suspension will reflect the severity of the incident.

In the event that a student is suspended, a caregiver/guardian will be notified by a school clinician or administrator and be required to pick up or arrange for immediate transportation. Following a suspension, the student and caregiver/guardian will need to successfully participate in an in-person re-entry meeting on the day of their re-entrance to school. A school administrator and/or clinician will facilitate the re-entry meeting.

During the re-entry meeting, a comprehensive plan will be developed and agreed upon by the entire treatment team to include clinical processing, repair/restitution and an educational re-integration plan. If a school administrator or clinician deems the meeting to be unsuccessful, the meeting will be adjourned and additional attempts will be made to complete a successful re-entry before the student is eligible to return to school.

Anchor Academy will provide coursework to students during the time of suspension. Students are responsible for completing and submitting all missed coursework following the suspension.

Suspensions that exceed 10 consecutive days with a school year, or 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 must be in attendance at this meeting. The meeting will discuss the events and determine if the behavior is a manifestation of the student's disability. Based on the outcomes and team assessments the entire team will determine the intervention, support, or best suitable placement options of the student that will best meet their needs and goals.

Terminations

In the rare instance that a student violates one of the most fundamental elements of Anchor Academy's policies and procedures, such as physical violence, ongoing instances of leaving campus without permission, creating unsafe situations in the community, or bringing weapons and/drugs on campus, termination and/or police involvement could occur. When termination is pursued, Anchor Academy follows the policies and guidelines outlined by The Department of Elementary and Secondary Education and works closely with the student's sending school district in determining the best course of action.

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

Personal Gift Policy

Anchor Academy prohibits the exchange of personalized gifts between staff and students, and from one student to another student.

Nursing Information

Medical Procedures

With respect to varying allergies and medical needs of the students, students may not carry any type of medication on their person at any time unless there is a specific medical order. If a student has a prescribed rescue medication which will be carried on their person, Anchor Academy requires an order from a doctor and authorization from the student's caregiver/guardian. Medications must be delivered to the school nurse or another medication trained staff in an original, pharmacy labeled bottle.

Medications are kept locked and are dispensed only by the school nurse or a designated school staff member who has been trained in the dispensing, monitoring, and recording of medications. Medication will only be dispensed with 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 by the physician noting changes or discontinued

orders is provided. All students are monitored for side effects of medication and should inform the school clinician or school nurse if any side effects are experienced.

Annual Examinations, Immunization Record, and Screenings

Caregivers/guardians are required to submit updated physicals and dental screenings for students to the nurse, as they occur or on an annual basis. Upon admission, DESE requires the school to receive current copies of health exams and screenings (exams must have been conducted within 12 months of the date of admission to the school). These include physical exams, immunization records, dental exams, hearing, vision, and postural exams. For emergency admissions only, receipt of these exams and screenings may be received up to 30 days after the admission date. Annual health exams and screening updates are required to be sent to the school program upon renewal of admission each school year. The school collects immunization records and health screenings in alignment with DESE regulations.

Sickness

The school nurse will evaluate a student who reports being ill, provide care and determine whether the student is able to return to class or be dismissed for the day. If the nurse is unavailable, the determination will be made by a school administrator.

If a student needs to be dismissed from school, the nurse will contact the caregiver/guardian to pick the student up. If there is a delay from a caregiver/guardian in transporting a student who is determined ill, the student will remain in the nurse's office or an appropriate designated area until dismissed.

Students who are absent for three or more consecutive days should return to school with a note from their physician or other medical professional. Students who are hospitalized should bring a discharge summary/clearance from a medical professional prior to returning.

Following a hospitalization or an extended absence, the student will need to successfully participate in a re-entry meeting with a caregiver/guardian on the day of their re-entrance to school. A school administrator or clinician will facilitate the re-entry meeting.

During the re-entry meeting, a clinical assessment will be completed, the rules and expectations of the school will be reviewed and a reintegration plan will be developed. If a school administrator or clinician deems the meeting to be unsuccessful, the meeting will be adjourned and additional attempts will be made to complete a successful re-entry.

With the goal of preventing the spread of infection, students who are contagious or have active symptoms (i.e. fever, vomiting, rashes) should not come to school. Students must be clear of any symptoms for 24 hours prior to returning to school.

COVID Protocols

Anchor Academy is committed to the health and safety of all members of its community. In response to the global COVID-19 pandemic, Anchor Academy developed protocols to help ensure the safety of its students, staff and visitors. These policies are continually updated as Centers for Disease Control, State, and local Board of Health guidelines are updated.

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 [Lithium Battery Ingestion Procedure](#) for more information.

Vision and Hearing Screening

Students in 7th and 10th grade are required to participate in a vision and hearing screening. The vision and hearing screening will be conducted at the same time. If nothing unusual is found, the parent/guardian will not be contacted unless otherwise directed. If the student does not pass the vision/hearing screening, they will require a follow up with their physician. The school nurse will contact the caregiver/guardian and a referral will be made by the school nurse and sent to the student's physician. If a caregiver/guardian chooses to have the student's physician complete these screenings, documentation must be provided to Anchor Academy.

Postural Screening

The school nurse will complete annual Postural Screenings. The purpose of this screening is to detect early signs of potential spinal problems of students in grades 5-9. This is not a diagnostic service but an assessment to identify if any further medical evaluation is necessary.

If a student has any unusual findings, the caregiver/guardian will be notified and recommended to take the student to a physician as a precaution. Anchor Academy does not provide treatment. If nothing unusual is found, the caregiver/guardian will not be contacted unless it is otherwise specified.

The school nurse will send a notification in advance to a caregiver/guardian prior to completing the screening.

Educational Services

Academics

Anchor Academy provides a curriculum that is aligned with the Common Core Standards and Massachusetts Curriculum Frameworks. Lessons are designed through the use of project based, hands-on learning and interdisciplinary strategies that encourage students to explore their strengths to promote a feeling of success. The curriculum at Anchor Academy is challenging and is designed to support students to be academically successful.

MCAS

Massachusetts voted to remove the MCAS' role in competency determination, but did not remove the requirement for a competency determination that exists in conjunction with successful completion of district-specific graduation requirements. As such, each district has been tasked with individually determining what will be accepted as the required competency determination. While this area remains under development in 2025, multiple districts have indicated that they will continue to accept a passing score on the MCAS for competency determination. Anchor Academy will offer MCAS in alignment with DESE and sending- school districts' requirements and scheduling.

Common Assessments:

Anchor Academy students will participate in common assessments designed to be diagnostic benchmarks of students' progress in ELA and Mathematics. The assessment will be administered incrementally over the course of the school year. Students will receive the accommodations listed on their IEP for these assessments.

Technology

Anchor Academy uses technology as an additional hands-on and interactive resource to increase student engagement, help students meet their IEP goals and continue to provide students with a high quality education. The school utilizes Google for Education software, Google Classroom and Chromebook computers for teachers and students. Google for Education and Google Classroom are web-based teacher driven resources that enable students to receive and submit assignments in a secure, school-managed environment.

Anchor Academy provides students with an email account to communicate with teachers regarding assignments. Students are not permitted to share their account information or communicate with other students from their accounts. Students have the ability to access classwork outside of school from any device that has Google Chrome. Google Chrome is free to download and install. This is a great tool for students to utilize to complete any missed assignments.

School staff utilize Harpara, an application affiliated with Google that allows for access and supervision of students' accounts. Anchor Academy is dedicated to maintaining security and user accountability. To achieve this, the school works closely with a consultant team to meet all security and accountability concerns.

The School believes that the benefits gained from access to information within the internet's resources outweigh potential disadvantages. Efforts to minimize risks that users may encounter objectionable material are prioritized, while it is also acknowledged that the material on the Internet is fluid, evolving and uncensored. 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, which is embedded throughout the curriculum and which starts with the Acceptable Use Policy that each student reviews and signs prior to using technology on campus, and the Permission to Create An Account, which is reviewed with each Parent/Caregiver/Guardian at intake.

The school utilizes Google for Education software, Google Classroom and Chromebook computers for teachers and students to communicate and collaborate and to support critical thinking, creativity and the effective navigation of the digital world. Google for Education and Google Classroom are web-based resources that enable students to receive and submit assignments in a secure, school-managed environment. The school prioritizes safety and privacy online, and ensures that third party apps are vetted and authorized by the Ed Tech team and limited data release is a priority factor. School staff utilize various tools to support supervision of student accounts. The Team is available to share additional tools and resources with you at any time.

Artificial Intelligence (AI)

Generative AI such as ChatGPT is a type of AI that is designed to create content. Like other technology tools, it can support student learning. As with any tool, there are potential risks. The purpose of this policy is to outline the JRI Day School's expectation for AI to help ensure safe, responsible and ethical use among all members of the JRI Day School Community.

Defining AI

Google describes Artificial Intelligence (AI) as “a set of technologies that enable computers to perform a variety of advanced functions, including the ability to see, understand and translate spoken and written language, analyze data, make recommendations, and more.”

Guiding Principles

Academic Excellence: The use of AI in the classroom is supported as a collaborative tool when directed by academic staff to assist teaching and learning.

Cybersecurity & Privacy: All terms of service are followed, including age restrictions and where required, guardian consent. Personal information is not used with AI.

Ethical Use of AI: AI use is expected to be transparent and appropriately cited/attributed.

Biases and Misinformation: This tool is supported with the understanding that AI may contain errors, bias and misinformation. It is each users' responsibility to check all AI generated content.

Expectations for Use

- The JRI Day Schools expects any use of AI to be collaborative, transparent, and appropriately cited. All use is aligned with the DSD. The following guidelines exist to provide clarity around expectations when using AI in the school community.

Students are expected to:

- Product their own work product; AI is a tool, not a replacement for student output.
- Connect with their teachers/staff prior to using AI to understand and clarify which assignments are appropriate for AI, and how AI should and should not be used.
- Avoid entering any personal information into generative AI tools to avoid possible privacy or security issues. Personal information includes but is not limited to names, birthdate, addresses, phone numbers, and photos.
- Document the prompt used and the output provided from AI when used, and attribute AI generated content appropriately.
- Check all AI generated content for accuracy, bias, or other concerns.

Staff are expected to:

- Clearly note expectations around the use of AI in the classroom and on assignments.
Specifically:
 - Any instances where AI is not to be used will be highlighted.

- Support collaboration when AI is used, such as asking for the prompt used to be shared as part of the assignment criteria.
- Support transparency when AI is used, such as asking for the use of AI to be cited and attributed appropriately.
- Provide guidance on how to use, cite, and screen for errors and bias when using AI.

Credits

Anchor Academy awards grades to students on a per-term basis. All grades earned by students are submitted to the sending school district. The sending school district then utilizes the grades to determine credits that are obtained and maintains the student's official transcript. Anchor Academy periodically conducts credit checks with sending districts. Students graduating from Anchor Academy will receive a diploma from their sending school district.

Course Schedules

Student's school schedules are developed based on the requirements of the student's sending school district. Each student follows his/her/their sending school district's credit requirements.

Student Cohorts

Upon admission to Anchor Academy, each student will be assigned to a cohort. The cohorts are developed in accordance with the DESE regulations regarding age, as well as considering individual student's learning needs and clinical profiles. Anchor Academy reserves the right to modify the cohorts at any time to ensure the academic and clinical needs of the students are prioritized.

Report Cards and Midterm Reports

A student's academic progress is reported at the end of each term on a quarterly basis. On each midterm report, students are provided with an update in each subject. On quarterly report cards, the student receives a grade in each subject and may include comments from teachers. The sending school districts and caregivers/guardians will receive a copy of the student's midterm reports and quarterly report cards in the mail.

Progress Reports

Anchor Academy issues quarterly progress reports reflecting student's progress towards their Individualized Education Plan. For Progress Reports, specific data is collected on students' IEP goals and related benchmarks on a regular basis. Student's sending school districts and caregivers/guardians will receive a copy of the student's progress reports in the mail.

Transcripts

Anchor 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 Anchor Academy-generated Report Cards into official Transcripts that are District-based.

Since many Anchor 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.

Open House

Open House is scheduled two times per year. This provides the caregiver/guardian the opportunity to meet the student's teachers, discuss their academic progress, and showcase the student's work.

Team Meetings

Each year, every student's Individualized Education Plan is updated. During this meeting, the student's progress is discussed and goals are updated and/or changed. A caregiver/guardian can request an evaluation by sending a request in writing to the sending school district.

Treatment Team meetings are held at other times throughout the school year to discuss the student's progress. In addition to Annual IEP Meetings, students are re-evaluated every three years as part of the IEP process. Any member of the student's treatment team, including the student, can request a meeting at any time.

Caregiver and Parent Advisory Council (CPAC)

Anchor Academy values and believes in a strong partnership with caregivers/guardians.

Administrators and school staff work diligently with caregivers/guardians to improve the education program and to ensure equality and social justice for all students. Meetings are held on a quarterly basis. All caregivers/guardians are encouraged to participate.

Homework

Homework is assigned on an individual basis, dependent upon students' IEP goals and academic performance.

Honor Roll

Anchor Academy recognizes students who have excelled academically throughout each quarter with an honor roll celebration. Students who earn all A's will earn the distinction of "High Honors." Students who earn all A's and B's will earn "Honors."

Educational Field Trips

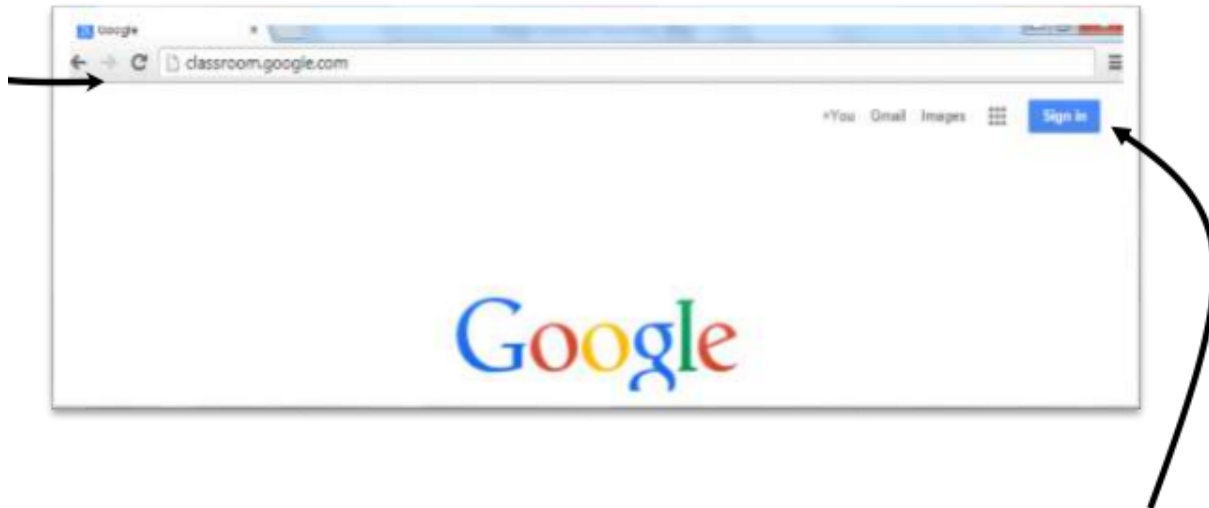
Regularly scheduled academic field trips that align with subject matter taught in individual courses are integrated throughout the school year. Students must be demonstrating emotional and behavioral stability in order to participate in off campus trips. The final decision is at the discretion of the school administration.

Graduation/End of Year Celebration

Anchor Academy hosts an End of Year Celebration/Graduation recognizing each student's accomplishments and efforts put forth throughout the school year. Anchor Academy invites and welcomes all members of each student's treatment team to participate in the ceremony. Students graduating at Anchor Academy will receive a diploma or certificate of completion from their sending school district at this celebration.

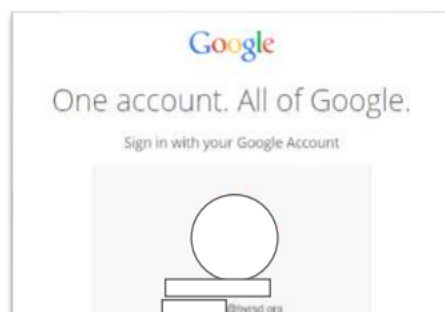
Google Classroom Directions for Caregivers/Guardians

Using your internet browser (Google Chrome will work best for this), go to **classroom.google.com**. You may be directed to log into an account instead of reaching the classroom screen. If you reach the screen, skip to STEP 3.



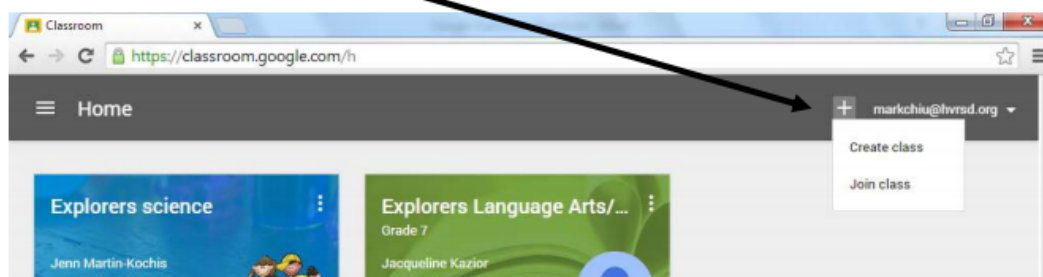
You **must be logged in to your student's jrischools.com account** in order to access any Google classroom. Click "Sign In" in the top right hand corner if you currently are not signed into any google account. If you are on another Gmail account, you will need to sign out of it and log in with your child's jrischools.com account. You **should have** access to their username and password.

Once you
click the
of the

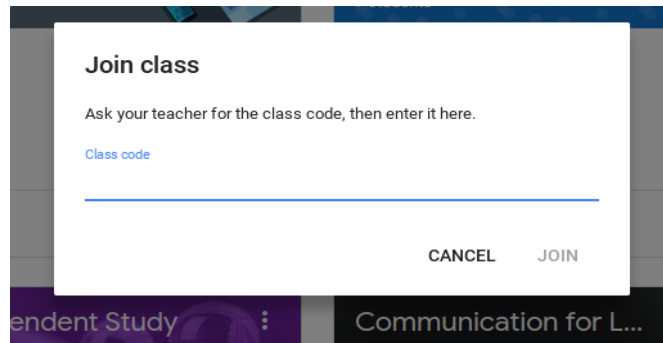


are logged in and on the
classroom.google.com site,
"+" in the top right hand side
screen.

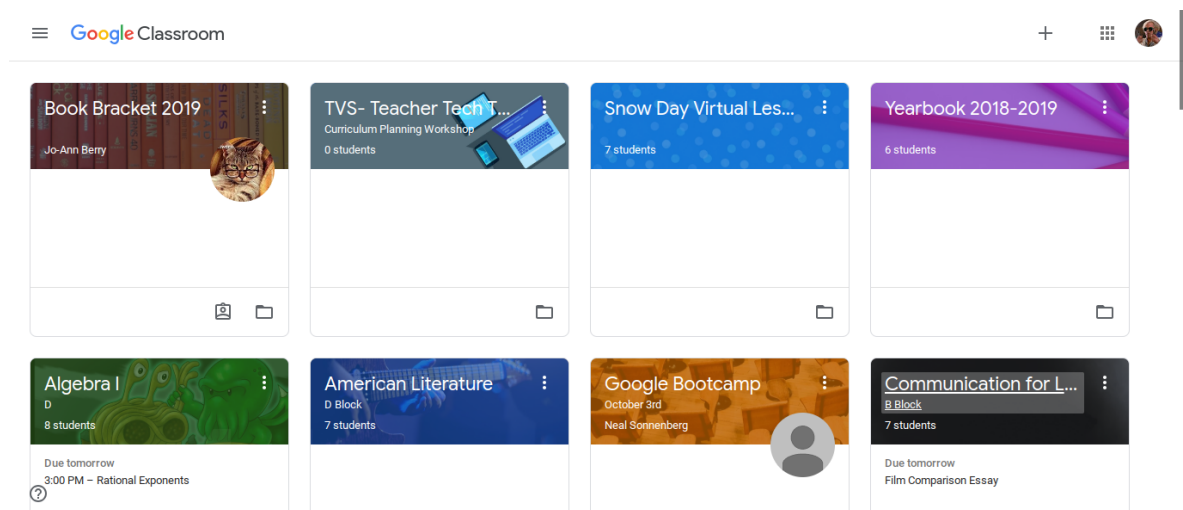
Select "Join Class".



Enter the class code(s).



The classrooms that you are now joined to will now be one screen. The next time you use classroom.google.com, this will be the “home screen”.



Support Services

Classroom Counselors

Classroom Counselors provide academic support, coaching and check-ins to students throughout the school day. Classroom Counselors assist in developing and implementing academic and clinical interventions. Their support provides in-the-moment skill development and social and emotional awareness to increase independence and access to the academic curriculum.

Speech and Language

Anchor Academy offers services by a certified Speech and Language Therapist that works collaboratively with teaching staff to strengthen student’s communication and social skills, including

speech, comprehension and the use of pragmatics. The services are offered to students based on their Individualized Education Plan.

Services and Testing Beyond the Scope of Anchor Academy

Any additional services listed in the student's Individualized Education Plan will be discussed with the treatment team prior to admission, or as implemented during Team meetings. Anchor Academy will allow testing and/or observations funded by the sending school district or community-based treatment team. Any additional services provided in the community or by other providers will not be funded by Anchor Academy with the exception of tutoring costs if a student requires hospitalization.

Transitional, Vocational, and Gap Year Opportunities

Anchor Academy provides transitional and vocational experiences that focus on developing students' individual strengths and interests. On-campus and community-based activities are geared towards developing life and work skills pertinent to post-secondary success. Each student has the opportunity to develop their own roadmap for educational, financial, and career exploration with the support of Anchor Academy staff.

Pre-Employment Skills and Career Exploration

Anchor Academy provides educational support and skill building opportunities for students to explore the job application process, build a resume, practice and develop interview skills, and contact references.

Anchor Academy provides students the opportunity to meet professionals in specific career settings in order to observe or volunteer to gain exposure and assess their interests.

Post-Secondary Education Exploration

Anchor Academy partners with local colleges where students have the opportunity to tour campuses, learn about specific educational paths, explore college life, and discover resources.

Anchor Academy offers eligible students the opportunity for dual enrollment at local and online colleges. Approval to participate is an IEP team decision. Funding is not provided by Anchor Academy.

Career Interest Inventory and Assessment

Anchor Academy utilizes a variety of assessment tools to identify students' areas of strength, interests, and values. Each student has the opportunity to develop a portfolio cataloging assessment data and areas of growth and individual needs.

Independent Life Skills

Anchor Academy facilitates a curriculum that fosters independent life skills such as daily living, transportation acquisition, and financial independence. Students have the opportunity to apply learned skills through community integration such as shopping with a budget and accessing public transportation.

Vocational/Volunteer Opportunities and Community Service

Anchor Academy provides opportunities for students to participate in a variety of vocational/ volunteer opportunities or community service activities in order to help further develop their strengths, skills and interests. These experiences help students build community connections while developing a stronger sense of self. Such opportunities may occur either off-campus or at the school as part of the vocational programming. School staff work with students in the community to teach and model appropriate vocational skills and social interactions. Students are not permitted to go directly to an off campus opportunity from home. All students' levels of regulation and safety will be assessed prior to leaving campus and continuously while off campus.

Work-Based Learning Plan

Developed by the Department of Elementary and Secondary Education, the Massachusetts Work-Based Learning Plan is utilized by Anchor Academy. The Work-Based Learning Plan is a diagnostic, goal-setting assessment used to stimulate student interest and productivity. Student's progress is assessed and in the moment feedback is available to help improve performance.

Gap Year Services

Anchor Academy offers gap year services, in collaboration with the sending school district, for students who require additional services beyond their 12th grade year. These plans are individualized to each student's unique needs and may include MCAS review, preparation and facilitation, credit recovery, dual enrollment, job exploration and placement, vocational skills certifications and training, and independent living skills. The gap year program is a continuation of a student's enrollment and IEP services. In order to participate in the Gap Year Program, a student will defer their diploma until they have graduated from the Gap Year Program/Services. Students enrolled are expected to follow the school's code of conduct, and all policies and procedures. Students enrolled in Anchor Academy's gap year programming have full access to educational and therapeutic support, including individual and group therapy, and check-ins as needed.

Therapeutic Model and Services

Attachment, Self-Regulation and Competency (ARC)

Anchor Academy utilizes the ARC model to provide a guiding framework for thoughtful clinical intervention with complexly traumatized youth. Drawing from the fields of trauma, attachment, and child development, the framework recognizes the importance of working with the child-in-context, of acknowledging the role of historical experiences and adaptive responses in current presentation, and of intervening with the surrounding environment to support and facilitate the child's healthy growth and development. Anchor Academy utilizes this framework to support students in developing appropriate relationships and social skills, learning to utilize effective, healthy regulation skills and developing students' identity and self-esteem.

Therapeutic Support System

Anchor Academy utilizes the Therapeutic Support System which combines a 5-point awareness scale and continuous skills development. The goals of the Therapeutic Support System is to provide ongoing opportunities for each student to increase awareness, internalize healthy regulation strategies, and achieve independence. Anchor Academy considers every moment of the school day to be time-on-learning while continuously assessing each student throughout the day.

In order to successfully understand and identify students' present emotions, behaviors, and life situations, Anchor Academy utilizes the 5-point awareness scale. The 5-point awareness scale includes external scales, internal scales and life situation scales. Each of these scales is used by both school staff and students to improve communication, gain insight into emotional experiences and thoughts, and enhance social awareness. These scales are learned in therapeutic groups and used throughout the school day as a tool for students and school staff to proactively determine the most appropriate types of support needed.

At Anchor Academy, students are provided with continuous opportunities to explore, develop, and practice healthy regulation skills. The development of skills supports students in achieving independence in emotional regulation techniques. The two skill categories that Anchor Academy identifies are internal skills and external skills. Internal skills involve regulation techniques such as positive affirmations, mindfulness, changing perspective, recognizing past consequences, and distraction. External skills are regulation practices such as the use of a regulating tool, taking space, movement breaks, and drawing. The continuous skills development is explored deeply within therapeutic groups and supported throughout all parts of the school.

Therapeutic Touch

Anchor Academy adheres to clinical community standards regarding touch. The use of touch is individualized to the treatment needs of each student. Anchor Academy utilizes the ARC framework which focuses on building healthy attachments and sensory integration as crucial components to students development. Therapeutic touch can provide rhythm and routine for students (high-fives), and it can facilitate appropriate attunement with trusted staff (providing a side hug when a student is seeking comfort). Therapeutic touch equally promotes regulation and can help pre-empt the need for physical management (restraint).

Therapeutic touch will only be implemented for the clinical well-being of students. Specific plans around therapeutic touch will be noted in the student's file. Therapeutic touch requires two-way consent.

Staff are trained in the treatment benefits of appropriate touch, and they will only engage in it with the understanding of that goal:

- Ideally, therapeutic touch will be initiated by students (asking for a hug).
- When initiated by staff (offering deep pressure in accordance with an individualized plan), staff will verbally communicate their intention to engage in therapeutic touch and explain the rationale behind it.
- When engaging in therapeutic touch, staff will be attuned to the student at all times. Staff will disengage from the therapeutic touch if they observe a shift in the student's presentation or the student communicates that the touch is undesired.
- Each staff member will be trained on the use of therapeutic touch during new hire orientation and will have ongoing conversations in department meetings, individual supervision, and group supervision.
- Anchor Academy encourages treatment team suggestions if there are specific therapeutic touch strategies that are helpful for a student and the team wishes for that to be considered as a part of their individualized plans.

Approved Therapeutic Touch:

Approved therapeutic touch for students and staff are as follows:

- Handshakes
- High fives
- Brief side hugs
- Sensory integration items such as OT brush, sensory rollers, tactile balls, etc.
- Deep pressure as indicated by individualized plans

Students will be redirected if they attempt to touch staff without permission; students will be encouraged to verbally request therapeutic touch to promote self-advocacy and body autonomy.

Inappropriate Therapeutic Touch:

- Students will never be allowed to sit on a staff member's lap or legs.
- Rubbing a student's back under their shirt, and/or rubbing/massaging a student's legs in any way.
- Laying down next to a student.
- Kissing and full-frontal hugging.
- Horseplay or roughhousing.
- Any contact that disrupts or interferes with class time, learning, and treatment.

Other Forms of Physical Contact

The care of students at Anchor Academy sometimes requires periodic physical contact other than therapeutic touch such as medical treatment as determined by the RN or delegated staff.

In support of students' well-being, staff may engage in limited, appropriate physical contact strictly for the purpose of hygiene education and non-medical hygienic support. This contact must adhere to professional boundaries and be guided by the principles of respect, dignity, and student safety.

Prior to making physical contact with students, Anchor Academy staff will seek the student's verbal or non-verbal consent. Wherever possible, staff will implement the use of visual aids, verbal prompts, or modeling before physical assistance is provided. Staff must also remain sensitive to individual needs, cultural backgrounds, and personal boundaries.

Any concerns regarding physical contact should be reported immediately to Program Director Rachel Joseph at rejoeph@jri.org.

Behavior Supports, Policies and Procedures

Anchor Academy has a full Student Behavior and Support Policy which details our processes regarding crisis management and support. The Department of Elementary and Secondary Education (DESE) regulations require that private day educational programs develop physical restraint policies and procedures in accordance with the requirements of 603 CMR 46.00. These policies and procedures address appropriate responses to student behavior that may require immediate intervention. Anchor Academy's notification of parent's right to receive a copy of the school's Physical Restraint Policy and Procedures is provided within the school's Behavior Support Policies and Procedures.

Annually, these policies are reviewed, provided to all staff and are available to caregivers/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 caregiver/guardians; 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 per a student's IEP, are maintained in student records.

Alternative to Physical Restraint

Anchor 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 can manage possible crisis situations.

Anchor Academy uses 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.

Training Requirements

Anchor Academy 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 be trained 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.

Reporting Requirements

Anchor Academy 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

caregivers/guardians, collateral contacts, agencies involved with the care and/or placement of a student, and the sending school district to ensure they are aware of progress and any areas of concern, including incidents that occur. The JRI Incident Report form is used to communicate incidents that may occur. Anchor Academy 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 Director and/or designee is responsible for ensuring timely follow up to all incidents related to restraint or the behavior support policies in alignment with related regulations.

Reporting Requirements

Anchor Academy maintains regular communication with caregivers/guardians. Staff keep families informed of progress and any areas of concern specific to their students. Caregivers/guardians and students are notified of the behavior support systems and related policies at intake and annually.

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

Notification

Caregivers/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. Anchor Academy aligns with all federal and state reporting requirements. The sending school district and any agencies involved with the care or placement of the student are also notified within the same timeframes. The DESE is notified immediately for relevant incidents (see 4.5 Immediate Notification for more details).

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

Time Out

Anchor Academy 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.

Clinical Services

Anchor Academy provides clinical support to students with emotional and social challenges that can interfere with their academic performance. Each student is assigned to a Master's level clinician who provides individual counseling consistent with his/her/their Individualized Education Plan. Anchor Academy does have clinical interns who provide supplemental services to students. The interns are supervised by licensed clinicians. Services are focused on skill development, building individual awareness, and crisis intervention as needed. The clinician works with students to develop individualized plans and interventions.

The student's school clinician serves as the main point of contact for families, guardians, and collateral agencies. The clinician works collaboratively with all community-based treatment providers to ensure a wrap-around approach for each student.

Therapeutic groups occur once a week and are led by clinical staff. The purpose of the therapeutic groups is to help students navigate the complexities of adolescence and transition to adulthood. The clinical groups focus on identity, self-care, wellness, skill development, individual awareness, safety, interpersonal communication, and conflict resolution, utilizing a variety of modalities to ensure all students are able to successfully engage in group sessions.

Clinical Check-ins

A student may access and utilize clinical support by asking for or scheduling a "check-in" to discuss any significant event that is relevant and impeding their ability to complete class work and use class time appropriately. When a student requires support outside of the classroom, they are expected to complete a check-in note. They are expected to remain in their class utilizing a regulation skill until an appropriate support staff is available to meet with them. Support staff meet with students to problem-solve in a collaborative manner and make appropriate plans to help the student be more productive in class. Emotional and mental health challenges are accommodated within the classroom setting in coordination with teachers and staff based on a student's need as outlined in their IEP. Support staff will help students identify, learn, and develop healthy strategies for them to attend to their classroom responsibilities.

Clinical Goals

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

1. To provide all students with a supportive school environment where new skills, including regulation and social skills, can be practiced safely.
2. To support continued development and exploration of the individualized, positive traits inherent in each student.
3. To promote incorporating self care, life skills and wellness into their daily schedules.
4. To encourage and support the development of tools and resources that students can access on campus and in the larger community.
5. To encourage and support the development of self advocacy and communication skills within individual students and the community as a whole.
6. To gain a deeper understanding of their mental health diagnoses and educational strengths and needs.

Caregivers/guardians should always feel free to leave a voicemail for the student's clinician. Clinicians check their voicemail and email daily. Clinical team members are generally able to return all correspondence within one school day of receipt. Please note that at times clinicians are off-site at training or other meetings.

We look forward to supporting your student this year!